



## Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2024/25

Date created: 28/02/2023

Last amended: 25/09/2023

Version no. 1 Date approved by EQED:

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### 1. Programme title(s) and code(s):

MA Applied Linguistics and TESOL

Postgraduate Diploma in Applied Linguistics and TESOL

Postgraduate Certificate in Applied Linguistics and TESOL

#### a) [HECOS Code](#)

HECOS Code	%
Applied Linguistics 100970	50%
Teaching English as a Foreign Language: 100513	50%

### 2. Awarding body or institution: University of Leicester

### 3. a) Mode of study: Full-time or Part-time

#### b) Type of study Campus-based

### 4. Registration periods:

#### A) Full-time

##### **MA Applied Linguistics and TESOL (180 credits)**

The normal period of registration is 1 years

The maximum period of registration 2 years

##### **Postgraduate Diploma in Applied Linguistics and TESOL (120 credits)**

The normal period of registration for the Postgraduate Diploma is 9 months

The maximum period of registration for the Postgraduate Diploma is 18 months.

##### **Postgraduate Certificate in Applied Linguistics and TESOL (60 credits)**

The normal period of registration for the Postgraduate Certificate is 4 months

The maximum period of registration for the Postgraduate Certificate is 8 months

##### **Single module (15 credits)**

The normal period of registration for the Single module (15 credits) is 2 months

The maximum period of registration for the Single module (15 credits) is 4 months

##### **Single module (30 credits)**

The normal period of registration for the Single module (30 credits) is 4 months

The maximum period of registration for the Single module (30 credits) is 8 months

Students can apply for entry to the MA, PGDip or PGCert; it is possible for students to switch between programmes during the course of their studies. It is also possible to register for a single module, for which students will receive the award of credit.

## **B) Part-time**

### **MA Applied Linguistics and TESOL (180 credits)**

The normal period of registration is 2 years

The maximum period of registration 3 years

### **Postgraduate Diploma in Applied Linguistics and TESOL (120 credits)**

The normal period of registration for the Postgraduate Diploma is 18 months

The maximum period of registration for the Postgraduate Diploma is 36 months.

### **Postgraduate Certificate in Applied Linguistics and TESOL (60 credits)**

The normal period of registration for the Postgraduate Certificate is 15 months

The maximum period of registration for the Postgraduate Certificate is 18 months

## **5. Typical entry requirements**

Candidates should normally be teachers or others working in the TESOL field who have at least a second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above) plus one year teaching experience. Degrees in English language, linguistics or education preferred. Serving teachers who have equivalent qualifications or qualified teacher status and significant experience can be considered. Candidates who are not native speakers of English need to have a proficiency level equivalent to candidates who are not native speakers of English need to have a proficiency level equivalent to GCSE Grade 5 IELTS 6.5 with a minimum of 6.0 in each sub-skill; TOEFL 575 (paper) plus TWE 4.0, 90 (IBT); Cambridge Proficiency Grade C or above.

## **6. Accreditation of Prior Learning**

Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages), or equivalent qualification, are considered for exemption from 30 credits corresponding to one of our core 30-credit courses: EN7xxx Teaching and Learning a Second Language.

Holders of the University of Leicester PG Certificate in Teaching English for Academic Purposes are exempted from 30 credits corresponding to two of our optional 15-credit courses: EN7512 English for Specific/Academic Purposes, and EN7509 Course & Syllabus Design.

Requests for exemptions, on the basis of prior learning, may be made for a maximum of 60 credits. Detailed evidence of the prior learning with copies of programme outlines and transcripts should be submitted with the request.

## **7. Programme aims**

The programme aims to:

- Enhance the understanding and enrich the expertise of participating professionals involved in language teaching
- Provide participants with the opportunity to expand their knowledge in Applied Linguistics and TESOL sub-disciplines such as grammar awareness, phonology, second language teaching and learning, and sociolinguistics
- Develop participants' ability to apply theoretical foundations to professional contexts and reflect critically on professional practice.

