



Course Handbook

BA (Hons) TESOL with (named language: French, German, Spanish,
Russian, Arabic, Chinese, Japanese, Korean)

2018/19

Course Leader: Nicola Halenko
School of Language and Global Studies



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

1.1 Rationale, aims and learning outcomes of the course



Congratulations on gaining a place on the TESOL programme! This is a unique course which combines an academic degree programme with an optional practical, professional teaching route awarded by Trinity College, London. TESOL at UCLan is the only degree programme in the UK which combines these two elements, embedding it into the degree programme. This means you are likely to be highly employable within the sector on completion of your degree.

The course combines the theory behind English language teaching with practical experience of teaching genuine international students on campus. The teaching experience gained through the programme means your CV is already highly attractive to potential employers. As there is the opportunity to complete the Trinity Cert TESOL by the end of year 2, many students are already qualified teachers before going on their year abroad which opens many doors for language teaching. There are also plenty of opportunities to gain employment in the academic breaks from UCLan- even in year 1 !

The aims of this course are to provide an initial teacher-training course in Teaching English to Speakers of Other Languages, in addition to developing competency in a foreign language to be able to express yourself fluently in its spoken and written aspects. We aim to offer an academically challenging and rewarding programme to an advanced level for students who are studying French and Spanish post-A level and to those with no previous knowledge of Arabic, Russian, Spanish, Chinese, Italian, Japanese or Korean, and to foster knowledge of the language, society, culture and business environment by studying aspects of contemporary life in the countries where the above languages are spoken. During your studies, the course will help develop interpersonal and cross-cultural skills, critical self-awareness and problem-solving abilities with a view to enhancing career opportunities at home and abroad. By the end of the course, we expect you to be able to analyse and critically evaluate key issues associated with English language teaching as well as communicate effectively in your chosen language.

Did you know team TESOL won 'BEST COURSE TEAM AT UCLAN 2014'? We were nominated by our current TESOL students at the Student Union annual Golden Roses award so be assured that you are in very good hands! All TESOL staff members previously travelled the world teaching English before moving into teacher training so we all have experienced this exciting career first hand and can offer plenty of advice and support.

We are pleased you have chosen UCLan to begin your professional career. You are likely to be overwhelmed with information at the beginning of the course. However, please take time to read through this handbook. The following provides an overview of the learning outcomes of the course:

1. to provide students with an initial teacher-training course in Teaching English to Speakers of Other Languages.
2. to develop, alongside the above, competent foreign language speakers who can express themselves fluently in spoken and written French, German or Spanish.
3. to offer an academically challenging and rewarding programme to an advanced level for students who have no previous knowledge of Arabic, Russian, Spanish, Chinese, Italian, Japanese or Korean.

4. to foster knowledge of the language, society, culture and business environment by studying aspects of contemporary life in the countries where the above languages are spoken.
5. to develop students' interpersonal and cross-cultural skills, critical self-awareness and problem-solving abilities with a view to enhancing their career opportunities at home and abroad.
6. to enhance students' employment and career opportunities both in the UK and internationally.
7. to promote a love of scholarship and a positive attitude to lifelong learning.

1.2 Course Team

Dr Nicola Halenko	AB140 893007 nhalenko@uclan.ac.uk	Course Leader and final year tutor
Jane Cleary	AB140 893135 JCleary1@uclan.ac.uk	Course leader and final year tutor
Josie Leonard	AB105 893006 Jleonard2@uclan.ac.uk	Final year and Teaching Practice tutor
Dr Tania Horak	AB105 893055 thorak@uclan.ac.uk	Teaching Practice tutor
Nicola Walker	AB140 896422 NWalker3@uclan.ac.uk	Year 1, year 2 and Teaching Practice tutor
Neil Walker	AB037 893151 Nwalker4@uclan.ac.uk	Year 1, Year 2 and Teaching Practice tutor
Dr Gordon Dobson	AB105 894134 GDobson1@uclan.ac.uk	Final year and Teaching Practice tutor
Chris McGuirk	AB152 894131 CTMcGuirk@uclan.ac.uk	Foundation degree and year 2 tutor

1.3 Expertise of staff

<p>Nicola Halenko</p>	<p>Nicola (BA Hons., CELTA, PGCE, NQF Level 4 ESOL, MA TESOL, PhD) has been at UCLan since August 2004. Prior to this time, she worked in English language teaching in Japan, Austria, Germany and Australia. Within the School, Nicola has worked on the EFL, TESOL and IBC teams. Nicola is currently the joint Course Leader for the BA (Hons) TESOL with modern languages degree. She has published papers on second language pragmatics, her main research interest.</p>
<p>Jane Cleary</p>	<p>Jane Cleary (BA Hons, MA, DTEFLA, FHEA) is a Senior Lecturer and joint Course Leader of the BA TESOL (Teaching English to Speakers of Other Languages) programme. Jane has worked in Hungary, Thailand, Hong Kong, Japan, Spain and the UK. She has worked in the field of English language learning for most of her career as a teacher, manager, examiner, teacher trainer and materials writer for digital language learning courses.</p>
<p>Josie Leonard</p>	<p>Josie has been involved in ELT since 1992 and has taught in Turkey, Portugal, Italy, Belgium, Germany, Cyprus and Morocco. She has taught a wide range of courses, including General and Academic English, Business English and English for Specific Purposes, as well as working a teacher trainer for Trinity Cert TESOL and the Cambridge ICALT programme. She has a Postgraduate Diploma in TEFL, an MA in Teaching English for International Business, and is currently working towards an EdD TESOL.</p>
<p>Dr Tania Horak</p>	<p>She previously taught English as a foreign language abroad for many years in Spain, the Czech Republic, Germany, Bangladesh and China (Hong Kong). In Bangladesh she was also a teacher trainer on a British Council project (known as ELTIP) which aimed to improve secondary level state school English language teaching. She subsequently worked in Lithuania as ELT Project Manager for the British Council.</p>
<p>Nicola Walker</p>	<p>Nicola Walker (Cambridge CELTA , Trinity Dip TESOL, MA TESOL) teaches English for Journalism and is also a TESOL teacher trainer. She is currently a member of the UCLan ESB exam team and is involved in writing and editing papers, and leading standardisation events</p>

Neil Walker	Neil has taught EFL and trained teachers for the CELTA, DELTA and in-service teacher training courses in many countries around the world, including China, Thailand, Canada, USA, Bulgaria, UK, Ecuador, Colombia and Algeria. He is currently studying for his PhD with an interest in language practice and individual cognitive differences.
Dr Gordon Dobson	Gordon has worked in English Language Teaching since 1988. He spent more than twenty years working as a teacher, teacher trainer and in-company language consultant in Germany, Hungary and the Isle of Man before joining UCLan in 2016. He teaches on the BA and MA TESOL programmes.
Chris McGuirk	Chris has been a teacher of ESOL/EFL/EAP/ESP since 2002, both in the UK and overseas, in Korea, Sudan and Japan. He is currently a lecturer in ESOL/EFL and coordinator of English Language Support at the University of Central Lancashire, An early career researcher, Chris has a varied gamut of interests, including, but not limited to, CALL technologies (and MALL technologies – specifically, app-based methods), Second Language Acquisition, Educational Psychology (in particular, Self-efficacy and Self-Determination Theory) and Gamification of the language learning process.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hub which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals

The Hub telephone number is +44 (0)1772 891994 or 891995

The Hub email is CandTHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Individual module tutors may also post announcements within their module areas on Elearn, so you should log-on regularly to check what has been sent. Please check the office hours for individual tutors to arrange appointments if needed to discuss any academic issues.

Do make sure that you join our very active Facebook group too for notifications of events and other social activities.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The external examiner for TESOL/MOLA is: Dr Becky Taylor, York St John University.



2. Structure of the course

2.1 Overall structure

There is a foundation entry course available for students before beginning this course. The programme specification is available in section 8 of this handbook.

Stage One

There are certain course requirements associated with Stage One (Stage One indicates Year One of your Studies). At Stage One, you must undertake the equivalent of **120 credits in TESOL AND your chosen language**, normally at Level 4. Please refer to section 2.2 'modules available' for more information on this.

As a full-time student, you will need to have completed Stage One in order to proceed to Stage Two. Normally, this means that you will need to pass, transfer in or gain exemption from all your Stage One modules. Stage Two refers to the entire course following Stage One. It therefore comprises Level Five (the second year); the year abroad (the third year) and Level Six (the fourth year).

Stage Two

At Stage Two, you will need to complete the equivalent of **240 credits taken from TESOL AND your chosen language**. Please refer to section 2.2 'modules available' for more information on this. Students complete all core modules in **both** TESOL and the chosen language, then fill the remainder of their programme with option modules from **either** TESOL or the language. This allows students the flexibility to weight their degree more to TESOL or their chosen language or, alternatively, have more of a balanced split between the two areas.

A Foundation entry route is available for this course.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

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The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Level 4 core modules		
EF1600 EF1650	TESOL Core 1a TESOL Core 1b Free choice elective	20 20 20
FR1000	Intro to French Studies Lang Elective	40 20
GM1006	Intro to German Studies Lang Elective	40 20
SH1000	Introduction to Spanish Studies Lang Elective	40 20
JS1070 JS1059	Post A Level Japanese Language 1 Background to Japan	40 20
AK1000 AK1002	Arabic Language 1 Arabic History & Contemp. Society	40 20
CL1000 CL1001	Chinese Language 1 Background to China	40 20
FR1001 FR1003	Ab initio French Background to French Studies	40 20
GM1000 GM1001	Background to German Studies Ab initio German	20 40
JS1106 JS1059	Japanese Language 1 Background to Japan	40 20

SH1050 SH1052	Ab Initio Spanish Background to Hispanic Studies	40 20
KO1000 KO1001	Background to Korea Ab initio Korean	20 40
RN1001 RN1003	Ab initio Russian language Background to Russian Studies	40 20

Level 5 core modules

EF2600 EF2650	TESOL Core 2a: Teaching Practice TESOL Core 2b: Teaching Skills	20 20
FR2001 FR2203	French Language & Society French Language & Society 2	20 20
GM2101 GM2112	German Language & Society German Language & Society 2	20 20
SH2001 SH2002	Spanish Language & Society Spanish Language & Society 2	20 20
JS2080 JS2081 JS2051	Post A Japanese Studies Language 2A Post A Level Japanese Studies Language Level 2B Aspects of Japanese Society	20 20 20
AK2000 AK2001 AK2002	Arabic Language 2A Arabic Language 2B Colloquial Arabic of the Levant	20 20 20
CL2004 CL2201 CL2001	Chinese Language 2A Chinese Language 2B Aspects of Chinese Society	20 20 20
FR2002 FR2003	French ab initio language and society 1 French ab initio language and society 2	20 20
GM2000 GM2001	German ab initio language and society 1 German ab initio language and society 2	20 20
JS2001/2 JS2060/1 JS2051 JS2059	Japanese Studies Language 2A/B or Japanese Language 2A/B Aspects of Japanese Society or Investigating Japan Project	40 40 20 20
SH2050 SH2054	Spanish Language 2 Contemporary Spanish Studies	20 20
KO2001 KO2002	Korean Language 2 Structure, Variation and Change in the Korean Language	20 20
RN2001 RN2002	Russian language 2 Contemporary Russian Studies	20 20

Please note that the option list below is an indicative list of modules. An up-to-date list of option modules available will be provided each year. Modules will run subject to staff availability and minimum student numbers.

Level 5 option modules		
EF2620	TESOL Project Planning & Research Methods in Language Teaching	20
EF2216	ESOL & World Englishes	20
LG2103	Sociolinguistics	20
FR 2016	Intro to French Cinema	20
FR2202	Introduction to the Theory and Techniques of Translation	20
GM2109	The Short Story in German-speaking Countries	20
RN2003	Introduction to the theory and techniques of translation	20
SH2003	Introduction to Latin America	20
AK2005	Arabic & the Written Word	20
AK2004	Contemp. Female Arab and Muslim Writers	20
AK2006	Arabic Thought Through Music and Film	20
CL2202	Intermediate Business Chinese Conversation	20
KO2005	Contemporary Korean Society and Culture	20
GM2115	Introduction to theory and techniques of translation	20
SH2202	Introduction to theory and techniques of translation	20
ML2016	Intercultural communication in French and Arabic cinema	20
AI2001	Cultural transformation and cross cultural encounters in the Asia Pacific	20
ML2998	Student Initiated Module	20

Students are normally expected to undertake a placement abroad in what would be the equivalent of year 3. Depending on the chosen language, you may undertake a study or work placement. At this point, students put a 'pause' on their TESOL studies whilst abroad, though it is recommended that students gain teaching experience, where possible.

ML2882 or ML2881 & ML2883	Assessed Year Abroad Assessed Semester One Abroad Assessed Semester Two Abroad (for students following a 4-year route)	120 <i>notional</i> credits 60 <i>notional</i> credits each
Level 6 core modules		
EF3650	TESOL Core 3-Theories and practice in TESOL (20)	20
ML3990 ML3995 ML3026	Dissertation (20) or Double dissertation (40) or Translation project in a modern language	20 40 20
FR3001 FR3061	French Language (20) or French Language	20
GM3001 GM3105	German Language (20) or German Language	20
SH3001 SH3002	Spanish Language (20) or Spanish Language	20
JS3051 JS3050	Japanese Language 3 (40) or Japanese Language and Society (for students following the 3-year route)	40 20
AK3000 AK3001	Arabic Language 3A (20) Arabic Language 3B (20)	20 20
CL3201 CL3205 CL3202	Chinese Language 3 (20) or Chinese Language and Studies (20) Understanding Chinese Economy and Society (20)	20 20 20
JS3051 JS3306 JS3050	Japanese Language 3 (40) or Japanese Studies Language 3 (40) or Japanese Language and Society (for students following the 3-year route)	40 40 20
SH3050	Spanish Language 3 (20)	20
KO3001 KO3001	Korean Language (20) or Advanced Korean Language	20 20
RN3001	Russian language and society (20)	20

Please note that the option list below is an indicative list of modules. An up-to-date list of option modules available will be provided each year. Modules will run subject to staff availability and minimum student numbers.

Level 6 option modules		
EF3620	Assessment and Testing in TESOL	20
EF3670	Teaching English for Academic and Specific Purposes	20

EF3002	Work Experience in TESOL: Reflecting, Real Life & the Road Ahead	20
EF3680	Current Issues in TESOL	20
EF3681	Teaching Young Learners	20
EB3602	Teaching Practicum	20
ML3999	Student Initiated Module	20
FR3002	French Language in Context	20
FR3014	French Existentialist Thought and Literature	20
ML3205	Techniques and Practice of Interpreting	20
GM3115	Contemporary German Literature & Society	20
HY3005	Germany Under the Nazis	20
SH3006	Key Themes in Contemporary Latin America	20
JS3059	Exploring Japan through Media	20
JS3079	Interpreting Japan through Literature/Cultural Readings	20
AK3005	Arabic Literature in English	20
AK3003	Arabic/English Translation	20
CL3004	Theory and Practice of Translation	20
KO3003	Korean for academic purposes	20
KO3008	Divided Korea	20
LG3103	Intercultural Communication	20
ML3015	French and Arabic influences in thought and literature	20



2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

You can expect to attend around 12 to 15 hours of classes per week, depending on your choice of modules. These may be spread across the week 09.00 – 21.00. You will be provided with detailed timetable information during induction. (Clearly your timetable will vary according to which language you have chosen and which options you take.) Please see also link to electronic timetable below:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

For each standard module you undertake, you should expect to carry out around 5 hours of private study, per week, in addition to the time spent in class. The module descriptors provide detailed information of the work you should undertake. This may include:

- action planning
- directed reading
- elearning activities
- homework tasks
- independent library work
- participation in on-line discussions/forums
- preparation for assignments
- preparation for next lesson
- reflection revision
- revision
- self-evaluation
- supplementary reading
- team meetings



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

If you wish to be considered for the professional teaching route (Trinity Cert TESOL), the attendance requirement, as stipulated by Trinity College London, is 100% over years 1 & 2.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Remember that you can check your attendance record through myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

Research and teaching in the School of Journalism, Language and Communication are interchangeable. This means that you will be taught by members of staff who are engaged in a wide range of research projects, ensuring that your learning experience with us will be informed by relevant and cutting-edge research. The teaching and research interests of staff within the School cover a broad spectrum and come to particularly sharp focus in the following areas:

Second Language Acquisition

English language Testing and Assessment

Corpus linguistics

Interlanguage Pragmatics

Teacher training

Further details of the School's Research Profile, Staff Expertise and recent publications are available via our website

3.2 Learning and teaching methods

In general we have a commitment to the intellectual development of students. It is the aim of this programme to impart a knowledge base, extend students' capacities for analysis, critical awareness and evaluation, and develop intellectual and personal skills through discussion, debate and argument of issues arising from the materials studied. We promote teaching through a communicative approach, placing emphasis on the acquisition of a high-level of communicative competence. In addition, the programme seeks to develop important transferable skills, for instance problem-solving, presentation and team-working skills, which can be applied to a wide range of situations.

We stress the value of the active engagement of its students in the learning process. The Worldwide Centre, based on the first floor of Adelphi building, is viewed as an essential tool in our student-centred approach to language teaching.

All our modules draw on group and student-centred activities, discussions and case studies to maximise the teaching and learning experience. In all cases, we emphasise an interactive approach to our courses, where student participation and personal/communicative skills building form integral parts of the learning process. At all levels, there is considerable scope to develop communication skills via activities specially designed for pair and small group work.

As you progress through the course programme, the tasks increase in complexity and difficulty, incorporating problem-solving activities and case study analyses which call for higher-order skills in order to evaluate, analyse, synthesise and reach conclusions.

3.3 Study skills

We actively promote a student-centred approach to teaching and learning. You are encouraged to share responsibility for your own learning and to learn skills and strategies to help you study effectively. You are encouraged to criticise, present and defend your own ideas and to take an active role in your personal development.

If you meet with difficulties in your academic assignments over the course of your university life, **WISER** can provide 1 to 1 tutorials for specific advice or help on your academic skills and language. A WISER tutor can help you by identifying strategies to overcome difficulties. Wiser also run free study skills workshops and have resources available on eLearn, please see the website for details. WISER offers a range of academic support for students and has workshops targeting key academic study skills.

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Each module has a reading list (in the module information pack/ available through the library portal), and students are also guided to relevant reading during seminars and lectures. Please make full use of the University's Blackboard system. Each module will have a special page where you can access all the main course documents and additional learning resources.

Learning Resources Specific to the School of Journalism, Language and Communication

The Worldwide Learning Centre, based on the first floor of the Adelphi Building, is an important part of the School's initiative aimed at promoting and popularising the understanding of world cultures and languages among UCLan students and staff and the wider community of the North West of England.

Open year-round the Centre offers advice and support to anybody interested in world languages and cultures, travelling, and working or studying abroad. It also provides a comfortable place to meet and make friends with speakers of different languages in a welcoming environment.

The Centre is the place to:

- Access extensive resources including self-study books, dictionaries and digital video and audio material in a variety of languages;
- Borrow items such as digital voice recorders, video cameras, projectors and audio headsets;
- Access PCs equipped with specialist language learning software (including Rosetta Stone), digital video and audio recording apps and international TV;
- Find out about opportunities to apply for a travel bursary for studying or working abroad;
- Apply for short-term internships and work experience placements;
- Attend culture and language celebration events, shows, exhibitions and guest talks;
- Use our state-of-the-art interpreting and video conferencing facilities for international meetings.

