- **Programme Title(s):**

MA in Applied Linguistics and TESOL (Campus Based)
Postgraduate Diploma in Applied Linguistics and TESOL*
Postgraduate Certificate in Applied Linguistics and TESOL*

*Available as an Exit award ONLY

- **Awarding body or institution:**

University of Leicester

- **a)** **Mode of study** - Full Time; Part Time (by agreement only)

- **b)** **Type of study** - Campus Based

- **Registration periods:**

The normal period of registration is 1 year

The maximum period of registration is 2 years

- **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.
  - Serving teachers who have equivalent qualifications or qualified teacher status and significant experience can be considered.
  - Candidates should normally be teachers or others working in the TESOL field with at least two years' teaching experience.
  - 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.

- **Accreditation of Prior Learning:**

Requests for exemptions, on the basis of prior learning, may be made for a maximum of two of the modules (60 credit max).

  - 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, and EN7311 Second Language Learning.

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

- **Programme aims:**

The programme aims to
- Provide participants with the opportunity to study the sub-disciplines of Applied Linguistics and TESOL;
- Provide participants with theoretical foundations upon which sound TESOL practice is based;
- Develop participants' ability to reflect critically on practice and the relationship of theory to 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.

The general teaching aims of the *MA Applied Linguistics TESOL* programme are to:

1. Enhance the understanding and enrich the expertise of participating professionals involved in language teaching
2. To further the academic and professional development of these course participants.
3. More specifically, to provide participants with the opportunity to acquire knowledge in Applied Linguistics and TESOL sub-disciplines such as grammar awareness, phonology, second language teaching and learning, and sociolinguistics.
4. Provide an opportunity for participants to personalize and enrich their study programme through a wide choice of options.

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

1. Display knowledge and understanding of the principles and practices of TESOL drawing on theory and research in Applied Linguistics;
2. Display knowledge of the description of English grammar and phonology;
3. Demonstrate the ability to analyse the role and use of English in different contexts;
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 language and the teaching and learning of English in different contexts;
6. Plan and conduct a research study in the field of TESOL or Applied Linguistics.

- **Reference points used to inform the programme specification:**
  - QAA Framework for Higher Education Qualifications
  - University of Leicester Learning & Teaching Strategy:
    http://www2.le.ac.uk/offices/sas2/quality/learnteach
  - External Examiners' reports
  - University of Leicester Periodic Development Review Report (June 2009)
  - University Employability Strategy
  - Guidelines on the University's personal tutor system
    http://www2.le.ac.uk/offices/sas2/quality/documents/personal-tutor-system.pdf

  - Graduate Survey

- **Programme Outcomes:**

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Ability to explain and discuss the principles and practices of TESOL drawing on theory and research in Applied Linguistics Ability to explain and discuss theories and research findings in Applied Linguistic sub-disciplines	Lectures Seminars Tutorials Workshops Directed reading Reading Groups Dissertation supervision Induction programme Blackboard (VLE) support site	Formative and summative assessment, including: Formative assignment Module assignments Dissertation
Concepts		
Ability to describe the formal (ie syntactic and phonological) features of English. Ability to analyse the role and use of English in context (social, political, professional etc.). Ability to analyse and discuss the dimensions of language variation and change, and of theories of second language learning and acquisition.	Grammar and Phonology categories and processes, as well as sociolinguistic frameworks; related terminology – through lectures, pre-session tasks, and workshops. Pedagogical approaches and their underpinning theories, and theories of language acquisition – through lectures, seminars.	Tests in Grammar and Phonology including analysis of a piece of spoken or written discourse analysis of selected pieces of spoken or written discourse. Literature based or empirical small-scale research project on an aspect of Second Language Teaching/ Learning or sociolinguistic aspects of language use. Dissertation.
Techniques		
Development of the analytical skills used by linguists to describe language form, language use and discourse.	Use of phonemic analysis and models of grammatical analysis, as well as various sociolinguistic frameworks (e.g. of pragmatics).	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 Applied Linguistics and TESOL. Explain and discuss developments in TESOL. Critically evaluate the relationship between Applied Linguistic theory and TESOL practice.	Seminars involving critical debate based on pre-class reading. Group tutorials analysing aspects of Applied Linguistics/TESOL. Formative feedback on assignments. Online discussion with personal tutor regarding assignment outlines and tasks. Participation in Blackboard discussions.	Development of a critical argument in essays and final Dissertation.
Presentation		
Produce articulate, fluent and well-structured assignments. Show accurate and appropriate handling of references and sources.	Study guides and induction to support development of academic literacy. Formative feedback on a referencing task in Semester 1. Formative feedback on all assignments.	Good organisation and presentation, including use of tables and graphs, etc., are specific aspects of our formal marking criteria in all assignments.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Show ability to present work clearly and appropriately.	Assignment seminar at the end of each module. Tailored language support delivered by ELTU.	
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 of alternative interpretations.	Research Methods training is provided throughout the academic year. Some module assignments give opportunities for small-scale data collection and analysis of language use e.g. through sociolinguistic surveys or use of corpora in preparation for the Dissertation. Supervisor provides tutorial support at dissertation stage.	Extended essays and 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. Opportunities to develop critical analytical skills in discussion with peers from a range of backgrounds, from different parts of the world and with different first languages. Supervisor guidance for Dissertation.	Assignment essays. Participation in group tasks and Blackboard discussions. Dissertation proposal and Dissertation.
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. Analysis of classroom discourse.	Participation in Reading Group. Seminar and workshop participation.
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.	Formative assignment focuses on writing skills. Tutorial advice offered on outlines of assignments. Written assignments required in each module.

