



1. Programme Title(s):

MA in Applied Linguistics and TESOL

Postgraduate Diploma in Applied Linguistics and TESOL*

Postgraduate Certificate in Applied Linguistics and TESOL*

* These awards are only available as exit awards, and are not available for students to register onto.

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Distance: Part Time

b) Type of study

Online distance learning

4. Registration periods:

The minimum period of registration is 2.5 years

The maximum period of registration is 4 years

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 two years' 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 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:

- 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.

- 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: EN7521 Second Language Teaching, EN7522 Second Language Learning.

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 enable participants to:

- enhance their knowledge of Applied Linguistics and apply this to TESOL practice;
- manage, reflect on and enhance their own learning and teaching;
- assess a range of perspectives on the theory, policy and practice of TESOL in different contexts
- plan and implement a small-scale research project;
- extend their range of transferable skills including study and research skills and teaching skills.

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

- Relate knowledge and understanding of the principles and practices of TESOL to theory and research in Applied Linguistics;
- Describe and analyse the formal systems and features of English, i.e. grammar and phonology;
- Analyse English discourse and varieties of English in different contexts;
- Apply their knowledge and understanding to teaching and learning in their own educational setting;
- Apply a range of research methods to the study of English language and the teaching and learning of English in different contexts;
- Plan and conduct a research study in the field of TESOL or Applied Linguistics.

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 Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Subject and Professional skills		
Knowledge		
Demonstrate knowledge and understanding of the principles and practices of TESOL drawing on theory and research in Applied Linguistics, covering	Online materials Online tutoring Directed reading Moderated discussion boards	Formative and summative assessment, including: Formative assignment

