1. **Programme Title(s):**

   MA TESOL

2. **Awarding body or institution:**

   University of Leicester

3. **a) Mode of study -** Full time

   b) Type of study - Campus based

4. **Registration periods:**

   The normal period of registration is 1 year

   The maximum period of registration is 2 years

5. **Typical entry requirements:**
   - A relevant second class honours degree or its equivalent from a non-UK university (GPA 3.0 or above). Degrees in English language, other languages, linguistics or education preferred.
   - Some prior engagement with language teaching, e.g. through employment, internship, volunteer teaching or relevant previous training (applicants are normally at or near the beginning of a career as an English language teacher).
   - Candidates who are not native speakers of English need to have a proficiency level equivalent to GCSE O level Grade C; 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:**

   Requests for exemptions, on the basis of prior learning, may be made for a maximum of 60 credits.

   - 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: ED7012 English for Specific/Academic Purposes, and ED7009 Course & Syllabus Design.

   - Holders of the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages) are exempted from 30 credits corresponding to two of our core 15-credit courses: ED7042 Second Language Teaching, ED7043 Second Language Learning.

   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:
- Provide participants with the opportunity to study the sub-disciplines of TESOL;
- Provide participants with theoretical foundations upon which sound TESOL practice is based;
- Develop participants' ability to reflect critically on practice.
- Develop students' ability to manage, reflect on and enhance their own learning;
- Provide students with opportunities to extend their range of transferable skills including study and research skills and teaching skills.

The general teaching aims of the *MA TESOL* programme are to:
1. Provide participants with the opportunity to study sub-disciplines that apply to TESOL: grammar awareness, phonology, and second language learning and teaching.
2. Provide an opportunity for participants to personalize and enrich their study programme through a choice of options.
3. Provide opportunities for intending teachers to study the practice of English teaching;
4. To provide participants with theoretical foundations upon which sound practice is based.

On successful completion students in *MA in TESOL* should be able to:

1. Display knowledge and understanding of the principles and practices of TESOL drawing on theory and research in TESOL;
2. Display knowledge of the description of English grammar and phonology;
3. Apply their knowledge to practice (e.g. in lesson planning or peer teaching).
4. Apply their knowledge and understanding to teaching and learning in their own educational setting;
5. Apply a range of research methods to the study of English in different contexts and the teaching and learning of English in different contexts;
6. Plan and conduct practitioner research in the field of TESOL or related field.

8. **Reference points used to inform the programme specification:**
- External Examiners' reports
- QAA subject review (http://www.qaa.ac.uk)
- QAA Benchmarking statement
- University of Leicester Learning Strategy
- Graduate Survey

9. **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Ability to analyse and discuss the principles and practices of TESOL drawing, where appropriate, on theory and research in Applied Linguistics covering disciplines that apply to TESOL: discourse, grammar, phonetics and phonology, Second Language learning and teaching. Ability to critically reflect on their own and others' learning and teaching.	Lectures Seminars Tutorials Workshops Directed reading Dissertation supervision Induction programme Blackboard (VLE) support site Student discussion boards Development of practical teaching skills through learner diaries, teaching observation and peer teaching.	Formative and summative assessment, including: Formative assignment essay Graded assignments Professional Enquiry Portfolio or Dissertation
Concepts		
Ability to describe the formal (i.e. syntactic and phonological) features of English. Ability to analyse observed learning and teaching. Analyse and discuss theories of second language teaching and second language acquisition.	Grammar and Phonology categories and processes; related terminology – through lectures, pre-session tasks, and workshops. Pedagogical approaches and their underpinning theories, and theories of language acquisition – through lectures, seminars, participant observation (Languages @ Leicester), lesson observation, peer teaching.	Tests in Grammar and Phonology including analysis of a piece of spoken or written discourse. Literature based or small-scale research projects on aspects of Second Language Teaching and Second Language Learning Professional Enquiry or Dissertation.
Techniques		
Development of the analytical skills used by linguists to describe language form. Optionally: Ability to analyse the role and use of English in context (social, political, cultural, professional etc.).	Use of phonemic and models of grammatical analysis. For example, thematic analysis or Discourse Analysis.	Assessed analyses of samples of spoken or written language. (Tests; assignments)
Critical analysis		
Ability to analyse and critique relevant arguments, debates and points of view in areas of TESOL. Critically evaluate the relationship between theory and TESOL practice.	Seminars involving critical debate based on pre-class reading. Individual and group tutorials analysing aspects of Applied Linguistics/TESOL. Formative feedback on assignments. Online discussion with personal tutor regarding assignment outlines and tasks.	Development of a critical argument in essays and final Professional Enquiry or Dissertation.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Presentation		
Produce articulate, fluent and well-structured assignments. Show accurate and appropriate handling of references and sources. Show ability to present work clearly and appropriately.	Study guides and induction to support development of academic literacy. Formative feedback on a referencing task in autumn term. Formative feedback on all assignments. Assignment seminar at the end of each module. Tailored language support delivered by ELTU.	Good organisation and presentation, including use of tables and graphs etc., are specific aspects of our formal marking criteria in all assignments.
Appraisal of evidence		
Ability to formulate research questions that are appropriate and properly defined. Provide evidence of systematic enquiry. Discuss and justify research methods used. Present and analyse data clearly and accurately. Show awareness of possible limitations to the study and alternative interpretations.	Research Methods training is provided before students begin work on their Professional Enquiry or Dissertation. The modules on Second Language Teaching and Second Language Learning give opportunities for small-scale empirical research. Some of the optional courses provide opportunities for research on language use e.g. through sociolinguistic surveys or use of corpora in preparation for the PE/Dissertation. Supervisor provides tutorial support at PE/Dissertation stage.	Extended essays and Professional Enquiry or Dissertation, at the proposal and outline stages as well as in their final submitted form.
(b) Transferable skills		
Research skills		
Communicative and intercultural competence. The ability to apply the skills and knowledge gained to their own teaching contexts.	Research Methods training. Reflective practitioner research skills are developed through learner diaries, observation and subsequent analysis in discussion with peers from a range of backgrounds, from different parts of the world and with different first languages. Supervisor guidance for Professional Enquiry/ Dissertation.	Assignment essays and reports for Materials and Lesson Planning, and Reflections on Learning & Teaching. Participation in group tasks, including peer teaching. Poster presentation for Professional Enquiry.
Communication skills		
Constructing and managing a spoken argument. Communicating effectively and fluently in speech. Analyse and discuss the dynamics of oral communication.	Seminar debates and student presentations, e.g. reading group seminars and poster presentation. Analysis of classroom discourse.	Formative assessment of peer teaching. Production and presentation of poster. Workshop participation, e.g. in Grammar Awareness.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communicating effectively and fluently in writing. Using the appropriate register and style and proper referencing when writing essays, assignments and dissertations.	Induction course in academic writing Introduction to IT tools (eg Endnote) for referencing. Academic writing training scheduled on Wednesday afternoons, provided by ELTU and available to international students. Student learning centre advice publicised. Blackboard website provides support for academic writing	Formative assignment focuses on writing skills. Tutorial advice offered on outlines of assignments. Written assignments required in each module.
Data presentation		
Demonstrate a command of quantitative research methods and their uses in areas such as language testing and Second Language Learning.	Online tutorial in SPSS available through Blackboard (see earlier comment) Research Methods classes	In Professional Enquiry or Dissertation, as well as in any empirical research for assignments, students may analyse data through SPSS or Excel.
Information technology		
Ability to use phonetic font software and other linguistics-related software (eg British National Corpus, Wordsmith Tools, Oxford Text Archive).	Their use is demonstrated and practiced in e.g. Phonology & Pronunciation and Corpus Approaches to Vocabulary. Research Methods training in basic use of linguistic corpora. Optional course on Corpus Linguistics.	Students are expected to make use of the IPA fonts in the Phonology test. Students may submit assignments drawing on electronic tools and corpora, as appropriate, in a range of assignments.
Problem solving		
Ability to identify and reflect on common learning and teaching problems in ELT. Ability to identify and reflect on cultural problems in ELT.	Second Language Teaching and Second Language Learning address key issues and problems in ELT. Students reflect on their own and others' learning and teaching through participation/diaries (Languages @ Leicester) and observation reports.	Assignments on relevant courses are expected to reflect on and critically discuss problems and issues in ELT. Most assignments finish with an 'implications' section related to a specific context/group of learners.
Working relationships		
Ability to communicate and work effectively in small groups. Show willingness to learn from other ELT professionals	Group work in workshops/seminars Course specific Discussion Forum in Blackboard (CB)	Informal assessment of students' effectiveness in group activities. Professional Enquiries frequently involve surveying, interviewing and/or observing experienced teaching professionals.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing learning		
Show ability to work independently, demonstrating initiative, self-organization and time-management. Show ability to manage their learning self-critically. Ability to acquire complex linguistic information of diverse kinds, from a variety of sources (libraries, WWW, CD-ROMs, corpora, discussions with peers etc).	Tutorial support in time management and planning of assignments. Induction session on the use of the library and electronic resources. Blackboard support on the university's website. Support on handling information (e.g. how to access online journals) through induction and study skills sessions.	Tutor reports on student progress. Course evaluation forms and staff/student committee meetings enable monitoring how students see their own success in these areas. Organisation and presentation of information is assessed in all written assignments.
Career management		
Develop an awareness of teacher identities, changes in career path, and reflective practitioner skills.	A "Purposes and Priorities" session in induction week deals with goal setting and aspirations. Students have the opportunity to choose two optional courses (30 credits) in accordance with their own goals and aspirations.	Option module: CPD for English language Teachers The Professional Enquiry portfolio focuses on the writer's own professional development.

10. Special features:

- The MA is campus-based. Occasionally it may draw on parallel courses on the distance learning degree.
- The MA combines a theoretical grounding in TESOL with a focus on pedagogical application to English Language Teaching, rather than concentrating solely on one or the other.
- Modules on "Communicative Language Teaching in Action" and "Reflections on Language Teaching & Learning" (previously offered as ED7001 "Language Teaching in Action") enable intending entrants to the English language teaching profession to study at Masters more theoretical modules while developing practical observation skills and demonstrating the ability to reflect on and evaluate teaching events;
- The wide range of option modules enables students to specialise in a chosen area.
- Students who follow the MA in TESOL can choose to submit a *dissertation* or a *Professional Enquiry Project.*

11. Indications of programme quality:

- The external examiners for both distance and campus versions of the current MA Applied Linguistics and TESOL programme have expressed their satisfaction and complimented the team on a number of points, including the quality of written feedback on students assignments, the fact that students with potentially very different entry points can all learn from the programmes, and the handling of the challenge of the growing numbers of overseas students.

12. Scheme of Assessment

This programme follows the regulations governing taught postgraduate programmes of study.

13. Progression points

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course - this situation is monitored on an ongoing basis by the Programme Administrator and Programme Leader - and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

14. **Rules relating to re-sits or re-submissions:**

Students can only resubmit in 60 credits of the course. All resubmissions in the taught modules must be completed before progression to the Professional Enquiry/ Dissertation.

15. **Additional information** [e.g. timetable for admissions]

There is only one entry point, at the beginning of the academic year.

Appendix 1: Programme structure (programme regulations)

M.A./Postgraduate Diploma/Postgraduate Certificate in TESOL

Entry Requirements:
- A relevant 1st degree at a good class 2.2. (UK equivalent) or above
- GPA 3 (US equivalent) or above
- Students whose first language is not English or who have not lived in a country where it is the first language for at least three years prior to starting the programme must possess an appropriate English Language qualification

   Acceptable evidence includes: GCSE/O-Level English at grade C or above; an overall score of 6.5 in the IELTS test (with a minimum score of 6.0 is obtained in each component); a TOEFL 600 (paper) or 90 (IBT)

- Applicants should have demonstrable evidence of engagement with language teaching, e.g. through employment, internship or volunteer teaching.

	Module Code	Module Title	Credits
Compulsory	ED7040	Communicative Language Teaching in Action	15
	ED7041	Reflections on Language Learning & Teaching	15
	ED7042	Second Language Teaching	15
	ED7043	Second Language Learning	15
	ED7044	Grammar Awareness	15
	ED7045	Phonology and Pronunciation	15
	ED7031*	Professional Enquiry	60
	ED7000*	Dissertation	60
Optional (not all options are offered every year)	ED7048	Psychological Issues in Language Learning	15
	ED7023	Corpus Linguistics	15
	ED7046	Language in Society	15
	ED7047	Discourse Analysis	15
	ED7007	Language Testing and Assessment I	15
	ED7010	Materials Design and Development	15
	ED7016	Technology Enhanced Language Learning (TELL)	15
	ED7020	Intercultural Communication	15
	ED7022	Continuing Professional Development for English Language Teachers	15

Permitted assessment combinations – Option modules

Assessments in the above Option modules may be submitted either individually or in combination through a joint assessment submitted at the same submission point. (NB. Not all of the options listed above are offered every year).

Any TWO of the above option modules may be combined, subject to the agreement of the relevant Module Tutor. This is not possible for compulsory (core) modules.

* ED7031 or ED7000 compulsory only for the degree of M.A.

Appendix 2: Module Specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation