UNIVERSITY OF LEICESTER

1. Programme Title(s):

MA TESOL

Postgraduate Diploma in TESOL*
Postgraduate Certificate in TESOL*

*Available as an Exit award ONLY

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.

4. 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 15 credits corresponding to one of our optional 15-credit courses: ED7012 English for Specific/Academic Purposes.

- 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: EN7310 Second Language Teaching, EN7311 Second Language Learning.

Detailed evidence of the prior learning with copies of programme outlines and transcripts should be submitted with the request.

6. 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.

7. Reference points used to inform the programme specification:
- External Examiners' reports
- QAA subject review (http://www.qaa.ac.uk)
- QAA Framework for Higher Education Qualifications
- University of Leicester Learning and Teaching Strategy
- Graduate Survey

8. 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 Professional Enquiry/Dissertation supervision Induction programme Blackboard (VLE) support site Student discussion boards Development of practical teaching skills through learner diaries, teaching observation and peer, micro-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 Semester 1. 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 Second Language Learning module gives 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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 the Grammar Awareness module (EN7312)
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 course site provides additional resources to support the development of effective 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 sessions and reading groups.	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 practised in e.g. Phonology & Pronunciation and Corpus Linguistics. 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 debates in ELT. Students reflect on their own and others' learning and teaching through participation/diaries (Languages @ Leicester) and teaching 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.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.
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. A 'Professional Lives in ELT' session is organised in Semester 2 and focuses on a range of post-course professional opportunities.	Option module: CPD for English language Teachers The Professional Enquiry report and commentary offers a focus on the writer's own professional development needs and plans

9. **Special features:**
   - The MA TESOL programme is designed around six core modules delivered in semesters 1 and 2 that equip students with substantial knowledge and skills in key areas of TESOL theory and practice. Prior to the first written assessment, students complete a formative writing task. This allows for the practice of academic writing skills and opportunities to gain valuable feedback from a personal tutor. The programme also allows students to specialise through the selection of two optional modules and a dissertation or professional enquiry on a topic area of choice. This level of choice means that students have opportunities to progress through the programme in a manner that reflects their own priorities and developing interests. Prior to work on the dissertation or professional enquiry in Semester 2, a series of research methods seminars are organised which aim to develop core research knowledge and skills. For those students who select the professional enquiry route, a mini-conference

event is organised in Semester 2. This allows students to gain valuable formative feedback on their research plans.

- The MA TESOL 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.
- Communicative Language Teaching in Action (EN7308) and Reflections on Language Teaching & Learning (EN7309) enable intending entrants to the English language teaching profession to study at Masters level more theoretical modules while developing practical observation and teaching skills and demonstrating the ability to reflect on and evaluate teaching and learning events.
- The wide range of available option modules enables students to specialise in a chosen area.
- MA TESOL students can choose to submit a *dissertation* or a *Professional Enquiry Project.*
- A student who takes Language Testing and Assessment 1 and 2, and also does their dissertation or professional enquiry on a language testing related topic may be awarded an <u>MA in TESOL with Language Testing.</u>

10. Indications of programme quality:

- The external examiner for the campus version of the current MATESOL programme has 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.

11. Scheme of Assessment

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

12. 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.

13. 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.

14. 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. 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 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	EN7308	Communicative Language Teaching in Action (Either Semester)	15
	EN7309	Reflections on Language Learning & Teaching (Semester Two)	15
	EN7310	Second Language Teaching (Semester One)	15
	EN7311	Second Language Learning (Either Semester)	15
	EN7312	Grammar Awareness (Semester One)	15
	EN7313	Phonology and Pronunciation	15
	EN7307*	Professional Enquiry Dissertation OR	60
	EN7300*	Dissertation	60
Optional: students take one optional module per Semester (not all options are offered every year)	EN7316	Psychological Issues in Language Learning (Either Semester)	15
	EN7306	Corpus Linguistics and Language Learning/Teaching (Either Semester)	15 15
	EN7314	Language in Society (Either Semester)	
	EN7315	Discourse Analysis (Either Semester)	15
	EN7301**	Language Testing and Assessment I (Either Semester)	15
	ED7008**	Language Testing and Assessment II (Either Semester)	15
	EN7302	Materials Design and Development (Either Semester)	15
	ED7012	English for Specific/Academic Purposes (Either Semester)	15
	EN7303	Technology Enhanced Language Learning (TELL) (Either Semester)	15
	EN7305	Continuing Professional Development for English Language Teachers (Either Semester)	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.

* Either EN7300 or EN7307 compulsory only for the degree of M.A.

*** Students who choose to follow the **language testing specialism** must take two option modules in Language Testing and Assessment (EN7301 and ED7008) as well as completing a Dissertation or Professional Enquiry in language testing. If successful, they will be awarded an 'MA TESOL with Language Testing'.*

Appendix 2: Module Specifications

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