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
disciplines that apply to TESOL: discourse, grammar, phonetics and phonology, Second Language learning and teaching.	Library Distance Learning support services. Module specific blogs etc e-tivities	Module assignments Dissertation
Concepts		
Describe the formal (ie syntactic and phonological) features of English accurately. Analyse spoken and written discourse effectively. Display understanding of the dimensions of language variation, change and of theories of second language learning and acquisition.	Describe features of spoken and written English using phonemic analysis and models of grammatical analysis, as well as models of discourse analysis and pragmatic analysis. Recording by students of authentic speech both by first and second language users.	Assignment analysing a selected piece of spoken or written discourse. Small-scale research project on an aspect of Second Language Teaching and Learning or sociolinguistic aspects of language use. Dissertation.
Techniques		
Demonstrate 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 models of discourse and pragmatic analysis.	Assessed analyses of samples of spoken or written language.
Critical analysis		
Analyse and critique relevant arguments, debates and points of view in areas of Applied Linguistics and TESOL. Demonstrate understanding of developments in TESOL. Critically evaluate the relationship between Applied Linguistic theory and TESOL practice.	Moderated online group tasks (e-tivities). Online discussion with personal tutor regarding assignment drafts and activities.	Development of a critical argument through an extended essay and final dissertation.
Presentation		
Produce articulate, fluent and well-structured assignments. Handle references and sources accurately and appropriately Present work clearly and appropriately.	Study guides and induction to support development of academic literacy. Formative feedback on a referencing task in first module. Formative feedback on all assignments.	Good organisation and presentation are specific aspects of our formal marking criteria in all assignments.
Appraisal of Evidence		
Formulate research questions that are appropriate and properly defined.. Provide evidence of systematic enquiry.	Research methods training is introduced gradually throughout modules (eg sociolinguistics field methods).	Assignments and dissertation. Formal dissertation plan is approved by tutor.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<p>Discuss and justify research methods used.</p> <p>Present and analyse data clearly and accurately.</p> <p>Show awareness of possible limitations to the study and of alternative interpretations.</p>	<p>Research Methods training is provided in the Dissertation module materials.</p> <p>Some module assignments give opportunities for small-scale data collection and analysis.</p>	
(b) Transferable skills		
Research skills		
<p>Demonstrate an understanding of quantitative research methods and their uses in areas such as language testing and data collection.</p> <p>Demonstrate communicative and intercultural competence.</p> <p>Apply the skills and knowledge gained to their own teaching contexts.</p>	<p>Research Methods training.</p> <p>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.</p> <p>Supervisor guidance for Dissertation.</p>	<p>In some modules, students may analyse data through SPSS or Excel (e.g. 'Language Testing and Assessment').</p> <p>Assignment essays.</p> <p>Participation in online group tasks.</p> <p>Dissertation proposal and Dissertation.</p> <p>Students' reflections on their own personal and professional development.</p>
Communication skills		
<p>Construct and manage a spoken argument.</p> <p>Communicate effectively and fluently in speech.</p> <p>Understand the dynamics of oral communication.</p>	<p>Online module topic-based discussions.</p> <p>Analysis of classroom discourse.</p>	<p>Participation in group online tasks using voiceboard.</p> <p>Text analysis assignment.</p>
<p>Communicate effectively and fluently in writing.</p> <p>Use the appropriate register and style and proper referencing when writing essays, assignments and dissertations.</p>	<p>Induction materials on academic writing.</p> <p>Formative assignment in first module.</p> <p>Online support for academic writing</p>	<p>Formative assignment focuses on writing skills.</p> <p>Tutorial advice offered on outlines of assignments.</p> <p>Written assignments required in each module.</p>
Data presentation		
<p>Apply an understanding of quantitative research methods and their uses in areas such as language testing and data collection.</p>	<p>Online tutorial in SPSS available through Blackboard.</p> <p>Research Methods materials.</p>	<p>In Dissertation, as well as in any empirical research for assignments, students may analyse data through SPSS or Excel.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information technology		
<p>Ability to use phonetic font software and some other linguistics-related software (eg British National Corpus, Wordsmith Tools, Oxford Text Archive).</p>	<p>Their use is demonstrated and practised in e.g. Phonology & Pronunciation.</p> <p>Research Methods training in basic use of linguistic corpora.</p>	<p>In Phonology & Pronunciation module, students are expected to make use of the IPA fonts in their assignments.</p> <p>Students may submit assignments/dissertation drawing on electronic tools and corpora.</p>
Problem solving		
<p>Ability to identify and reflect on common learning and teaching problems in TESOL.</p> <p>Ability to identify and analyse limitations in existing theories and research.</p> <p>Ability to identify and reflect on cultural problems in TESOL.</p>	<p>Second Language Teaching and Second Language Learning address key issues and problems in ELT, and related theories and research. Online tasks give students opportunity to relate these to specific contexts and situations.</p> <p>The option modules include opportunities for problem solving in relation to teacher education, course/syllabus design, testing and evaluation, materials design and development and Intercultural Communication.</p>	<p>Assignments on relevant modules include reflection and critical discussion of problems and issues in ELT.</p> <p>Most assignments finish with an 'implications' section related to a specific context/group of learners. This also applies to the Dissertation.</p>
Working relationships		
<p>Ability to communicate and work effectively in small groups.</p> <p>Show willingness to learn from other TESOL professionals</p>	<p>Group –based online tasks.</p> <p>Moderated module-based discussion forums.</p>	<p>Informal assessment of students' effectiveness in group activities.</p>
Managing learning		
<p>Ability to work independently, demonstrating initiative, self-organisation and time-management.</p> <p>Show ability to manage their own learning self-critically.</p> <p>Ability to acquire complex linguistic information of diverse kinds, from a variety of sources (libraries, WWW, CD-ROMs, corpora, discussions with peers etc).</p>	<p>Advice on study skills, e.g. time management given in the Planning Units of our DL materials and Handbook.</p> <p>Tutorial support in time management and planning of assignments.</p> <p>Induction materials on the use of the library and electronic resources centre.</p> <p>Support on handling information (e.g. how to access online journals) through the university's dedicated Distance Learning Resources.</p>	<p>Tutor reports on student progress.</p> <p>Online module and programme evaluation questionnaires enable us to monitor how students see their own success in these areas.</p> <p>We assess organisation and presentation of information in all written assignments.</p>

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Career management		
Develop an awareness of teacher identities, changes in career path, and reflective practitioner skills.	<p>Online group tasks provide opportunities for professionally relevant discussion</p> <p>Students have the opportunity to choose two optional courses (30 credits) in accordance with their own goals and preferences.</p>	<p>Supervisor support at Dissertation stage.</p> <p>Participation in online discussion with other course participants and moderator.</p> <p>Guest lectures delivered by TESOL professionals recorded for online delivery to DL students.</p>

10. Special features:

The MA in Applied Linguistics and TESOL DL programme is designed around six core modules and a choice of two option modules that equip students with substantial knowledge and skills in key areas of Applied Linguistics and TESOL theory and practice. The taught modules run in 30-credit blocks, each containing two modules and lasting five months. 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 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 your own priorities and developing interests. Prior to the dissertation, students work on study materials aimed at developing core research knowledge and skills.