- Provide an opportunity for participants to personalize and enrich their study programme through a wide choice of options
- Provide students with opportunities to extend their range of transferable skills including study and research skills
- Prepare students for further academic research in applied linguistics, TESOL and related fields
- enhance participants' knowledge of the sub-disciplines of Applied Linguistics and apply this to TESOL practice;
- develop participants' ability to critically assess a range of perspectives on the theory, policy and practice of TESOL in different contexts
- enable participants to extend their range of transferable skills including study, research skills and pedagogic skills
- Prepare students for further academic research in applied linguistics, TESOL and related fields
- Enable participants to pursue a personalised study programme through a wide choice of options

On successful completion of the *MA Applied Linguistics and TESOL* all our graduates should be able to

- Relate knowledge of theory and research in Applied Linguistics to the principles and practices of TESOL
- Describe and analyse the formal systems and features of English grammar and phonology;
- Analyse and critically evaluate language use in different social contexts
- Apply a range of research methods to investigate aspects of English language and pedagogic practices in different contexts;
- Plan and conduct a research study in the field of TESOL or Applied Linguistics.
- Demonstrate a range of personal transferable skills relevant for career enhancement within the professional sector.

#### **8. Reference points used to inform the programme specification**

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy \[Login required\]](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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### 9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

#### a) Discipline specific knowledge and competencies

##### i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Demonstrate knowledge and understanding of the principles and practices of TESOL, drawing on theory and research in Applied Linguistics	<ul style="list-style-type: none"> <li>Interactive lectures</li> <li>Seminar discussions in small groups</li> <li>Discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Apply their knowledge and understanding to teaching and learning in their own educational setting	<ul style="list-style-type: none"> <li>Seminar discussions in small groups</li> <li>Discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>All assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Demonstrate knowledge of the description of the structures of English, especially grammar and phonology	<ul style="list-style-type: none"> <li>Interactive lectures</li> <li>Seminar discussions in small groups</li> <li>Discussion board activities</li> <li>Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>Seminar activities involving interaction with peers and tutors</li> <li>Class pre-reading and follow-up reading</li> <li>Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>All assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>

##### ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Understand and apply key concepts theories and debates in applied linguistics and TESOL	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Discussion board activities</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Class pre-reading and follow-up reading</li> <li>• Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>
Understand and apply key concepts in the description of language	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Class pre-reading and follow-up reading</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Understand and apply a range of qualitative and quantitative research approaches in applied linguistics/TESOL	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Class pre-reading and follow-up reading</li> <li>• Discussions with dissertation supervisor</li> <li>• Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments (Coursework essays, projects, individual and group presentations, dissertation)</li> </ul>

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to critically analyse data relating to language and applied linguistics/TESOL, using a range of qualitative and quantitative approaches	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Class pre-reading and follow-up reading</li> <li>• Preparation of oral and written course assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks</li> <li>• Criterion in all summative assessments, whether oral or written</li> </ul>

Ability to critically analyse theories and issues in applied linguistics/TESOL, including the role and use of English in different contexts	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Class pre-reading and follow-up reading</li> <li>• Preparation of oral and written course assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on performance in seminar tasks</li> <li>• All summative assessments, whether oral or written</li> </ul>
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v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to present their ideas relating to applied linguistics and TESOL in a clear, concise and professional manner	<ul style="list-style-type: none"> <li>• Seminar discussions in small groups</li> <li>• Formative assignment tutorial; feedback on all course assignments; assignment seminars in all modules; dissertation supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities involving interaction with peers and tutors</li> <li>• Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assessments but especially oral presentations</li> </ul>
Produce articulate, coherent and well-structured assignments	<ul style="list-style-type: none"> <li>• Course Study guide and induction programme;</li> <li>• formative assignment tutorial;</li> <li>• feedback on all course assignments;</li> <li>• assignment seminars in all modules</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in formative assignment tutorial, and in assignment seminars held for all course modules</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on performance in seminar tasks</li> <li>• All summative assessments, whether oral or written.</li> </ul>
Demonstrate accurate and appropriate handling of references and sources	<ul style="list-style-type: none"> <li>• Study guides and induction to support development of academic literacy.</li> <li>• Formative feedback on a referencing task in Semester 1.</li> <li>• Formative feedback on all assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in formative assignment tutorial, and in assignment seminars held for all course modules</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assessments.</li> </ul>