Our website (www.uclan.ac.uk/worldwise) currently offers information on a number of languages and their associated cultures. Both the Centre and the website play an important role in offering users information and advice relating to the learning and understanding of international cultures and languages including Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish and Urdu.

If you want to find more about the Worldwide Learning Centre or its activities, please visit the Worldwide Learning Centre Helpdesk (AB110) or contact Sofia Anysiadou (Worldwide Learning Centre Resources Coordinator) on 01772 893155 or by email to worldwise@uclan.ac.uk.

3.5 Personal development planning

Personal Development Planning is a mechanism to help you reflect on your learning, your performance and your achievements in order to help you plan for personal, educational and career development. It is embedded in the teaching and assessment of most modules. Strategies and skills for academic, personal and professional development are identified during induction and explicitly taught in compulsory modules and several of the other modules (as relevant). You will meet regularly with your personal tutor and PDP will form a focus for discussion, with emphasis on academic development

It is the intention that through the PDP process you will understand how you learn so you can set yourself clear goals and take responsibility for some of your own learning. The portfolios which form a key part of the assessment strategy on this programme - are an excellent demonstration of a PDP as they ask you to think about areas of study which you feel are difficult for you, set goals to overcome them and reflect on how you are progressing.



3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

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The TESOL/MOLA degree programme has an emphasis on career development. Teaching placements and gaining industry experience are encouraged throughout the programme. To aid building a CV during your studies, we hold job recruitment sessions during the year with national and international employers. Our 'Jobs near and far' group on Facebook is also a valuable resource. In addition, the core module EF3650 in the final year offers assessments incorporating a simulated job interview.

4. Student Support



4.1 Academic Advisors

Your Academic Advisor is available to support and guide you, and acts a link with the central services of the university. You may also seek support from the Course Leader for TESOL, Nicola Halenko, and your module tutors.

4.2 Students with disabilities

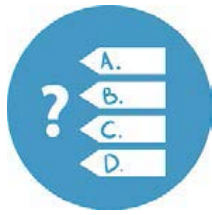
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following :
– as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk> for full details on what we may be running in your partner institution.

5. Assessment



5.1 Assessment Strategy

Overall, assessment of performance is designed to determine accurately the extent to which you have met the objectives of the modules you have taken. Where objectives emphasise particular competences and/or skills, these will be reflected in the assessment. The assessment patterns will allow you to demonstrate knowledge and practical abilities over a range of activities. It will reinforce the development of independent study and will encourage academic autonomy

The assessments include:

- Academic essays
- Reflective journals
- Teaching practice (and associated lesson planning)
- Timed in-class tests on language awareness and analysis
- Completing a learner profile
- Simulated job interview
- Oral presentations
- Projects/ case studies/portfolio
- Dissertation

These assessments help you to link theory and practice in relation to specific modules throughout the course.

Detailed information about assessments for each module are provided in the module information pack for each module.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements by the module tutor. All of this information is available in the module information pack and the e-portal (Blackboard). Written feedback is normally provided within 15 working days of the date you submitted your work

5.3 Referencing

The bibliography should contain all the texts, which you have used in the preparation of your dissertation (or essay), even if you have not quoted from them (a reference list contains only items specifically cited). Works should be listed alphabetically in each section under the author's surname with full reference details following.

For example, book references in the bibliography will contain the following information:

- author(s) (surname first, then initial),
- the date of publication in brackets,
- the title in italics,

- place of publication,
- name of publisher.

Please note different types of sources need to have slightly different details included in the reference list. Below are some examples, of various permutations of references related to books (a- f). Always check your references carefully with a current guide to the Harvard Referencing System.

a) Bibliography referencing for single authors looks like this:

Ellis, R. (2006) *Task based Learning and Teaching*, Oxford: Oxford University Press.

b) Bibliography referencing for two authors looks like this:

Carter, R. and Mc Carthy, M. (2006). *Cambridge Grammar of English*, Cambridge: Cambridge University Press.

c) Bibliography referencing for three or more authors looks like this:

Gower, R., Phillips, D., and Walters, D. (1995) *Teaching Practice Handbook*, Oxford: MacMillan Heinmann

d) Bibliography referencing for edited works looks like this:

Teubert, W. (Ed.) (2004). *Corpus Linguistics: Critical Concepts*, London: Routledge

e) Bibliography referencing for a chapter/paper in an edited book

Bryan, C. (2001) "Presenting your case". In: Stott, R., Young, T, and Bryan, C. (eds.) *Speaking your mind: oral presentations and seminar skills*, Harlow: Pearson Education, 106-122.

f) When citing a specific edition of a book

Ur, P. (2012) *A Course in English Language Teaching*, (2nd Edition), Cambridge: Cambridge University Press.

As stated above, other details needs including for other types of sources, for instance:

g) Bibliography referencing for articles in journals looks like this:

Anderson, J. (2015) *Affordance, learning opportunities and the lesson plan proforma*, *ELT Journal* 69:3, 228-238.

h) Internet sources look like this:

Thornbury, S. (no date) *An A-Z of ELT*, [online] accessed May 2015, Available at: <https://scottthornbury.wordpress.com/>

Please note, this list is not comprehensive so it is best to get yourself a referencing guide. As already mentioned, these are available from WISER eLearn.

Do note that there are a number of styles within the Harvard system so you will come across variations of the above layout. Check with your tutors as to the style required for your various modules. Most importantly, show you understand, firstly, the principles of referencing to avoid plagiarism (i.e. use of others' work without acknowledging it) and, secondly, to be consistent in your layout, since this facilitates reading and checking of references by your reader.

5.4 Confidential material

The nature of assessment work, including your dissertation, may require access to confidential information. Please be aware of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of organisations and persons referred to in such work.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin

and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

You have the opportunity to do this in various forms such as feedback to your Course Rep for the SSLC (see below) and also through Module Feedback Questionnaires (MFQs). The TESOL course has made a number of changes in response to student feedback e.g. More practical opportunities for peer teaching in year 1, Provision of textbooks as guidance for lesson planning during Teaching Practice, Provision of specialist teaching equipment such as Smartboards in the classrooms.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year in September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills.

8. Appendices

8.1 Programme Specification(s)

Below, you will find the Programme Specifications for

- 1. TESOL/Modern Languages Foundation Entry**
- 2. BA Hons TESOL/Modern Languages undergraduate degree**

UNIVERSITY OF CENTRAL LANCASHIRE

**Programme Specification For
BA(Hons) TESOL (Teaching English to Speakers of Other Languages) and MOLA (Modern Language)**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	UCLAN
2. Teaching Institution	UCLAN
3. University Department/Centre	School of Language and Global Studies
4. External Accreditation	Accreditation has been obtained from Trinity College London
5. Title of Final Award	BA (Hons) Teaching English to Speakers of Other Languages with Arabic BA (Hons) Teaching English to Speakers of Other Languages with Chinese BA (Hons) Teaching English to Speakers of Other Languages with French BA (Hons) Teaching English to Speakers of Other Languages with German BA (Hons) Teaching English to Speakers of Other Languages with Japanese BA (Hons) Teaching English to Speakers of Other Languages with Korean BA (Hons) Teaching English to Speakers of Other Languages with Russian BA (Hons) Teaching English to Speakers of Other Languages with Spanish
6. Modes of Attendance offered	Full-time or part-time
7. UCAS Code	XR19
8. Relevant Subject Benchmarking Group(s)	Languages and Related Studies and Common European Framework of Reference for Languages (http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

9. Other external influences	Cambridge Certificate in English Language Teaching to Adults (CELTA) and Trinity College London: Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL) Framework for Higher Education Qualifications http://www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx
10. Date of production/revision of this form	June 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • to provide students with an initial teacher-training course in Teaching English to Speakers of Other Languages; • to develop, alongside the above, competent foreign language speakers who can express themselves fluently in spoken and written French, German or Spanish; • to offer an academically challenging and rewarding programme to an advanced level for students who have no previous knowledge of Arabic, Russian, Spanish, Chinese, Japanese or Korean; • to foster knowledge of the language, society, culture and business environment by studying aspects of contemporary life in the countries where the above languages are spoken; • to develop students' interpersonal and cross-cultural skills, critical self awareness and problem-solving abilities with a view to enhancing their career opportunities at home and abroad • to enhance students' employment and career opportunities both in the UK and internationally • to promote a love of scholarship and a positive attitude to lifelong learning 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1: demonstrate knowledge and application of theories, methodologies, language awareness and analysis for teaching English to speakers of other languages</p> <p>A2: to communicate knowledge, arguments and ideas clearly and with near-native competence in a variety of verbal and writing forms in the main target language</p> <p>A3: to communicate knowledge, arguments and ideas with confidence and accuracy in a variety of verbal and written forms in the subsidiary target language</p> <p>A4: to analyse and evaluate critically key issues in the subject</p>	
Knowledge and Understanding - Teaching and Learning Methods	
<p>Workshops, lectures, seminars, supervised teaching practice, critical reflection on teaching practice both written and oral (led by a tutor in small groups), observations of qualified and experienced teachers in live and pre-recorded sessions, role-plays; discussions, pair-work, simulations, guided and independent reading, language awareness and analysis exercises, case studies, accessing digital resources, skills work, portfolios, translation work, practical tasks, period abroad in</p>	

an environment where the target language(s) is the language of the country, working with a dissertation supervisor (major and joint routes)

Knowledge and Understanding - Assessment methods

Teaching practice, syllabus and materials design, academic essays, timed in-class tests on language awareness and analysis, simulated job interviews, linguistic and learner profiling, presentations, portfolios.

Arabic– Ab-initio

Presentations, oral conversation and exams, listening tests, written tests, translation tasks, portfolio. Dissertation (main and joint routes). Unseen examinations.

Chinese – Ab-initio

Presentations, oral conversation and exams, listening tests, essays, reports, projects, written tests, translation tasks, portfolio. Dissertation (main and joint routes). Unseen examinations.

French – Ab-initio

Presentations, oral conversation, listening comprehensions. Reading comprehension, translation. Summaries, essays, portfolio. Dissertation (main and joint routes).

German– Ab-initio

Presentations, oral conversation, listening comprehensions. Reading comprehension, translation. Summaries, essays, portfolio. Dissertation (main and joint routes).

Korean – Ab-initio

Presentations, oral conversation and exams, listening tests, essays, reports, projects, written tests, translation tasks, portfolio. Dissertation (joint route only). Unseen examinations

Japanese – Ab-initio/Post A level

Presentations listening comprehensions. Reading comprehension, translation. Summaries, essays, reports, portfolio Dissertation (main and joint routes).

Russian – Ab-initio

Presentations, oral conversation and exams, listening tests, essays, reports, projects, written tests, translation tasks, portfolio. Unseen examinations

Spanish – Ab-initio

Presentations, oral conversation, listening comprehensions. Reading comprehension, translation. Summaries, essays, portfolio. Dissertation (main and joint routes).

French / Business French Post A-level

Presentations, oral exams. Essays, reports, projects, written tests and exams, portfolio. Dissertation (main and joint routes).

German / Business German – Post A-level

Presentations, oral exams, essays, reports, projects, written tests and exams, portfolio. Dissertation (main and joint routes).

Spanish / Business Spanish – Post A-level

Presentations, oral conversation, listening comprehension. Reading comprehension, translation and interpretation (joint/main) Summaries, essays, reports, portfolio. Dissertation (main and joint routes). Unseen examinations (Level 6, joint/main).

B. Subject-specific skills

- B1. to demonstrate teaching and lesson planning macro and micro-skills as appropriate to a target audience when teaching English to speakers of other languages
- B2. To critically evaluate teaching, and teaching and learning materials

B3. To demonstrate the competence to operate successfully in an international environment at a regional and global level

B4: to demonstrate linguistic skills in the four language areas of speaking, listening, reading and writing at a level consonant with a graduate in Modern Languages

B5: to evaluate concepts associated with culture, history and socio-political environment in relation to the programme of study

Subject-specific Skills - Teaching and Learning Methods

Lectures; seminars; workshops; supervision (of projects and dissertations); role-play; group-work; simulations; language skills work (i.e. listening comprehension, translations, reading etc.); portfolio-based learning; supervised teaching practice; critical reflection on teaching; materials analysis and design; learner profiling and linguistic profiling, observations of experienced practitioners, observations and feedback on peers teaching; lesson planning and analysis.

Subject-specific Skills - Assessment methods

TESOL

Teaching practice and lesson plans; reflection on teaching practice, reflection and evaluation on the observation of experienced practitioners, developing a learner profile, materials design and evaluation, academic essays.

Arabic– Ab-initio

Presentations, oral exams, listening tests, essays, reports, portfolios, written tests and exams, translation tasks, dissertation (joint only)

Chinese – Ab-initio

Presentations, oral exams, listening tests, essays, reports, projects, written tests and exams, translation tasks, dissertation (joint only)

French – Ab-initio

Listening and reading comprehension, oral conversation/presentation, summary/essay, translation portfolio, dissertation (main or joint)

German– Ab-initio

Listening and reading comprehension, oral conversation/presentation, summary/essay, translation portfolio, dissertation (main or joint)

Korean – Ab-initio

Presentations, oral exams, listening tests, essays, reports, projects, written tests and exams, translation tasks

Russian –Ab initio

Presentations, oral exams, listening tests, essays, reports, projects, written tests and exams, translation tasks,

Japanese – Ab-initio/Post A level

Presentations, oral exams, listening comprehension, reading comprehension activities, translation/essay/report, portfolio, dissertation (joint only)

Spanish – Ab-initio

Listening and reading comprehension, oral conversation/presentation, summary/essay, translation portfolio, dissertation (joint only)

French – Post A-level

Presentations, essays, reports, written tests, oral and written exams (final year & major/joint), portfolio, projects, dissertation (major/joint)

German – Post A-level

Presentations, essays reports, written tests, oral and written exams (final year & major/joint), portfolio, projects, dissertation (major/joint)

Spanish / Business Spanish – Post A-level

Listening and reading comprehension, oral conversation / presentation, summary / essay / report, translation and interpreting (major/joint), portfolio, dissertation (major/joint)

C. Thinking Skills

- C1. To extract and synthesise key information from written and spoken sources
- C2. To organise and present ideas within the framework of a structured and reasoned text
- C3. To engage with and interpret layers of meaning within texts and other cultural products
- C4. To critically reflect and evaluate in writing/orally
- C5. To engage in analytical and evaluative thinking for in-depth research projects
- C6. To apply analytical, problem-solving and interpersonal skills to a range of situations

Teaching and Learning Methods

TESOL

Workshops, reading, language analysis tasks, case studies, teaching practice, guided and independent feedback on teaching practice/observation, project and dissertation supervision, tutorials

Assessment methods

TESOL

Teaching practice, lesson planning, syllabi design, test design, learner profile, materials evaluation, academic essays, oral presentation, research proposals, portfolios, dissertation (major/joint only)

Arabic Ab-initio

Oral presentations, essays, reports, dissertation (main and joint routes).

Chinese Ab-initio

Oral presentations, essays, reports, dissertation (main and joint routes).

French Ab-initio

Oral presentations, essays, dissertation (main or joint)

German Ab-initio

Oral presentations, essays, dissertation (main or joint)

Korean Ab-initio

Oral presentations, essays, reports

Japanese Ab-initio/Post A level

Oral presentations, essays, reports, dissertation (main and joint routes).

Russian Ab-initio

Oral presentations, essays, reports

Spanish Ab-initio

Oral presentations, essays, dissertation (main and joint routes).

French / Business French - Post A-level

Presentations, essays, reports, oral exam, projects, dissertation (main and joint routes).

German / Business German - Post A-level

Presentations, essays, reports, oral exam, projects, dissertation (main and joint routes).

Spanish / Business Spanish - Post A-level

Essay, oral presentation, dissertation (main and joint routes).

D. Other skills relevant to employability and personal development

D1. To be able to work independently and collaboratively

D2. Demonstrate transferable skills including the ability to engage in critical debate while showing respect for others and the ability to manage time and work to deadlines.

D3. Demonstrate competence in the use of information technology and digital resources

D4. Ability to reflect on own progress, achievements and needs and identify strategies to develop further

Teaching and Learning Methods

TESOL

Lectures, seminars, workshops, group tasks, teaching practice, feedback on teaching practice, research tasks, using digital resources, project and dissertation supervision (joint and major route only).

Assessment methods

TESOL

Critical reflections, simulated job interview and application pack, portfolio, teaching practice journal.

Arabic– Ab-initio

Essays, projects, reports, oral presentations, portfolios, dissertation (main and joint routes).

Chinese – Ab-initio

Essays, projects, reports, oral presentations, dissertation (main and joint routes).

French – Ab-initio

Oral presentation, summaries, essays, portfolio.

German – Ab-initio

Oral presentation, summaries, essays, portfolio.

Japanese – Ab-initio/Post A level

Oral presentations, one-to-one oral test, summaries, essays, report, portfolio, dissertation (main and joint routes).

Korean – Ab-initio

Essays, projects, reports, oral presentations

Russian – Ab-initio

Essays, projects, reports, oral presentations

Spanish – Ab-initio

Oral presentation, summaries, essays, portfolio.

French / Business French – Post A-level

Projects, presentations, essays, dissertation (joint and main routes).

German / Business German – Post A-level

Projects, presentations, essays, dissertation (joint and main routes).

Spanish / Business Spanish – Post A-level

Oral presentation, summaries, essays, portfolio, dissertation (joint and main routes).

13. Programme Structure					14. Awards and Credits
Level	Language Route	Module Code	Module Title	Credit rating	
Students undertake TESOL compulsory modules plus the chosen Language compulsory modules					Certificate HE requires 120 credits
Level 4	TESOL Compulsory Modules	EF1600	TESOL Core 1a	20	
		EF1650	TESOL Core 1b	20	
			Free choice elective	20	
	French Compulsory Modules	FR1000	Intro to French Studies	40	
			Lang Elective	20	
	German Compulsory Modules	GM1006	Intro to German Studies	40	
			Lang Elective	20	
	Spanish (Post A) Compulsory Modules	SH1000	Introduction to Spanish Studies	40	
			Lang Elective	20	
	Japanese (Post A) Compulsory Module	JS1070 JS1059	Post A Level Japanese Language 1	40	
			Background to Japan	20	
	Arabic Compulsory Modules	AK1000 AK1002	Arabic Language 1	40	
			Arabic History & Contemp. Society	20	
	Chinese Compulsory Modules	CL1000 CL1001	Chinese Language 1	40	
Background to China			20		
French (ab-initio) Compulsory Modules	FR1001 FR1003	Ab Initio French	40		
		Background to French Studies	20		
German (ab-initio) Compulsory Modules	GM1000 GM1001	Background to German Studies	20		
		Ab Initio German	40		
Japanese (ab-initio) Compulsory Modules	JS1106 JS1059	Japanese Language 1	40		
		Background to Japan	20		
Spanish (ab-initio) Compulsory Modules	SH1050 SH1052	Ab Initio Spanish	40		
		Background to Hispanic Studies	20		
Korean Compulsory Modules	KO1001 KO1000	Ab Initio Korean	40		
		Background to Korea	20		
Russian Compulsory Modules	RN1001	Ab Initio Russian	40		
	Or RN1000	Introduction to Russian Studies (Post-A-Level Route)	40		
	and RN1003	Background to Russian Studies	20		

13. Programme Structures					14. Awards and Credits
Level	Language Route	Module Code	Module Title	Credit rating	
Students undertake TESOL compulsory modules plus the chosen Language compulsory modules plus modules from the options list					Diploma HE Teaching English to Speakers of Other Languages with Arabic Diploma HE Teaching English to Speakers of Other Languages with Chinese Diploma HE Teaching English to Speakers of Other Languages with French Diploma HE Teaching English to Speakers of Other Languages with German Diploma HE Teaching English to Speakers of Other Languages with Japanese Diploma HE Teaching English to Speakers of Other Languages with Korean Diploma HE Teaching English to Speakers of Other Languages with Russian Diploma HE Teaching English to Speakers of
Level 5	TESOL Compulsory Modules	EF2600 EF2650	TESOL Core 2a: Teaching Practice TESOL Core 2b: Teaching Skills	20 20	
	Year Abroad	ML2882 or ML2881 & ML2883	Assessed Year Abroad Assessed Semester One Abroad Assessed Semester Two Abroad (for students following a 4-year route)	120 notional credits 60 notional credits each	
	French Compulsory Modules	FR2001 FR2203	French Language & Society French Language & Society 2	20 20	
	German Compulsory Modules	GM2101 GM2112	German Language & Society German Language & Society 2	20 20	
	Spanish (Post A) Compulsory Modules	SH2001 SH2002	Spanish Language & Society Spanish Language & Society 2	20 20	
	Japanese (Post A) Compulsory Module	JS2080 JS2081 JS2051	Post A Japanese Studies Language 2A Post A Level Japanese Studies Language Level 2B Aspects of Japanese Society	20 20 20	
	Arabic Compulsory Modules	AK2000 AK2001 AK2002	Arabic Language 2A Arabic Language 2B Colloquial Arabic of the Levant	20 20 20	
	Chinese Compulsory Modules	CL2004 CL2201 CL2001	Chinese Language 2A Chinese Language 2B Aspects of Chinese Society	20 20 20	
	French (ab-initio) Compulsory Modules	FR2002 FR2003	French Ab Initio Language and Society 1 French Ab Initio Language and Society 2	20 20	
	German (ab-initio) Compulsory Modules	GM2000 GM2001	German Ab Initio Language and Society 1 German Ab Initio Language and Society 2	20 20	
	Japanese (ab-initio) Compulsory Modules	JS2001/2 JS2060/1 JS2051 JS2059	Japanese Studies Language 2A/B or Japanese Language 2A/B Aspects of Japanese Society or Investigating Japan Project	40 40 20 20	
	Spanish (ab-initio) Compulsory Modules	SH2050 SH2054	Spanish Language 2 Contemporary Spanish Studies	20 20	

	Korean Compulsory Modules	KO2001 KO2002	Korean Language 2 Structure, Variation and Change in the Korean Language	20 20	Other Languages with Spanish requires 240 credits including a minimum of 100 credits at Level 5 or above
	Russian Compulsory Modules	RN2001 or RN2000 and RN2002	Russian Language 2 or Russian Language 2 (Post-A-Level Route) and Contemporary Russian Studies	20 20 20	
	Optional modules	EF2620	Project Planning & Research Methods in Language Teaching	20	
		EF2216	ESOL & World Englishes	20	
		LG2103	Sociolinguistics	20	
		FR 2016	Intro to French Cinema	20	
		FR2202	Introduction to the Theory and Techniques of Translation	20	
		GM2109	The Short Story in German-speaking Countries	20	
		SH2003	Introduction to Latin America	20	
		AK2005	Arabic & the Written Word	20	
		AK2004	Contemp. Female Arab and Muslim Writers	20	
		AK2006	Arabic Thought Through Music and Film	20	
		CL2202	Intermediate Business Chinese Conversation	20	
		KO2005	Contemporary Korean Society and Culture	20	
			GM2115	Introduction to theory and techniques of translation	
		SH2202	Introduction to theory and techniques of translation	20	
		ML2016	Intercultural communication in French and Arabic cinema	20	
		AI2001	Cultural transformation and cross cultural encounters in the Asia Pacific	20	
		ML2998	Student Initiated Module	20	

13. Programme Structures					14. Awards and Credits
Level	Language Route	Module Code	Module Title	Credit rating	
Students undertake TESOL compulsory modules plus the chosen Language compulsory modules plus modules from the options list					BA (Hons) Teaching English to Speakers of Other Languages with Arabic BA (Hons) Teaching English to Speakers of Other
EFLe vel 6	TESOL Compulsory Modules	EF3650	TESOL Core 3-Theories and practice in TESOL (20)	20	
		ML3990	Dissertation (20) or	20	
		ML3995	Double dissertation (40)	40	
		ML3026	Translation project in a modern language	20	
	French (Post A and ab initio) Compulsory Modules	FR3001 FR3061	French Language (20) or French Language	20	

German (Post A and ab initio) Compulsory Modules	GM3001 GM3105	German Language (20) or German Language	20	Languages with Chinese BA (Hons) Teaching English to Speakers of Other Languages with French BA (Hons) Teaching English to Speakers of Other Languages with German	
Spanish (Post A) Compulsory Modules	SH3001 SH3002	Spanish Language (20) or Spanish Language	20		
Japanese (Post A) Compulsory Module	JS3051 JS3050	Japanese Language 3 (40) or Japanese Language and Society (for students following the 3-year route)	40 20		
Arabic Compulsory Modules	AK3000 AK3001	Arabic Language 3A (20) Arabic Language 3B (20)	20 20		
Chinese Compulsory Modules	CL3201 CL3205 CL3204	Chinese Language 3 (20) or Chinese Language Studies Understanding Chinese Economy and Society (20)	20 20 20		BA (Hons) Teaching English to Speakers of Other Languages with Japanese
Japanese (ab-initio) Compulsory Modules	JS3051 JS3306 JS3050	Japanese Language 3 (40) or Japanese Studies Language 3 (40) or Japanese Language and Society (for students following the 3-year route)	40 40 20		
Spanish (ab-initio) Compulsory Modules	SH3050	Spanish Language 3 (20)	20		BA (Hons) Teaching English to Speakers of Other Languages with Korean
Korean Compulsory Modules	KO3001 or KO3002	Korean Language (20) Advanced Korean (for students following the three-year route)	20 20		
Russian Compulsory Modules	RN3001 Or RN3000	Russian Language and Society (20) Russian Language 3 (Post-A-Level Route)	20 20		
Optional modules	EF3620	Assessment and Testing in TESOL	20		BA (Hons) Teaching English to Speakers of Other Languages with Russian
	EF3670	Teaching English for Academic and Specific Purposes	20		
	EF3680	Current Issues in TESOL	20		
	EF3002	Work Experience in TESOL: Reflecting, Real Life & the Road Ahead Intercultural Communication	20		
	EF3681	Teaching Young Learners	20		
	EB3602	Teaching Practicum	20		
	ML3999	Student Initiated Module	20	BA (Hons) Teaching English to Speakers of Other Languages with Spanish requires 360 credits including a minimum of 100 credits at level 6.	
	FR3002	French Language in Context	20		
	FR3014	French Existentialist Thought and Literature	20		
	ML3205	Techniques and Practice of Interpreting	20		
	GM3115	Contemporary German Literature & Society	20		
	HY3005	Germany Under the Nazis	20		
	SH3006	Key Themes in Contemporary Latin America	20		

		JS3059	Exploring Japan through Media	20	In addition students must pass ML2882 or ML2881 and ML2883 for students following a 4-year route
		JS3079	Interpreting Japan through Literature/Cultural Readings	20	
		AK3005	Arabic Literature in English	20	
		AK3003	Arabic/English Translation	20	
		CL3004	Theory and Practice of Translation	20	
		KO3003	Korean for Academic Purpose	20	
		LG3103	Intercultural Communication	20	
		ML3015	French and Arabic influences in thought and literature	20	<p>BA (Hons) TESOL with Modern Language Studies</p> <p>Will be awarded where the student has</p> <ul style="list-style-type: none"> •completed 360 credits, including a minimum of 220 at level 5 or above and 100 at level 6 •not completed 1 or more core or compulsory modules at level 6 in the chosen language: Arabic, Chinese, French, German, Japanese, Korean, Russian or Spanish •completed (an) additional TESOL module(s) or chosen language module(s) as a substitute for the core or compulsory

				<p>module(s) not completed.</p> <p>This award is normally not available to students intending to complete or having completed a UCLan-organised period abroad</p>
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15. Personal Development Planning

PDP will be used in this programme in a number of ways to support the development of academic, and career skills. PDP is managed through the personal tutoring system in line with university-wide requirements.

The programme employs a variety diet of assessment, including portfolio assessment, reflections on teaching and placement reports, which are powerful tools that help students reflect upon their skills, identify areas of strength and weakness, plan for development and demonstrate evidence of action.

Employability issues are specifically addressed in the preparation for the Period Abroad for major / joint language students and in TESOL EF3650 where students are given input on how to find a job in TESOL, compiling a CV, completing an application form (including tasks) and a simulated job interview. In order to highlight the importance of employability we have chosen to assess these components at Level 6. Students are also directed to sources of support for PDP in the core module bibliographies.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

The University's minimum entry requirements for degree level study is a 12 unit profile, made up from one of the following:

- Two A2 level subjects including:
- One A2 level subject plus one single award Advanced VCE
- One double Award Advanced VCE or two single award(s) Advanced VCE

Specific entry requirements for this course are:

- 280 - 320 points at A2 Level or equivalent including Grade C in main language at A2 for post-A level languages
- for ab initio languages a GCSE in any foreign language (or equivalent) is required
- min. grade B in English GCSE (or equivalent).

- non-native English speakers should have IELTS 7.0 on all sub-scores (or equivalent).
- grade C at A2 in the chosen language. However, students applying for Japanese, Chinese or Spanish can do so from beginner's level (ab initio).

Applicants who are **non-native speakers of English** are welcome to apply. You should meet the criteria above and have **one** of the following qualifications:

- IELTS band 7.0 (on all sub-scores) or equivalent
- Non-native speakers are strongly advised that finding work as a teacher of English in an English-speaking country e.g. the U.K., Australia, the U.S.A. etc. can be difficult as employers often prefer native-speaker teachers.

Other acceptable qualifications include:

Scottish Certificate of Education Higher Grade passes

Irish Leaving Certificate Higher Grade passes

International Baccalaureate

BTEC National Certificate/Diploma

Kitemarked Access Course

Applications from individuals with **non-standard qualifications**, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If you have not studied recently you may be required to undertake an Access programme. For details of those offered by the University, please contact Enquiry Management, tel. 01772 892400.

17. Key sources of information about the programme

- UCAS Handbook
- Course Fact sheet available from Enquiry management tel.: 01772 782400
- Subject Leader
- UCLAN Open Days – current information on www.uclan.ac.uk

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	EF3650	Theories and Practice in TESOL	COMP	x			x	x	x	x		x	x	x	x		x	x	x	x	x	
	EF3620	Assessment & Testing for TESOL	O	x			x		x				x	x		x	x	x	x			
	EF3670	Teaching English for Academic and Specific Purposes	O	x			x	x	x	x			x	x		x			x			
	EF3680	Current Issues in TESOL	O	x			x	x	x	x			x	x		x			x			
	EF3002	Work Experience in TESOL: Reflection; Real-life and the Road Ahead	O	x			x	x	x	x		x	x	x		x	x	x	x	x	x	
	EF3681	Teaching Young Learners	O	x			x	x	x	x		x	x	x		x	x	x	x	x	x	
	EB3602	Teaching Practicum	O	x			x	x	x	x		x	x	x		x	x	x	x	x	x	
	LG3103	Intercultural Communication	O	x			x			x		x	x	x	x				x			
	ML3999	Student Initiated Module	O	x			x						x	x			x		x			
	ML3990	Single Dissertation	COMP	x			x						x	x	x		x		x			
ML3995	Double Dissertation	COMP	x			x												x				
	ML3026	Translation Project in a Modern Language	COMP	x		x		x	x	x	x		x	x		x	x	x	x	x	x	
LEVEL 5	EF2600	TESOL Core 2a: Teaching Practice	COMP					x	x	x		x	x	x		x		x	x	x	x	
	EF2650	TESOL Core 2b: Teaching Skills	COMP	x			x	x	x	x		x	x	x		x		x	x	x	x	
	EF2216	ESOL & World Englishes	O	x			x	x	x	x			x	x		x		x	x			
	EF2620	Project Planning & Research Methods for English Language and Language Teaching	O	x			x			x			x	x	x		x	x	x	x	x	

	LG2103	Sociolinguistics	O	x			x			x		x	x	x	x				x			
	ML2998	Student Initiated Module	O																			
LEVEL 4	EF1600	TESOL Core 1a	COMP	x			x	x	x	x			x	x			x	x	x	x	x	x
	EF1650	TESOL Core 1b	COMP	x			x	x	x	x			x	x	x		x	x	x	x	x	x

Programme Learning Outcomes

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
				AK3000	Arabic Language 3A	COMP		x	x	x				x	x	x	x	x				
AK3001	Arabic Language 3B	COMP		x	x	x				x	x	x	x	x					x		x	x
AK3003	Arabic/ English Translation	O		x	x	x				x	x		x	x	x	x			x	x	x	x
AK3005	Arabic Literature in English	O		x	x	x				x		x		x	x	x	x		x	x	x	
ML3999	STUDENT INITIATED MODULE	O					x						x	x	x	x	x		x	x	x	x
ML3995	Double Dissertation	COMP	x				x						x	x	x		x		x			
ML3990	Single dissertation	COMP		x	x	x				x	x	x	x	x	x	x			x	x	x	
AK2000	Arabic Language 2A	COMP		x	x	x				x	x	x	x	x					x		x	x
AK2001	Arabic Language 2B	COMP		x	x	x				x	x	x	x	x					x		x	x
AK2002	Colloquial Arabic of the Levant	COMP		x	x	x				x	x	x	x	x					x		x	x
ML2881	Assessed Semester One Abroad	COMP		x	x					x	x								x	x	x	
ML2882	Assessed Year Abroad	COMP		x	x					x	x								x	x	x	

ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x							x	x	x		X	
AK2004	Contemporary Female Arab and Muslim Writers	O		x	x	x				x		x		x	x	x	x		x	x	x		
AK2005	Arabic and the Written Word	O		x	x	x				x		x		x	x	x	x		x	x	x		
AK2006	Arabic though through music and film	O		x	x	x				x		x		x	x	x	x		x	x	x		

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				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 4	AK1000	Arabic Language 1	COMP		x	x	x				x	x	x	x	x					x		x	x
	AK1002	Arabic History & Contemporary Society	COMP		x	x	x				x	x	x	x	x	x	x		x	x	x		

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				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
	ML2881	Assessed Semester One Abroad	COMP		x	x					x	x					x	x	x		x		
LEVEL 6	ML2882	Assessed Year Abroad	COMP		x	x					x	x					x	x	x		x		
	ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x					x	x	x		x		
	CL3201	Chinese Language 3	COMP		x	x	x				x	x	x	x	x				x		x	x	
	CL3205	Chinese Language and Studies	COMP		x	x					x	x			x		x	x	x			x	
	CL3204	Understanding Chinese Economy and Society	COMP		x	x	x				x	x	x	x	x			x	x	x			
	ML3990	Dissertation	COMP		x	x	x				x	x	x	x	x			x	x	x			
	ML3995	Double Dissertation	COMP	x			x							x	x	x		x					
	ML3205	Techniques and Practice of Interpreting	O		x	x	x				x	x		x	x	x	x			x	x	x	x
	CL3004	Theory and Practice of Translation	O		x	x	x				x	x		x	x	x	x			x	x	x	x
	ML3999	STUDENT INITIATED MODULE	O				x						x	x	x	x	x			x	x	x	x
LEVEL 5	CL2004	Chinese Language 2A	COMP		x	x	x				x	x	x	x	x					x		x	x
	CL2001	Aspects of Chinese Society	COMP		x	x	x				x	x	x	x	x	x				x	x	x	
	CL2201	Chinese Language 2B	COMP		x	x	x				x	x	x	x	x					x		x	x
	CL2202	Intermediate Business Chinese Conversation	O		x	x	x				x	x	x	x	x					x		x	x

ML2881	Assessed Semester One Abroad	COMP		x	x					x	x							x	x	x		x
ML2882	Assessed Year Abroad	COMP		x	x					x	x							x	x	x		x
ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x							x	x	x		x
ML2991	Research methods	O				x						x	x	x					x	x	x	x

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				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 4	CL1000	Chinese Language 1	COMP		x	x	x			x	x	x	x	x				x		x	x	
	CL1001	Background to China	COMP		x	x	x			x	x	x	x	x	x	x		x	x	x		

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	FR3001	French Language	COMP		x	X				x	x		x	x	X				X	x		X
	FR3061	French Language	COMP		X	x				x	X		x	x	X				X	x		x
	ML3990	Dissertation	COMP		x	x	X			X		x	x	x	x	x	X	X	x	x	x	X
	ML3995	Double Dissertation	COMP		X	x	x			x		X	X	x	x	x	x	x	X	x	x	x
	FR3002	French Language in Context	O		X	x	x			x	x		X	x	x	x			X	x		x
	ML3015	French and Arabic Influences in Thought and Literature	O		X	x	X			X		x	x	x	x	x	X		X	x	x	X
	FR3014	French Existentialist Thought and Literature	O		x	X	x			x		X	X	x	x	x	x		X	x	x	x
	ML3205	Techniques and Practice of Interpreting	O		x	X				X	x	x	x	x	x			X	X	x		X
	ML3999	Student Initiated Module	O		X	x	x					x	X	x	X	x	x		X	x	x	x
LEVEL 5	FR2002	French Ab Initio Language and Society 1	COMP	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	✓	✓
	FR2003	French Ab Initio Language and Society 2	COMP	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	✓	✓

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	GM3001	German Language	COMP		x	X				x	x	x	x	x		X			x	x	x	X
	GM3105	German Language	COMP		X	x				X	x	x	X	x		x			X	x	x	X
	ML3990	Dissertation	COMP		x	x	X			x	x	X	x	x	x	x	X		x	x	X	
	ML3995	Double Dissertation	COMP		X	x	x			X	x	x	X	x	x	x	x		X	x	x	
	GM3115	Contemporary German Literature & Society	O		X	x	x			X	x	x		x	x	x			x	X		
	HY3005	Germany Under the Nazis	O				X					X			x	x	X			X	x	
	ML3205	Techniques and Practice of Interpreting	O		X	x	x			X	x	x	X	x	x	x	x	x	x	x		X
	ML3999	Student Initiated Module	O		x	x	X			x	x	X	x	x	x	x	X		X	x	x	X
LEVEL 5	GM2000	German Ab Initio Language and Society 1	COMP	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	✓	✓
	GM2001	German Ab Initio Language and Society 2	COMP	✓		✓	✓	✓	✓	✓			✓	✓		✓		✓	✓	✓	✓	✓
	ML2881	Assessed Semester One Abroad	COMP		x	x				x	X				x				x	x		X

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	KO3001	Korean Language 3	COMP		x	x				x	x	x	x	x	x		x	x	x	x	x	
	KO3002	Advanced Korean Language	COMP		x	x				x	x	x	x	x	x		x	x	x	x	x	
	ML3990	Dissertation	COMP		x	x	x					x	x		x	x	x		x	x	x	x
	ML3995	Double Dissertation	COMP		x	x	x			x	x	x	x		x	x	x		x	x	x	x
	KO3003	Korean for Academic Purpose	O		x	x						x	x	x	x		x		x	x	x	x
	ML3999	Student Initiated Module	O		x	x	x					x			x	x			x		x	x
LEVEL 5	KO2001	Korean Language 2	COMP		x	x				x	x		x	x					x	x	x	x
	KO2002	Structure, Variation and Change in the Korean Language	COMP		x	x	x						x	x	x	x	x		x	x		
	KO2005	Contemporary Korean Society and Culture	O		x	x	x						x	x		x	x	x		x	x	

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
	ML2881	Assessed Semester One Abroad	COMP		x	x				x	x						x	x	x		x	
	ML2882	Assessed Year Abroad	COMP		x	x				x	x						x	x	x		x	
	ML2883	Assessed Semester Two Abroad	COMP		x	x				x	x						x	x	x		x	
	ML2991	Research Skills for Language Students	O		x	x	x			x		x	x						x		x	x
	ML2998	Student Initiated Module	O		x	x	x			x									x	x	x	x
LEVEL 4	KO1001	Ab Initio Korean	COMP		x	x				x	x		x	x					x		x	
	KO1000	Background to Korea	COMP		x	x				x		x							x			

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	JS3051	Japanese Language 3	COMP		x	x	x			x	x	x	x	x					x		x	x
	JS3306	Japanese Studies Language 3	COMP		x	x	x			x	x	x	x	x					x		x	x
	JS3050	Japanese Language and society	COMP		x	x				x	x		x	x		x		x	x	x		x
	JS3059	Exploring Japan through Media	O		x	x	x			x	x	x	x	x	x				x	x	x	
	JS3079	Interpreting Japan through Literature and Cultural Readings	O		x	x	x			x	x	x	x	x	x				x	x	x	
	ML3990	Single Dissertation	COMP		x	x	x			x	x	x	x	x	x				x	x	x	
	ML3995	Double Dissertation	COMP	x			x						x	x	x		x		x			
	ML3999	Student Initiated Module	O				x				x	x	x	x	x				x	x	x	x
	ML2881	Assessed Semester One Abroad	COMP		x	x				x	x						x	x	x		x	
LEVEL 5		ML2882	Assessed Year Abroad	COMP		x	x			x	x						x	x	x		x	
		ML2883	Assessed Semester Two Abroad	COMP		x	x			x	x						x	x	x		x	
		JS2001	Japanese Studies Language 2A	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2002	Japanese Studies Language 2B	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2060	Japanese Language 2A	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2061	Japanese Language 2B	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2080	Post A Japanese Studies Language 2A	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2081	Post A Japanese Studies Language 2B	COMP		x	x	x			x	x	x	x	x				x		x	x
		JS2059	Investigating Japan Project	COMP		x	x	x			x	x	x	x	x	x			x	x	x	
	JS2051	Aspects of Japanese Society	COMP		x	x	x			x	x	x	x	x	x			x	x	x		

	ML2991	Research Skills for Language Students	O				x					x	x	x					x	x	x	x
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				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 4	JS1059	Background to Japan	COMP		x	x	x			x	x	x	x	x	x	x		x	x	x		
	JS1106	Japanese Language 1	COMP		x	x	x			x	x	x	x	x				x		x	x	
	JS1070	Post A-Level Japanese Language 1	COMP		x	x	x			x	x	x	x	x				x		x	x	

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 6	RN3001 Or	Russian Language and Society Or	COMP																				
	RN3000	Russian Language 3 (Post-A-Level Route)			x	x	x				x	x	x	x	x	x			x	x	x	x	x
	RN3002	Russian Literary Identities	O				x				x	x	x	x	x				x	x	x		
	ML3999	Student Initiated Module	O				x					x	x	x	x	x			x	x	x	x	
LEVEL 5	RN2001 Or RN2000	Russian Language 2 Or Russian Language 2 (Post-A-Level Route)	COMP		x	x	x				x	x	x	x	x			x	x	x	x	x	
	RN2002	Contemporary Russian Studies	COMP				x				x	x	x	x	x			x	x	x	x		
	ML2991	Research Skills for Language Students	O				x						x	x	x	x	x	x	x	x	x	x	x
	ML2998	Student Initiated Module	O				x						x	x	x	x	x	x	x	x	x	x	x
LEVEL 4	RN1001 Or RN1000	Ab Initio Russian Or Introduction to Russian Studies (Post-A-Level Route)	COMP		x	x	x				x	x	x	x	x			x	x	x	x	x	
	RN1003	Background to Russian Studies	COMP				x						x	x	x	x			x	x	x	x	

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4		
LEVEL 6	SH3050	Spanish Language 3	COMP		x	x					x	x		x	x		x		x	x	x		x	
	ML3205	Techniques and Practice of Interpreting	O		x	x	x				x	x	x	x	x			x		x	x			x
	ML3990	Dissertation	COMP		x	x	x				x	x	x	x	x	x			x	x	x	x		x
	ML3995	Double Dissertation	COMP		x	x	x				x	x	x	x	x	x			x	x	x	x		x
	ML3999	Student Initiated Module	O		x	x	x				x	x	x	x	x	x			x	x	x	x		x
	ML2881	Assessed Semester One Abroad	COMP		x	x					x	x							x	x	x			x
	ML2882	Assessed Year Abroad	COMP		x	x					x	x							x	x	x			x
	ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x							x	x	x			x
LEVEL 5	SH 2050	Spanish Language 2	COMP		x	x					x	x		x	x		x		x	x	x			x
	SH 2054	Contemporary Spanish Studies	COMP		x	x					x	x	x			x	x			x	x			x
	SH2003	Introduction to Latin America	O		x	x	x						x		x	x	x			x	x			x
	SH2202	Introduction to Theory and Techniques of Translation	O		x	x	x				x	x		x	x	x				x	x	x		x
	ML2991	Research Skills for Language Students	O				x						x	x	x					x	x	x		x

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				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
	ML2998	Student Initiated Module	O				x			x	x	x	x	x	x			x	x	x	x	
LEVEL 4	SH 1050	Ab Initio Spanish	COMP		x	x				x	x		x	x	x			x	x		x	
	SH 1052	Background to Hispanic Studies	COMP		x	x	x			x	x	x	x	x	x			x	x		x	

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				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	FR3001	French Language	COMP		x	X				x	x		x	x	X				X	x		X
	FR3061	French Language	COMP		X	x				x	X		x	x	X				X	x		x
	ML3990	Dissertation	COMP		x	x	X			X		x	x	x	x	x	X	X	x	x	x	X
	ML3995	Double Dissertation	COMP		X	x	x			x		X	X	x	x	x	x	X	X	x	x	x
	FR3002	French Language in Context	O		X	x	x			x	x		X	x	x	x			X	x		x
	ML3015	French and Arabic Influences in Thought and Literature	O		X	x	X			X		x	x	x	x	x	X		X	x	x	X
	FR3014	French Existentialist Thought and Literature	O		x	X	x			x		X	X	x	x	x	x		X	x	x	x
	ML3205	Techniques and Practice of Interpreting	O		x	X				X	x	x	x	x	x			X	X	x		X
	ML3999	Student Initiated Module	O		X	x	x					x	X	x	X	x	x		X	x	x	x
LEVEL 5	FR 2001	French Language and Society 1	COMP		x	X				x	x	X	x	x	X	X			X	x		X
	FR2203	French Language and Society 2	COMP		X	x				x	X		x	x	X	x			X	x		x

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 5	ML2881	Assessed Semester One Abroad	COMP		x	X					X	x					X	X	x		x		
	ML2882	Assessed Year abroad	COMP		X	x					x	X					X	X	x		X		
	ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x					x	x	x		x		
	FR 2016	Introduction to the French Cinema	O		x	x	X				X		x	X	x	x	x		X	x	x		
	FR 2202	Introduction to Theory and Techniques of Translation	O		X	x	x				x	X		x	x	x	X		X	x	x	X	
	ML2016	Intercultural Representations in French and Arabic Cinema	O		x	x	X				X		x		X	x	x	x		X	x	x	
	ML2991	Research Skills for Language Students	O				X						X	X	x	x	x	X		X	x	x	X
	ML2998	Student Initiated Module	O		X	x	x				X	x	x	X	X	x	x	x	x	X	x	x	x
LEVEL 4	FR 1000	Introduction to French Studies	COMP		x	X					x	X		X	x	x	x		X	x	x	X	

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 6	GM3001	German Language	COMP		x	X				x	x	x	x	x		X			x	x	x	X	
	GM3105	German Language	COMP		X	x				X	x	x	X	x		x			X	x	x	X	
	ML3990	Dissertation	COMP		x	x	X			x	x	X	x	x	x	x	X		x	x	X		
	ML3995	Double Dissertation	COMP		X	x	x			X	x	x	X	x	x	x			X	x	x		
	GM3115	Contemporary German Literature & Society	O		X	x	x			X	x	x		x	x	x			x	X			
	HY3005	Germany Under the Nazis	O				X					X			x	x	X			X	x		
	ML3205	Techniques and Practice of Interpreting	O		X	x	x				X	x	x	X	x	x	x	x	x	x		X	
	ML3999	Student Initiated Module	O		x	x	X				x	x	X	x	x	x	x	X		X	x	x	X
LEVEL 5	GM2101	German Language and Society 1	COMP		X	x	x				X	x	x	X	x	x	x		x	x	x	X	
	GM2112	German Language and Society 2	COMP		x	x	X				x	x	X	x	x	x	x	X		x	X	x	X
	ML2881	Assessed Semester One Abroad	COMP		x	x					x	X				x				x	x		X

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
	ML2882	Assessed Year abroad	COMP		X	x					x	x				x		x	x		X	
	ML2883	Assessed SemesterTwo Abroad	COMP		x	x				x	x					x		x	x		x	
	GM2115	Introduction to Theory and Techniques of Translation	O		x	x	x			x	x		x	x	x			x	x	x	x	X
	GM2109	The Short Story in German-speaking Countries	O		X	x	x			x	x	x	x	x	x					x	X	
	ML2991	Research Skills for Language Students	O				x			x		x	x	x	x			x	x	x	X	
	ML2998	Student Initiated Module	O		X	x	x		x		x	x	x	x	x			x	x	x	X	
LEVEL 4	GM1006	Introduction to German Studies	O		x	x				x	x	X	x	x	x				x	x	x	X

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
LEVEL 6	SH3001	Spanish Language	COMP		x	x				x	x		x	x		x		x	x	x		X
	SH3002	Spanish Language	COMP		x	X				x	x		x	x		x		x	x	x		X
	SH3006	Key Themes in Contemporary Latin America	O				x					x	x	x	x	x		x	x	X		
	ML3990	Dissertation	COMP		x	x	x				x	x	x	x	x			x	x	X	X	
	ML3995	Double Dissertation	COMP		X	x	x				x	x	x	x	x			x	x	X	x	
	ML3205	Techniques and Practice of Interpreting	O		x	x	x				x	x	x	x				x	x			X
	ML3999	Student Initiated Module	O		X	x	X				x	x	x	x	x			x	x	x	x	
LEVEL 5	ML2881	Assessed Semester One Abroad	COMP		x	x					x	x						x	x			X
	ML2882	Assessed Year Abroad	COMP		x	x					x	x						x	x			x
	ML2883	Assessed Semester Two Abroad	COMP		x	x					x	x						x	x			x
	SH2001	Spanish Language and Society 1	COMP		x	x					x	x		x	x		x	x	x			X

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills					Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
LEVEL 5	SH2002	Spanish Language and Society 2	COMP		x	x	x				x	x	x	x	x	x				x	x	x	X
	SH2003	Introduction to Latin America	O		X	x	x					x		x	x	x	x			x	x		x
	SH2202	Introduction to Theory and Techniques of Translation	O		x	x	x				x	x		x	x	x				x	x	x	X
	ML2991	Research Skills for Language Students	O				X					x	x	x	x					x	x	x	x
	ML2998	Student Initiated Module	O				x				x	x	x	x	x	x			x	x	x	X	
LEVEL 4	SH 1000	Introduction to Spanish studies	COMP		x	x	x				x	x	x	x	x				x	x		x	

YEAR 1	BA (Hons) TESOL and	
	Compulsory	
French Post A	TESOL Core 1a (20)	Intro to French Studies (40)
	TESOL Core 1b (20)	Lang Elective (20)
German Post A	TESOL Core 1a (20)	Intro to German Studies (40)
	TESOL Core 1b (20)	Lang Elective (20)
Spanish Post A	TESOL Core 1a (20)	Introduction to Spanish Studies (40)
	TESOL Core 1b (20)	Lang Elective (20)
Japanese Post A	TESOL Core 1a (20)	Post A Level Japanese Language 1 (40)
	TESOL Core 1b (20)	Background to Japan (20)
Arabic Ab-Initio	TESOL Core 1a (20)	Arabic L 1 (40)
	TESOL Core 1b (20)	Arabic History & Contemp. Society (20)

Chinese Ab-Initio	TESOL Core 1a (20)	Chinese Language 1 (40)
	TESOL Core 1b (20)	Background to China (20)
French Ab-Initio	TESOL Core 1a (20)	Ab Initio French (40)
	TESOL Core 1b (20)	Background to French Studies (20)
German Ab-Initio	TESOL Core 1a (20)	Ab Initio German (40)
	TESOL Core 1b (20)	Background to German Studies (20)
Japanese Ab-Initio	TESOL Core 1a (20)	Japanese Language 1 (40)
	TESOL Core 1b (20)	Background to Japan (20)
Spanish Ab-Initio	TESOL Core 1a (20)	Ab Initio Spanish (40)
	TESOL Core 1b (20)	Backgr. to Hispanic Studies (20)
Korean Ab-Initio	TESOL Core 1a (20)	Ab Initio Korean (40)
	TESOL Core 1b (20)	Background to Korea (20)

Russian Ab-Initio	TESOL Core 1a (20)	Ab Initio Russian (40)
	TESOL Core 1b (20)	Backgr. to Russian Studies (20)

YEAR 2	BA (Hons) TESOL and	
	Compulsory	Optional
French Post A	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) French Language & Society 1 (20) French Language & Society 2 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Intro to French Cinema (20) Introduction to the Theory and Techniques of Translation (20)
German Post A	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) German Language & Society 1 (20) German Language & Society 2 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) The Short Story in German (20) Introduction to the Theory and Techniques of Translation (20)
Spanish Post A	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Spanish Language & Society 1 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20)

YEAR 2	BA (Hons) TESOL and	
	Compulsory	Optional
	Spanish Language & Society 2 (20)	Introduction to Latin America (20) Introduction to the Theory and Techniques of Translation (20)
Japanese Post A	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Post A Japanese Studies Language 2A (20) Post A Japanese Studies Language 2B (20) Aspects of Japanese Society (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20)
Arabic Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Arabic Language 2A (20) Arabic Language 2B (20) Colloquial Arabic of the Levant (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Arabic & the Written Word (20) Contemp. Female Arab and Muslim Writers (20) Arabic Thought Through Music and Film (20)
Chinese Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Chinese Language 2A (20) Chinese Language 2B (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Intermediate Business Chinese Conversation (20)

YEAR 2	BA (Hons) TESOL and	
	Compulsory	Optional
	Aspects of Chinese Society (20)	
French Ab Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) French Ab Initio Language and Society 1 (20) French Ab Initio Language and Society 2 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Introduction to French Cinema (20) Intercultural Communication in French and Arabic Cinema (20) Introduction to Theory and Techniques of Translation (20) Student Initiated Module (20)
German Ab Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) German Ab Initio Language and Society 1 (20) German Ab Initio Language and Society 2 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Introduction to Theory and Techniques of Translation (20) The Short Story in German-speaking Countries (20) Student Initiated Module (20)

YEAR 2	BA (Hons) TESOL and	
	Compulsory	Optional
Japanese Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Japanese Studies Language 2A/B (40) or Japanese Language 2A/B (40) Aspects of Japanese Society (20) or Investigating Japan Project (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20)
Spanish Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Spanish Language 2 (20) Contemporary Spanish Studies (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Introduction to Latin America (20) Introduction to Theory and Techniques of Translation (20)
Korean Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Korean Language 2 (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20) Contemporary Korean Society and Culture (20)

YEAR 2	BA (Hons) TESOL and	
	Compulsory	Optional
	Structure, Variation and Change in the Korean Language (20)	
Russian Ab-Initio	TESOL Core 2a: Teaching Practice (20) TESOL Core 2b: Teaching Skills (20) Russian Language 2 (20) Contemporary Russian Studies (20)	Project Planning & Research Methods in Language Teaching (20) ESOL & World Englishes (20) Sociolinguistics (20)

YEAR 3	BA (Hons) TESOL and
French Post A	Assessed Semester / Year Abroad in France or French-speaking country
German Post A	Assessed Semester / Year Abroad in Germany or German-speaking country
Spanish Post A	Assessed Semester / Year Abroad in Spain or Spanish-speaking country
Japanese Post A	Assessed Semester / Year Abroad in Japan
Arabic Ab-Initio	Assessed Semester / Year Abroad in Arabic-speaking country
Chinese Ab-Initio	Assessed Semester / Year Abroad in China
French Ab-Initio	Assessed Semester / Year Abroad in French-speaking country
German Ab-Initio	Assessed Semester / Year Abroad in German-speaking country
Japanese Ab-Initio	Assessed Semester / Year Abroad in Japan

Spanish Ab-Initio	Assessed Semester / Year Abroad in Spain or Spanish-speaking country
Korean Ab-Initio	Assessed Semester / Year Abroad in Korea
Russian Ab-Initio	Assessed Semester / Year Abroad in Russia or Russian-speaking country

YEAR 4	BA (Hons) TESOL and	
	Compulsory	Optional
French Post A/Ab Initio	TESOL Core 3-Theories and practice in TESOL (20) French Language 3 (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) French Language in Context (20) French Existentialist Thought and Literature (20) Techniques and Practice of Interpreting (20)
German Post A/Ab Initio	TESOL Core 3-Theories and practice in TESOL (20) German Language 3 (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Contemporary German Literature & Society (20) Germany Under the Nazis (20) Techniques and Practice of Interpreting (20)
Spanish Post A	TESOL Core 3-Theories and practice in TESOL (20) Spanish Language 3 (20) Dissertation (20) or Double dissertation (40)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20)

	ML3026 Translation Project in a Modern Language (20)	Teaching Practicum (20) Intercultural Communication (20) Key Themes in Contemporary Latin America (20) Techniques and Practice of Interpreting (20)
Japanese Post A	TESOL Core 3-Theories and practice in TESOL (20) Japanese Language 3 (40) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Exploring Japan through Media (20) Interpreting Japan through Literature/Cultural Readings (20)
Arabic Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Arabic Language 3A (20) Arabic Language 3B (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Arabic Literature in English (20) Arabic/English Translation (20)
Chinese Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Chinese Language 3 (20) Understanding Chinese Economy and Society (20) Dissertation (20) or Double dissertation (40)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20)

	ML3026 Translation Project in a Modern Language (20)	Theory/Practice of Translation(20)
Japanese Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Japanese Language 3 (40) or Japanese Studies Language 3 (40) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Exploring Japan through Media (20) Interpreting Japan through Literature/Cultural Readings (20)
Spanish Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Spanish Language 3 (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Techniques and Practice of Interpreting (20)
Korean Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Korean Language 3 (20) or Advanced Korean Language (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Korean for Academic Purpose (20)

Russian Ab-Initio	TESOL Core 3-Theories and practice in TESOL (20) Russian Language 3 (20) Dissertation (20) or Double dissertation (40) ML3026 Translation Project in a Modern Language (20)	Testing and Assessment in TESOL (20) Teaching English for Academic and Specific Purposes (20) Work Experience in TESOL: Reflecting, Real Life & the Road Ahead (20) Teaching Practicum (20) Intercultural Communication (20) Stalin's Russia (20)
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Addendum to the Course Handbook for

BA (Hons) Teaching English to Speakers of Other Languages with Language
Entry Year of Study (2018-19)

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	PS	Addition of new optional module EF3681 Teaching Young Learners	January 2018
	PS	Addition of alternative compulsory module CL3205 Chinese Language Studies	January 2018