	Blackboard website provides additional resources to support for academic writing	
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. | In 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 analyse limitations in existing theories and research.

Ability to identify and reflect on cultural problems in ELT. | Second Language Teaching and Second Language Learning address key issues and problems in ELT, and related theories and research. Seminar and assignment tasks give students opportunity to relate these to specific contexts and situations. | Assignments on relevant courses are expected to reflect on and critically discuss problems and issues in ELT and relate them to theory. Most assignments finish with an 'implications' section related to a specific context/group of learners. This also applies to the Dissertation. |
| **Working relationships** | | |
| Ability to communicate and work effectively in small groups.

Show willingness to learn from other ELT professionals. | Group work in workshops/seminars and Reading Groups.

Course specific Discussion Forum in Blackboard (CB). | Informal assessment of students' effectiveness in group activities. Dissertations 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 preferences. 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 (EN7305). Supervisor support at Dissertation stage.

Special features:

- The MA in Applied Linguistics and TESOL programme is designed around five core modules delivered in semesters 1 and 2 that equip students with substantial knowledge and skills in key areas of Applied Linguistics and 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 three optional modules (one in Semester 1 and two in Semester 2) and a dissertation 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 in Semester 2, a series of research methods seminars are organised which aim to develop core research knowledge and skills.
- The MA is campus-based. Occasionally it may draw on parallel courses on the similar distance learning degree.
- MA Applied Linguistics students pursuing their degree by DL can switch to the campus based mode, or vice versa, only by agreement with the programme leaders. Each case will be treated on its own merits.
- The MA combines a theoretical grounding in Applied Linguistics with pedagogical application to English Language Teaching, rather than concentrating solely on one or the other.
- The wide range of option modules enables students with two years of teaching experience to specialise in a chosen area.
- A student who takes *Language Testing and Assessment* 1 and 2, and also does their dissertation on a language testing related topic may be awarded an MA in Applied Linguistics and TESOL with Language Testing.

- **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 and the quality of dissertation projects undertaken by students

- **Scheme of Assessment**

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

- **Progression points**

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

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.

- **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 Dissertation.

- **Additional information**

There is only one intake per year, at the beginning of the academic year.

6. External Examiners:

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

Appendix 1: Programme structure (programme regulations)

M.A. in Applied Linguistics and TESOL – Campus based

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)

- Candidates should normally be teachers or other language professionals with at least two years' classroom experience in TESOL or related area.

Students take 3 core modules and 1 optional module in the Semester 1, and 2 core modules and 2 optional modules in the Semester 2. These are followed by the Dissertation (EN7300).

	Module Code	Module Title	Credits
Compulsory	EN7310	Second Language Teaching (Semester One)	15
	EN7311	Second Language Learning (Either Semester)	15
	EN7312	Grammar Awareness (Semester One)	15
	EN7313	Phonology and Pronunciation (Semester Two)	15
	EN7314	Language in Society (Either Semester)	15
	EN7300*	Dissertation (Year Long)	60
Optional (not all options are offered every year)	EN7316	Psychological Issues in Language Learning (Either Semester)	15 15
	EN7306	Corpus Linguistics and Language Learning/Teaching (Either Semester)	15
	EN7315	Discourse Analysis (Either Semester)	
	EN7301**	Language Testing and Assessment I (Either Semester)	15
	ED7008**	Language Testing and Assessment II (Either Semester)	15
	ED7012	English for Specific/Academic Purposes (Either Semester)	15
	EN7302	Materials Design and Development (Either Semester)	15
	EN7303	Technology Enhanced Language Learning (TELL)	15
	EN7305	(Either Semester)	15
		Continuing Professional Development for English Language Teachers (Either Semester)	

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.

* 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 in language testing. If successful, they will be awarded an* 'MA in Applied Linguistics and TESOL with Language Testing'.

Appendix 2: Module Specifications
See module specification database http://www.le.ac.uk/sas/courses/documentation