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to assess and evaluate the quality of data and research claims in domain-specific literature.	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Reading Groups in Term 3</li> <li>• Dissertation supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of research papers in all modules but especially Research Methods</li> <li>• Writing of critical literature reviews in coursework assignments and dissertation</li> <li>• Discussions with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework assignments and dissertation</li> </ul>

**b) Transferable Skills**

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Demonstrate ability to conduct systematic, trustworthy research, e.g.: <ul style="list-style-type: none"> <li>• Develop researchable questions</li> <li>• Construct a realistic and robust research design</li> <li>• Plan a timetable for fieldwork and working out the feasibility of an intended study in particular contexts</li> <li>• Gain access to participants</li> <li>• Carry out research ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Research Methods training</li> <li>• Supervisor guidance for Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities and discussions, including critical review of research design in selected research papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion in all assignments requiring data collection, including dissertation</li> </ul>

Ability to design and collect data suitable for different types of research enquiry	<ul style="list-style-type: none"> <li>• Addressed in all modules, with a particular focus in the Research Methods &amp; Dissertation module</li> <li>• Dissertation supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with peers and module tutor in assignment tutorials</li> <li>• Engagement with data collection methods in Research Methods &amp; Dissertation module</li> <li>• Implementation in dissertation, and all assignments requiring data collection</li> <li>• Discussions with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• All assignments requiring data collection</li> <li>• Research proposal for Research Methods &amp; Dissertation</li> <li>• Dissertation</li> </ul>
Ability to identify and analyse limitations in existing research	<ul style="list-style-type: none"> <li>• Formative assignment</li> <li>• Addressed in seminars in all modules, especially Research Methods &amp; Dissertation module, and Term 3 Reading Groups</li> <li>• Dissertation supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with data collection methods in Research Methods &amp; Dissertation module</li> <li>• Discussions with dissertation supervisor</li> <li>• Reviewing literature in writing assignments and dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assignment</li> <li>• Research proposal for Research Methods &amp; Dissertation</li> <li>• Dissertation</li> </ul>

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to communicate effectively and fluently in spoken and written academic English	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> <li>• Formative assignment</li> <li>• Sharing exemplar assignments</li> <li>• Support for and feedback on oral and written assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar activities inviting Interaction with peers and tutors</li> <li>• Discussion board posts on VLE</li> </ul>	<p>All assessments, but especially:</p> <ul style="list-style-type: none"> <li>• Coursework essays and projects</li> <li>• Oral presentations</li> <li>• Dissertation</li> </ul>

iii) Data Presentation



Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to use appropriate methods of quantitative and qualitative analysis to present data effectively	<ul style="list-style-type: none"> <li>• Research Methods module</li> <li>• Seminars in other modules that emphasize data collection and analysis</li> <li>• Supplementary resources on Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Research Methods sessions and Reading Groups.</li> <li>• Participation in relevant modules, including assignment work which requires data presentation and commentary</li> <li>• Writing of dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Formative feedback in seminars</li> <li>• Formative tutor assessment by dissertation supervisors.</li> <li>• Summative assessment in the dissertation, and relevant module assignments</li> </ul>

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Ability to make effective use of software relevant to their data preparation, analysis and research needs</p> <p>Use IT effectively for information searching, collecting and recording</p>	<ul style="list-style-type: none"> <li>• Introduction to SPSS/Excel for basic quantitative analysis in the Research Methods module.</li> <li>• Introduction to RefWorks in Induction week</li> <li>• Use of phonetic font software in the Phonology part of Exploring Grammar and Pronunciation: From Theory to Practice.</li> <li>• Workshops to introduce particular software tools (e.g. in the Corpus Linguistics option module)</li> </ul>	<ul style="list-style-type: none"> <li>• Short exercises using SPSS/Excel in the Research Methods module</li> <li>• Hands-on activities in the Corpus Linguistics module workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment in dissertation supervisions where students choose to use analytical software.</li> <li>• Formative feedback and summative assessment of use of relevant tools in Corpus Linguistics option module</li> </ul>

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Ability to identify and reflect on common teaching and learning challenges in TESOL, including issues relating to culture and diversity.	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminar discussions in small groups</li> <li>• Tutorials and supervisions</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous assignments require students to address implications of their work, i.e. to reflect on teaching and learning issues and solutions, in a context of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities via formative assignment, and tutor feedback on performance in seminar tasks</li> <li>• Summative assessments that focus on teaching and learning challenges and issues</li> </ul>
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vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Be able to collaborate effectively with course peers and professionals from diverse backgrounds	<ul style="list-style-type: none"> <li>• Groupwork tasks in seminars and workshops</li> <li>• Blackboard group discussion tasks in the TLSL module</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of and participation in seminar and workshop tasks with classmates from diverse backgrounds</li> <li>• Student-initiated informal study groups</li> </ul>	<ul style="list-style-type: none"> <li>• Formative tutor feedback on classroom performance</li> <li>• Formative tutor feedback on Blackboard discussion tasks</li> </ul>

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Be able to work independently, or in groups, demonstrating initiative, self-organisation and effective time management	<ul style="list-style-type: none"> <li>• Induction Week (programme leader introduction)</li> <li>• Course Study Guide</li> <li>• Discussions with personal tutor</li> <li>• Discussions with dissertation supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and discussion with personal tutor</li> <li>• Reflection and discussion with dissertation supervisor</li> </ul>	

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Display understanding of the range of teaching and other professional	<ul style="list-style-type: none"> <li>• Delivery of the Professional Lives in ELT session, introducing</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities on key transferrable skills (e.g. in CPD)</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities on key</li> </ul>

<p>options available on graduation from the programme</p>	<p>students to professional opportunities and activities following graduation</p> <ul style="list-style-type: none"> <li>• Links on Blackboard VLE to TESOL-related professional organisations, e.g. IATEFL and the British Council</li> <li>• CPD for English Language Teachers option module;</li> <li>• Careers counselling from personal tutors</li> </ul>	<p>module and Professional Lives in ELT session)</p> <ul style="list-style-type: none"> <li>• Encouragement of attendance of high-profile conferences, e.g. the annual International Association of Teachers of English as a Foreign Language (IATEFL)</li> </ul>	<p>transferrable skills at the Professional Lives in ELT session.</p> <ul style="list-style-type: none"> <li>• Summative assessment on CPD option module</li> </ul>
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### 10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

#### a) Course transfers

n/a

#### b) Year in Industry

### 11. n/aCriteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

[delete as required] The following additional award requirements for this programme have been approved by the Quality and Standards Sub Committee on Click or tap to enter a date.:

- ...

### 12. Special features

[Insert details or state n/a]

### 13. Indications of programme quality

The external examiners for the MA Applied Linguistics and TESOL programme have routinely expressed their satisfaction and complimented the team on a number of points, including the quality of written feedback on students' assignments and the quality of dissertation projects undertaken by students.

### 14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at [exampapers@Leicester](mailto:exampapers@Leicester) [log-in required].

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### Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MA Applied Linguistics and TESOL (Campus-based)

**Intake Month September Mode of Study Full Time Structure**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	60 credits	60 credits	30 credits
Optional	n/a	n/a	30 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Semester 2	ED7733	Analysing Language in Social Contexts	30 credits
Year long	ED7735	Research Methods and Dissertation	60 credits

Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7716	Psychological Issues in Language Learning <sup>a</sup>	15 credits
Semester 2	ED7703	Materials Design and Development <sup>a</sup>	15 credits
Semester 2	ED7705	Continuing Professional Development for English Language Teachers <sup>a</sup>	15 credits
Semester 2	ED7704	Technology Enhanced Language Learning <sup>b</sup>	15 credits
Semester 2	ED7706	Corpus Linguistics and Language Learning/Teaching <sup>b</sup>	15 credits
Semester 2	ED7717	Migration, Superdiversity and Language <sup>b</sup>	15 credits