- 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.

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:

- quality of written feedback on students assignments
- the development of online activities for the DL students
- quality of dissertation projects undertaken by 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 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 dissertation.

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

Appendix 1: Programme structure (programme regulations)

M.A./Postgraduate Diploma/Postgraduate Certificate in Applied Linguistics and TESOL – Distance Learning

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.

		Module Code	Module Title	Credits
Compulsory Core Modules	Block 1	EN7521	Second Language Teaching	15
		EN7522	Second Language Learning	15
Compulsory Core Modules	Block 2	EN7523	Grammar Awareness	15
		EN7524	Phonology and Pronunciation Teaching	15
Compulsory Core Modules	Block 3	EN7525	Language in Society	15
		EN7526	Discourse Analysis	15
Optional Modules	Block 4	EN7505	Teacher Education	15
		EN7507	Language Testing and Assessment	15
		EN7509	Course and Syllabus Design	15
		EN7510	Materials Design and Development	15
		EN7512	English for Specific Purposes	15
		EN7516	Technology Enhanced Language Learning	15
		EN7517	Young Learners and ELT	15
EN7520	Intercultural Communication	15		
Compulsory Core Module	Block 5	EN7501	Dissertation	60

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. Any TWO of the above option modules may be combined, subject to the agreement of the relevant Module Tutor.

Core modules:

Assessments for the core modules in Block 1 (i.e. Second Language Teaching and Second Language Learning) and Block 3 (i.e. Language in Society and Discourse Analysis) may be submitted either individually or in combination, subject to the agreement of the relevant Module Tutor, through a joint assessment submitted at the same submission point.

Students who choose to combine assessments for 2 x 15 credit modules will receive a single mark for the 30 credit block. This mark will appear on transcripts and in SITS under a separate 'joint assessment' code. These codes are listed in Appendix 3.

Appendix 2: Module Specifications

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

Appendix 3: Joint Assessments

Joint Assessment Codes		Jointly Assessed 15 Credit Modules
EN7527	Second Language Teaching / Second Language Learning	EN7521 Second Language Teaching / EN7522 Second Language Learning
EN7528	Language in Society / Discourse Analysis	EN7525 Language in Society / EN7526 Discourse Analysis
EN7529	Teacher Education / Language Testing and Assessment	EN7505 Teacher Education / EN7507 Language Testing and Assessment
EN7530	Teacher Education / Course Syllabus and Design	EN7505 Teacher Education / EN7509 Course Syllabus and Design
EN7531	Teacher Education / Materials Design and Development	EN7505 Teacher Education / EN7510 Materials Design and Development
EN7532	Teacher Education / Management in ELT	EN7505 Teacher Education / EN7511 Management and ELT
EN7533	Teacher Education / English for Specific Purposes	EN7505 Teacher Education / EN7512 English for Specific Purposes
EN7534	Teacher Education / Technology in Language Education	EN7505 Teacher Education / EN7516 Technology in Language Education
EN7535	Teacher Education / Young Learners and ELT	EN7505 Teacher Education / EN7517 Young Learners and ELT
EN7536	Teacher Education / Critical Discourse Perspectives	EN7505 Teacher Education / EN7518 Critical Discourse Perspectives
EN7537	Teacher Education / Intercultural Communication	EN7505 Teacher Education / EN7520 Intercultural Communication
EN7538	Language Testing and Assessment / Course Syllabus and Design	EN7507 Language Testing and Assessment / EN7509 Course Syllabus and Design
EN7539	Language Testing and Assessment / Materials Design and Development	EN7507 Language Testing and Assessment / EN7510 Materials Design and Development
EN7540	Language Testing and Assessment / Management and ELT	EN7507 Language Testing and Assessment / EN7511 Management and ELT
EN7541	Language Testing and Assessment / English for Specific Purposes	EN7507 Language Testing and Assessment / EN7512 English for Specific Purposes
EN7542	Language Testing and Assessment / Technology in Language Education	EN7507 Language Testing and Assessment / EN7516 Technology in Language Education
EN7543	Language Testing and Assessment / Young Learners and ELT	EN7507 Language Testing and Assessment / EN7517 Young Learners and ELT

EN7544	Language Testing and Assessment / Critical Discourse Perspectives	EN7507 Language Testing and Assessment / EN7518 Critical Discourse Perspectives
EN7545	Language Testing and Assessment / Intercultural Communication	EN7507 Language Testing and Assessment / EN7520 Intercultural Communication
EN7546	Course Syllabus and Design / Materials Design and Development	EN7509 Course Syllabus and Design / EN7510 Materials Design and Development
EN7547	Course Syllabus and Design / Management and ELT	EN7509 Course Syllabus and Design / EN7511 Management and ELT
EN7548	Course Syllabus and Design / English for Specific Purposes	EN7509 Course Syllabus and Design / EN7512 English for Specific Purposes
EN7549	Course Syllabus and Design / Technology in Language Education	EN7509 Course Syllabus and Design / EN7516 Technology in Language Education
EN7550	Course Syllabus and Design / Young Learners and ELT	EN7509 Course Syllabus and Design / EN7517 Young Learners and ELT
EN7551	Course Syllabus and Design / Critical Discourse Perspectives	EN7509 Course Syllabus and Design / EN7518 Critical Discourse Perspectives
EN7552	Course Syllabus and Design / Intercultural Communication	EN7509 Course Syllabus and Design / EN7520 Intercultural Communication
EN7553	Materials Design and Development / Management and ELT	EN7510 Materials Design and Development / EN7511 Management and ELT
EN7554	Materials Design and Development / English for Specific Purposes	EN7510 Materials Design and Development / EN7512 English for Specific Purposes
EN7555	Materials Design and Development / Technology in Language Education	EN7510 Materials Design and Development / EN7516 Technology in Language Education
EN7556	Materials Design and Development / Young Learners and ELT	EN7510 Materials Design and Development / EN7517 Young Learners and ELT
EN7557	Materials Design and Development / Critical Discourse Perspectives	EN7510 Materials Design and Development / EN7518 Critical Discourse Perspectives
EN7558	Materials Design and Development / Intercultural Communication	EN7510 Materials Design and Development / EN7520 Intercultural Communication
EN7559	Management and ELT / English for Specific Purposes	EN7511 Management and ELT / EN7512 English for Specific Purposes
EN7560	Management and ELT / Technology in Language Education	EN7511 Management and ELT / EN7516 Technology in Language Education
EN7561	Management and ELT / Young Learners and ELT	EN7511 Management and ELT / EN7517 Young Learners and ELT

EN7562	Management and ELT / Critical Discourse Perspectives	EN7511 Management and ELT / EN7518 Critical Discourse Perspectives
EN7563	Management and ELT / Intercultural Communication	EN7511 Management and ELT / EN7520 Intercultural Communication
EN7564	English for Specific Purposes / Technology in Language Education	EN7512 English for Specific Purposes / EN7516 Technology in Language Education
EN7565	English for Specific Purposes / Young Learners and ELT	EN7512 English for Specific Purposes / EN7517 Young Learners and ELT
EN7566	English for Specific Purposes / Critical Discourse Perspectives	EN7512 English for Specific Purposes / EN7518 Critical Discourse Perspectives
EN7567	English for Specific Purposes / Intercultural Communication	EN7512 English for Specific Purposes / EN7520 Intercultural Communication
EN7568	Technology in Language Education / Young Learners and ELT	EN7516 Technology in Language Education / EN7517 Young Learners and ELT
EN7569	Technology in Language Education / Critical Discourse Perspectives	EN7516 Technology in Language Education / EN7518 Critical Discourse Perspectives
EN7570	Technology in Language Education / Intercultural Communication	EN7516 Technology in Language Education / EN7520 Intercultural Communication
EN7571	Young Learners and ELT / Critical Discourse Perspectives	EN7517 Young Learners and ELT / EN7518 Critical Discourse Perspectives
EN7572	Young Learners and ELT / Intercultural Communication	EN7517 Young Learners and ELT / EN7520 Intercultural Communication
EN7573	Critical Discourse Perspectives / Intercultural Communication	EN7518 Critical Discourse Perspectives / EN7520 Intercultural Communication