**Notes**

1. One module to be taken from those labelled as **a**, and one module to be taken from those labelled as **b**
2. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

MA Applied Linguistics and TESOL (Campus-based)

**Intake Month September Mode of Study Part Time Structure**

Credit breakdown - INDICATIVE

Status	Year 1 Year long	Year 1 Semester 1	Year 1 Semester 2	Year 2 Year long	Year 2 Semester 1	Year 2 Semester 2
Core	n/a	30 credits	30 credits	60 credits	30 credits	n/a
Optional	n/a	n/a	n/a	n/a	n/a	30 credits

180 credits in total

Postgraduate Diploma in Applied Linguistics & TESOL (Campus-based)

**Intake Month September Mode of Study Full Time Structure**

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	30 credits
Optional	n/a	n/a	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Semester 2	ED7733	Analysing Language in Social Contexts	30 credits

Option modules

Delivery period	Code	Title	Credits
Semester 2	ED7716	Psychological Issues in Language Learning <sup>a</sup>	15 credits
Semester 2	ED7703	Materials Design and Development <sup>a</sup>	15 credits
Semester 2	ED7705	Continuing Professional Development for English Language Teachers <sup>a</sup>	15 credits
Semester 2	ED7704	Technology Enhanced Language Learning <sup>b</sup>	15 credits
Semester 2	ED7706	Corpus Linguistics and Language Learning/Teaching <sup>b</sup>	15 credits
Semester 2	ED7717	Migration, Superdiversity and Language <sup>b</sup>	15 credits

**Notes**

1. One module to be taken from those labelled as **a**, and one module to be taken from those labelled as **b**

2. This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

## Postgraduate Diploma in Applied Linguistics & TESOL (Campus-based)

### Intake Month September Mode of Study Part Time Structure

Credit breakdown - INDICATIVE

Status	Year 1 Year long	Year 1 Semester 1	Year 1 Semester 2	Year 2 Year long	Year 2 Semester 1	Year 2 Semester 2
Core	n/a	30 credits	30 credits	n/a	30 credits	n/a
Optional	n/a	n/a	n/a	n/a	n/a	30 credits

120 credits in total

## Postgraduate Certificate in Applied Linguistics & TESOL (Campus-based)

### Intake Month September Mode of Study Full Time Structure

Credit breakdown

EITHER:

Status	Year long	Semester 1	Semester 2
Core	n/a	30 credits	30 credits
Optional	n/a	n/a	n/a

60 credits in total



OR:

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	n/a
Optional	n/a	n/a	n/a

60 credits in total

Core modules: STUDENTS CHOOSE TWO MODULES FROM THREE:

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Semester 2	ED7733	Analysing Language in Social Contexts	30 credits

Postgraduate Certificate in Applied Linguistics & TESOL (Campus-based)

**Intake Month September Mode of Study Part Time Structure**

Credit breakdown

INDICATIVE:

Status	Year long	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
Core	n/a	30 credits	n/a	30 credits	n/a
Optional	n/a	n/a	n/a	n/a	n/a

60 credits in total

OR:

Status	Year long	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 1	Year 2 Semester 2
Core	n/a	30 credits	n/a	n/a	30 credits
Optional	n/a	n/a	n/a	n/a	n/a

60 credits in total

Core modules: (**PART-TIME ROUTE**) *STUDENTS CHOOSE TWO MODULES FROM THREE:*

Delivery period	Code	Title	Credits
Semester 1	ED7731	Teaching and Learning a Second Language	30 credits
Semester 1	ED7732	Exploring Grammar and Pronunciation: From Theory to Practice	30 credits
Semester 2	ED7733	Analysing Language in Social Contexts	30 credits

## Appendix 2: Module specifications

See postgraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery)