Course Handbook
MA Teaching English to Speakers of Other Languages (TESOL)
2019-2020
Course Leader: Josie Leonard
School of Languages & Global Studies

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

Contents

Welcome to the course

I would like to offer you a very warm welcome to the School of Language and Global Studies. We are certain you have made a good choice in joining the School and we are looking forward to working with you throughout your studies here at UCLan. I would also like to emphasise that both myself and the other members of the course team are committed to supporting your learning 'journey' in order to ensure that you fully benefit from your time here at UCLan.

The members of the course team for the MA in Teaching English to Speakers of Other Languages (TESOL) have a wide range of experience in teaching and researching in the field, and are well equipped to provide the pedagogical and pastoral support you need. We are proud of our research achievements, and are constantly building on these through ongoing research activities. As a team, we also continually strive to enhance the courses we offer to ensure that we provide our students with high quality and engaging programmes of study.

We have developed this course to prepare you for employment in the area of Teaching English to Speakers of Other Languages or in the wider field of education and educational management. The course has a number of distinct themes*: language teaching approaches and methodology, language analysis, language assessment and professional development*. Reflecting on your own learning experiences and beliefs about teaching and learning is a key skill, which you will develop across the course, and many of the assessments are designed to encourage this reflection. You will also be required to produce a long piece of written academic work in the form of the dissertation which is an opportunity to explore an area related to language teaching which interests you, for instance, language teaching methodology, e-learning, materials development or educational management. Finally, one of the key features of this course is its strong focus on professional development, through which you will be encouraged to develop your future career path as part of your studies.

The School of Language and Global Studies offers a diverse and multi-cultural learning community, which we hope you will participate in fully. There are numerous opportunities to become involved in events organized by academic staff, The Worldwise Centre and student societies, and we strongly recommend that you participate in these as much as possible. There may also be opportunities to work as volunteers or to apply for special internships, which enable selected students to gain experience working alongside staff on research and other school-based projects.

We really hope you enjoy the course and that you find it both stimulating and enriching. We wish you every success in your studies, and remember- we are here to support you as much as possible.

Josie Leonard
Course Leader, MA in Teaching English to Speakers of Other Languages

1.1 Rationale, aims and learning outcomes of the course

English is the world's foremost language, and literally millions of people are learning it! These include schoolchildren, college and university students in both state and private institutions, as well as the many people studying in local language schools, organisations such as the British Council, and in their workplaces. A career in teaching English is truly rewarding, exciting and fulfilling, and it is one which will enable you to travel widely and come into contact with other cultures. There is an increasing demand for well-qualified English language teaching professionals around the world to work in a range of different areas including teaching, educational management, materials design and publishing. This MA can open up these opportunities to you. It will also provide a foundation for later specialisation in one of many fields: Applied Linguistics, business English, intercultural communication, study skills, English for Academic Purposes, teaching young learners, course design, testing and assessment, ICT for language learning, and many more.

The MA in TESOL has distinctive strengths:

- Modules are taught by staff who are research-active, who all have extensive practical TESOL and Applied Linguistics experience in a wide range of contexts, and who have developed particular specialisms;
- It offers an academic qualification for those who have the desire to work in language teaching or related areas;
- It contains a focus on cross-cultural awareness and the development of research skills;
- It combines rigour in the study of the underpinning academic disciplines with a focus on practical skills associated with teaching and learning.
- There are opportunities for eligible students to take external TESOL teacher training qualifications to enhance professional development

The MA in TESOL is a course which is:

- *truly international*: English is now a global language rather than the exclusive preserve of those who grow up speaking it, and this informs our approach to studying and teaching it. Our aim each year is to recruit students of different nationalities so that they will learn with and from each other, and you will also find that cross-cultural awareness is a key strand in the course;
- *innovative:* there are various ways in which this course is distinctive and innovative. For instance, we place great emphasis on incorporating recent developments in language teaching and learning into our modules, and on student-centred learning activities. There is also a strong emphasis on professional development across the course
- *intellectually stimulating*: you will find it challenging and exciting to examine and discuss theories and practice in various areas of language teaching and Applied Linguistics, and their practical implications in different contexts;
- *an ideal foundation for further research:* you will be given the support to develop a strong foundation of knowledge and skills in research preparation and methodology. This is vital for anybody who may wish to consider exploring the field further at MPhil or PhD level;
- *a stimulating blend of theory and practice:* we feel it is misguided to assume there is a clear dividing line between the two, and so you will find yourself exploring the practical dimensions of the theories and models you examine, and also ways of articulating the principles which underpin pedagogic practice.

Given this context, the aims of the course are to:

- To demonstrate a critical understanding of the theories and principles which underpin language learning and teaching and their application to language education;

- To demonstrate a critical understanding of language awareness, teaching approaches and techniques from the field of TESOL;
- To apply language proficiency scales in order to be able to critically evaluate learning, teaching, materials and assessment in context;
- To acquire and apply reflective strategies, and develop skills for employability and professional development.

The specific learning outcomes for the course are detailed in the attached Programme Specification (see Appendix 8.1).

1.2 Course Team

Your studies at the University of Central Lancashire will be supported by a team of academic and administrative support staff. Details of members of your course team are shown below. For telephone enquiries, please dial 0044 (0)1772 89 and add the 4-digit extension code as indicated for each staff member.

Instructor	Name	Office	Telephone	E-mail

	Josie Leonard	AB105	3006	JLeonard2@uclan.ac.uk
	I am the Course Leader for the MA in Teaching English to Speakers of Other Languages (TESOL). I teach on the BA and MA Teaching English to Speakers of other Languages (TESOL) courses in the School. As well as teaching in the UK, I have taught in various countries including Morocco, Cyprus, Germany, Italy, Belgium and Turkey. My research interests include teacher identities and professional development, teaching English for Academic and Specific Purposes (EAP and ESP).				

	Dr Daniel Waller	AB103		DWaller@uclan.ac.uk
	I am Head of the School of Language and Global Studies but am also a specialist in English Language Teaching, having previously taught in Turkey as well as the UK. My research interests are in language testing, written discourse analysis and English for Specific Purposes.				

	Dr Tania Horak	AB105	3127	THorak@uclan.ac.uk
	I am Course Leader for the MA TESOL and Applied Linguistics. I teach on both the BA and MA TESOL courses. I also work in the UCLan Exams team preparing English language Exams. Previously I taught in the Czech Republic, Bangladesh, Lithuania, and Hong Kong, amongst other places. My areas of interest are foreign language testing and assessment and English for Academic Purposes				

	Dr Nicola Halenko	AB140	3150	NHalenko@uclan.ac.uk
	I am a Senior Lecturer in TESOL, and am Course Leader for the BA TESOL programme. I have taught in the UK, Japan, Austria and Germany. My research interests are in interlanguage pragmatics, World Englishes and materials development.				

	Neil Walker	AB037	3151	NWalker4@uclan.ac.uk
	I am a lecturer in TESOL. I teach on both the BA and MA TESOL courses. I have experience of teaching in a range of countries including China, and my research interests focus on Second Language Acquisition.			

	Chris Mc Guirk	AB152	4131	CTMcGuirk@uclan.ac.uk
	I am a Lecturer in TESOL and lead English as a Foreign Language (EFL) elective programmes in the School. I have been teaching English as a Foreign Language for 15 years, in a number of countries, to students with a wide range of levels, needs and ages. My research interests include Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) technologies – specifically, app-based methods, Second Language Acquisition and Educational Psychology.			

	Dr Gordon Dobson	A105	4134	GDobson1@uclan.ac.uk
	I am a Lecturer in TESOL and currently teach on the BA and MA TESOL courses. I have taught in different countries including Hungary and Germany. My research interests include professional development and teaching English for Academic Purposes (EAP)			

If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader Josie Leonard (JLeonard2@uclan.ac.uk). In addition, you will find that your individual module tutors will also be able to help you if you are unsure about anything relating to their particular modules.

1.3 Expertise of staff
Between them, the course team on the MA in TESOL have many years of experience of teaching at both undergraduate and postgraduate levels in the UK and internationally. This experience is evident in the high quality of teaching and teaching materials provided in seminars. Staff also use Blackboard, an online learning platform, to further enhance the study experiences of students on the programme.

All instructors involved in the delivery of the course are also knowledge transfer and/or research active members of the School. As shown in the brief profiles in section 1.2, , research interests of staff members are diverse and include second language acquisition, materials design and development, pragmatics, testing and assessment, and teacher professional development. Academic staff organise a number of research seminars in the School, and also participate in national and international academic conferences as researchers.

 Further details about the specific research activities and publications of the course team can be found on the School website under academic profiles and on the School's research web pages.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. Your advisor will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will also be able to help you with professional development, including developing skills in self-awareness, reflection and action planning. Do make a note of your Academic Advisor contact details and make sure you attend initial meetings organised by him or her. Details of these will be sent out by email.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and for this School is located in the C & T 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.

Course specific information is also available via Blackboard.

The hub for this School is the C & T Hub (in the Computer and Technology Building)
 Telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

1.6 Communication

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

E-mail is the quickest and most efficient way to contact staff and other students. All staff on the course (unless otherwise stated) aim to:
a) Respond to email/phone messages within two working days
b) Post out-of-office replies with alternative contacts at times when they are unavailable.
Important information will also be posted on Blackboard. You should check Blackboard frequently to make sure you are aware of information about your course.
All staff have regular weekly office hours during which they are available to discuss matters with students. These times are posted on Blackboard in each module space, and are also in the Module information pack. You can arrange appointments to meet with tutors during these times. It is advisable to contact staff by email to arrange appointments in advance when possible. You may also phone your tutors on the extension numbers provided.

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. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your **Course Leader and not directly**. The School sends a sample of student assessed work for moderation by the External (after internal moderation has taken place). External Examiner reports are made available to you electronically.

The External Examiner for the MA TESOL is:

Name: Dr Gwyneth James
Position: Senior Lecturer in TESOL
Institution: University of Hertfordshire

2. Structure of the course

2.1 Overall structure

This is a full-time or part-time degree course. **However, only the full-time route is available to international students.** Full-time students are expected to complete the course within one year and part-time students between three and five years, with five as the maximum. The following section describes the modules and awards available on this programme.

2.2 Modules available

MA in Teaching English to Speakers of Other Languages

To be awarded the MA in TESOL , you will need to obtain **180 credits** in total. Detailed descriptors for each module are available in the Appendices to this Handbook, and also on Blackboard. The compulsory modules for this award:

Module Code	Module Title	Credits
EB4723	Principles of Testing and Assessment in Teaching English to Speakers of Other Languages	20
EB4722	Methodology in Teaching English to Speakers of Other Languages	40
EB4721	About Language	40
EB4724	Professional Development for Teachers of English to Speakers of other Languages	20
EB4505	Research Methods (Dissertation)	60
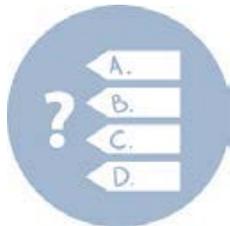
2.3 Course requirements

Following completion of the relevant modules, your award will specify a Masters with Distinction, Masters with Merit or Masters.

Masters (with Distinction): you need to complete modules worth a total of 180 credits (for the MA TESOL 1 x 60 credit; 2 x 40 credit; 2 x 20 credit). You must also attain an overall average mark of 70% or more, *and* you need to score above 70% for your dissertation.

Masters (with Merit): you need to complete modules worth a total of 180 credits (for the MA TESOL 1 x 60 credit; 2 x 40 credit; 2 x 20 credit).. You must also attain an overall average mark of between 60% and 69%, *and* you need to score above 60% for your dissertation.

Masters: you need to complete modules worth a total of 180 credits (for the MA TESOL 1 x 60 credit; 2 x 40 credit; 2 x 20 credit).. You must also attain an overall grade of over 50%.

A range of exit awards are available if, for whatever reason, you do not complete all the modules for the MA in TESOL.

i)   Postgraduate Diploma in Teaching English to Speakers of Other Languages

To be awarded the Postgraduate Diploma in **Teaching English to Speakers of Other Languages** , you will need to complete modules worth 120 credits. You need to attain an overall mark of 50% or above. You will be awarded a Postgraduate Diploma with Distinction if you have attained an overall mark of 70% or more, and you will be awarded a Postgraduate Diploma with Merit if you have attained an overall mark of between 60% and 69%.

ii)   Postgraduate Certificate in Teaching English to Speakers of Other Languages

To be awarded the Postgraduate Certificate in **Teaching English to Speakers of Other Languages** , you will need to complete modules carrying 60 credits.

2.4 Module Registration Options

There are various sources of advice available to help you to explore opportunities available to you after finishing your degree. See section 3.5 for careers information.

2.5 Study Time
2.5.1   Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal

The university assumes an average of 200 study hours per 20 credit module (or 400 for a 40 credit module etc.) which may be comprised of different learning activities. The teaching content for this course is delivered as face-to face with some support through e-learning (Blackboard). For each module you are expected to complete work in 'independent learning hours'. This is study that you do outside of timetabled lessons in your own time. You can choose where to study, but we suggest that you make use of the library and Worldwise Centre as much as possible. For each module, you will be given tasks to complete and guided reading to do outside class. This will be explained in your sessions with the tutors and relevant sources and links to information sources will be provided for you. Some independent study work will be put on Blackboard (e.g. articles to read, links to online talks, activities related to language awareness) and you should engage with this each week. You are also expected to conduct your own study and research, for example, to follow up topics discussed in class or to prepare for assignments. Your tutors will provide guidance, but as a postgraduate student you should organise your own research and reading too in order to deepen your understanding of the key topics discussed in class.

2.5.2   Expected hours of study

The teaching content for modules on this course is delivered face-to-face in interactive sessions. You are expected to come to class prepared for the session. It is your duty to do any preparation requested by the tutor.

Throughout the modules you are expected to engage with your peer groups and tutors both inside and out of the classroom. Tutors may offer support through scheduled tutorials, e-mail, Skype and discussion boards, and students are also advised to form study groups themselves to benefit from collaborative learning experiences.

As part of the way that you learn you may be enhancing certain employability skills. Your independent learning hours may help to enhance skills such as time management, self-motivation, report writing and problem solving. Each Module Information Pack [on Blackboard] provides detailed information about the type of work you will be expected to undertake during your studies. This may include for example:

- action planning
- directed reading
- homework tasks
- preparation for seminars and discussions
- independent library research
- participation in online discussions and forums
- preparation for assignments
- self-reflection tasks
- self-evaluation
- supplementary reading
- peer meetings

Please seek help from your module tutor if you are unclear about any of the self-study tasks and activities

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. If you are ill or unable to attend for any reason, please contact your **Module tutor** as soon as possible and copy the Course Leader into the mail (JLeonard2@uclan.ac.uk).

International students please remember that under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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.

Your attendance will be monitored via SAM (electronic student attendance monitoring) and you can check your own attendance record through myUCLan.

You are required to swipe your student card at the beginning of each teaching session to record your attendance. 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 [see student guide to regulations].*

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The teaching team bring a wide range of expertise to the course, evident in the high quality of teaching materials and innovative techniques used in the delivery of the modules. Our teaching approach is primarily interactive, and most sessions are designed as 'inter-active workshops' in which you are expected to fully participate. For instance, you may be asked to lead a discussion or activity or to work in groups to discuss a topic or issue and present your ideas to the class. We believe that that through active participation you will be able to practise critical thinking and questioning skills essential for successful academic study. These activities are also confidence building as you become used to voicing your opinions and sharing your experiences with your peers and tutors.

You will also spend a significant amount of time reading, both guided and on your own initiative. You are expected to demonstrate that you have read widely for **all** of your assignments. Reading regularly will help you to develop your analytical skills, and rather than taking what everybody else says at face value, you will learn how to critically evaluate others' ideas, try to identify the underlying principles and assumptions, and ask yourself if there are exceptions or counter-argument.

In discussions in class, you can expect that others will question your contributions in the same way, and your understanding of the issues in question will become deeper through these questions.

The modules are assessed using a variety of assessment types, including portfolios, essays, presentations etc. Assessments may be in both written and oral format.

For the dissertation, you carry out a sustained piece of research with one-to-one guidance from a supervisor. This trains and tests your ability to carry out a major academic piece of work in the field.

3.2 Study skills

In studying at postgraduate level, then, you should bear three things in mind, each of which may seem unusual at first and may take a while to get used to:

- you should not believe that, simply because something has been published in a book or journal, it is necessarily 'true' in the sense that the arguments or opinions cannot be questioned;
- you should also take that attitude towards what your tutors say – that is, we *want* you to challenge us!
- it is not enough to present opinions. You have *opinions* when you start the MA – what you will develop through doing the course are *arguments*.

In summary, the essential skills we would like you to develop by the end of the programme are the following:

- self-motivation and autonomy
- innovation and flexibility
- critical analysis and evaluation
- practical problem-solving and decision-making
- reflection and self-analysis
- planning and organising
- interpersonal and team-working skills
- developing, presenting and defending your arguments

You are encouraged to criticise, present and defend your own arguments and to take an active role in monitoring and evaluating your own learning and development.

Please note: There are a variety of services available to support students and these include WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 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. The library opening times vary during and outside of term time and can be found under:
Library Opening Times
http://www.uclan.ac.uk/students/library/opening_times.php

3.3.2 Electronic Resources

Blackboard is the online learning platform used by the university. Through this virtual learning environment, you are able to access course materials, online discussion boards and links to learning resources. You can access Blackboard when you log in as a student via the university home page. If you have any problems accessing Blackboard please contact the Course Leader who will advise you.
Technical support is available (Monday- Thursday 9- 18 00 and Friday 9- 17 00) by contacting LISCustomerSupport@uclan.ac.uk

3.4 Personal development planning
Personal Development Planning (PDP) 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.

Your academic advisor will guide you in PDP during your meetings. It is the intention that through the PDP process you will understand how you learn so that you can set yourself clear goals and take responsibility for your own learning. It is essential that you use PDP to think about areas in which you need to improve, and to set yourself goals to do so.

Importantly, PDP can help you focus on key employability skills such as:

- Effective communication skills
- Good writing skills
- Ability to reflect on your actions and evaluate your performance
- Good planning/ time-management skills
- Good IT skills
- Cognitive skills such as 'understanding' or ability to 'critically analyse'

We aim to help you become competent in the above areas.

3.5 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 (e.g. your beliefs about teaching and learning).
- There will be opportunities to investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn more about job applications.

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 Careers team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support
Generally, your Course Leader Josie Leonard (JLeonard2@uclan.ac.uk) can guide you if you are worried about personal and academic issues. This may cover, for example:
- purely personal matters which impinge on your work, such as finances, accommodation, relationships, finding a job after the course, etc;
- the way you are coping with the MA as a whole - including problems such as time management
- problems with fellow students or individual tutors.

4.1 Academic Advisors

The Academic advisor system is designed to provide you with support and to help you to settle into student life at UCLan. You will be allocated and Academic Advisor at the beginning of your course and will be invited to an initial meeting with your advisor early in semester 1. Your academic advisor is there to respond with help and advice when you feel you need it. They will also monitor your progress in a supportive and sensitive way, so from time to time they may also approach you or invite you to a meeting. Your advisor will listen to your problem and then suggest or advise on ways to resolve the problem. Academic Advisors will always do what they can to help, but they may if appropriate suggest that you seek help or guidance from other sources, such as the independent SU Advice Centre or the Student Affairs Service, which runs a student centre, referred to as the 'i'. In addition to personal support, the 'i' provides information on admissions, registration and financial aid. It also has a website with up-to-date information on student services, procedures and regulations.

4.2 Students with disabilities

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:
https://www.uclan.ac.uk/students/health/disability_services.php

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.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School's disability Lead - Elaine Austin eaustin@uclan.ac.uk for further advice / support.

4.3 Students' Union

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. Information about the Students' Union can be found here:
http://www.uclansu.co.uk/
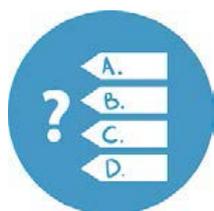
5. Assessment
5.1 Assessment Strategy

Each module descriptor outlines the assessments in the individual modules. Where further explanation is needed you will also be given a detailed breakdown of assessments for each module in the lessons.

We give the same amount of attention and consideration to the way we assess your work as we do to the way we teach. Assessment is in accordance with the learning objectives of each module. We use assessment methods which we consider most appropriate for the module content and marking criteria which link directly to the learning outcomes. Details of assessments (including marking criteria) for each module can be found in the module information pack available on Blackboard.

Assessment will allow you to demonstrate knowledge and practical abilities over a range of activities, for example in reflective writing tasks and portfolios. Assessment will reinforce the development of your independent study skills and encourage academic autonomy and will more often than not be based on work you do independently outside the classroom.

Our overall approach is to try to make assessment positive and motivating, both to allow you to see where you are making progress as well as showing you where you need to do more work or adopt a different approach.

You will do various pieces of work, or assignments, for each module. Some or all of these pieces of work are given a percentage mark, and these marks are combined to give an overall mark for the module. Note that some modules may require you to pass each assignment, whereas others may require only an overall pass mark.

The marks for each module are combined in turn to give a final award for your course. Each module has its own assessment strategy, and there are three ways in which the assignments for different modules might differ from one another. First of all, the type of assignment you will be given will vary to reflect the different aims and objectives of each module. You may have to do small-scale research projects, oral presentations or written reports, depending on the module you are doing.

Secondly, you will find that some assignments count for a greater proportion of the overall grade than others - they are 'weighted' differently, in other words. That could mean, for example, that one piece of work counts for 50% of your overall grade for a module, while two other assignments count for 25% each. You should therefore make sure that you devote more attention to work which carries a 50% than a 25% weighting.

You will need to submit different assignments by different dates. You will be told about submission deadlines well in advance by the module tutor. It is then your responsibility to plan things so that you meet these deadlines. You should always allow for the unexpected when calculating how long it will take to complete an assignment. Remember that you are assessed on the basis of all the modules which together constitute your Masters programme.

When you have submitted your assignment, it may be marked by as many as three people. The module tutor marks all the assignments, and then a selection goes to a colleague - another tutor who has experience in that subject area - for second marking. If there is any discrepancy in any of the marks awarded, the two markers meet to discuss it, and explain their thinking to each other in detail. Discrepancies of more than two or three percentage points are rare.

A selection of assignments is also sent to an external examiner. This is a well-qualified and very experienced senior member of staff from another university, whose role it is to monitor the way we carry out assessment. If an external examiner expresses concerns about any aspect of assessment, then there will be a very thorough review, perhaps leading to major changes. The above procedures also apply to the marking of your dissertation.

The assessment strategy used in this course is both formative and summative in approach depending on the module in question. It is formative in that it is designed in a manner to provide you with feedback on your progress at regular intervals and at all levels of the programme. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment proforma. It is summative in that it provides an assessment profile for consideration at the appropriate assessment board.

A variety of coursework and assessments are used across the modules and may include:
- academic essays
- contributions to the discussion boards
- case studies and independent learning tasks
- participation in discussions
- presentations or other oral tasks
- reflective journals
- research projects/dissertations

Assessment patterns are outlined in detail for each of the modules taught on the course. Please see the module descriptors for further details. In general, you can get advice on your assignments from your module tutor. Module tutors can offer feedback before you finally submit your work, but they will only comment on **outlines or sections**. For instance, you could ask for feedback on the introduction and first paragraph of an essay and discuss how you will structure the rest of the work. Module tutors will not offer feedback on full drafts of assignments (e.g. complete essays). Tutors will usually discuss your work with you in a face to face meeting, so that you can ask questions. Students need to arrange a meeting with their tutors (usually by e-mail) in order to discuss assignments (tutors <u>may</u> agree to a telephone or Skype conversation also). A grade is not given for formative drafts.

When you have formally submitted an assignment, your module tutor will mark it and give you detailed written feedback in accordance with the marking criteria given. The feedback is usually available to you electronically, through Blackboard. This feedback will help you to develop your skills in future assignments so it is important to read it carefully and see your tutor if there is anything that you do not understand.

Finally, we organise staff workshops on various aspects of assessment used in the School, both to ensure we are fair, rigorous and consistent in what we do, and to identify any areas for improvement.

Generic feedback on all elements of assessment will be made available to students within 15 working days of the scheduled submission or examination date.

For all formal assessments, you will also have ***individual written feedback***. Feedback will include reference to your performance in relation to the learning outcomes and marking criteria, areas of strength, indication of areas for improvement and reflection on personal development.

We aim to make assessment a positive and motivating part of the course, by enabling you to see your strengths as well as areas in which you could improve.

You will also receive a grade for your summative assessments

5.2 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your course leader Josie Leonard by email JLeonard2@uclan.ac.uk

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your Administrative Hub (see section 1.5 for contact details). Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

5.4 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 your module tutors. All submission times and dates are in the Module information pack on Blackboard. If you have any questions about submission deadlines or examination arrangements, please contact the module tutor or Course Leader.

The following general points apply for all assessed work:
- Anything over 70% is an extremely good mark indeed. Only a small percentage of students regularly achieve marks like this
- Marks between 60% and 69% are good. This shows you have clearly demonstrated the knowledge, understanding and skills which are being assessed

A mark that falls within the range 50 - 59% indicates a satisfactory grade
- Marks between 50% and 59% are still pass marks, but suggest that there are significant weaknesses in some aspect of your work. If you get grades in this range, it is usually a good idea to talk to your module tutor to make sure you know exactly what you can do to improve
- 50% is the lowest pass mark

5.5 Referencing

In your submitted academic work all direct quotations and paraphrasing of the work of others should be carefully referenced. As part of your research training, and to avoid any suspicion of plagiarism, it is very important that you learn how to follow proper referencing conventions in written work of any kind. Guidance on correct referencing conventions can be found at http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm, or in a great many books on academic writing. As a general principle, online encyclopaedias such as Wikipedia can be used to familiarize you with a subject but should not be used as the primary or sole authority on a particular topic (do not reference from Wikipedia). It is expected that you will use other academic and research-based works as appropriate sources for your assignments throughout this course.

You should use the **Harvard referencing system**, which is set out briefly below. In the Harvard system, at every point in the text where reference to a document is made, its author's surname, year of publication should be given in parenthesis, like this: (Bell, 1975). Page numbers are given if you quote directly. Internet sources also need to be carefully referenced and attributed as follows: (author/owner/date accessed). The following notes cover the basics.

a) Reference to single author's ideas
It has been argued by Murphey (2001) that students who take an active role in aspects of course organisation will develop a sense of responsibility and group cohesiveness.

b) Short direct quote from single author
Murphey (2001:98) suggests that "one of the best ways to instil responsibility and a positive image of the class is to get students to take an active part in the running of a course."

c) Longer direct quotes (i.e. longer than 3 lines of text)
These should be kept separate from the main text:
It has been argued that:
"many students probably don't want, and are not able, to take a lot of the responsibility for their learning, at least in the beginning. A teacher may have to provide a lot of direction at first, while slowly introducing self-direction methods." (Murphey 2001:106)

d) Referencing for two authors
This is basically the same as for single authors:
Guy and Mattock (2000) argue that trainers should clarify their own hidden agendas.

e) Referencing for more than two authors
Fisher et al (1999) have pointed out that …

f) References to work in an edited collection
This is as for a book authored by the writer(s):
Hutchinson and Waters (1996) claim that .....

g) References to journal articles
The same conventions apply as to works in edited collections:
O'Neill (2003) points out that ....

Bibliographies
You will also need to give full details of all the work you quote from in a special section at the end of your work, called a ***Reference List***.

   a) For single authors
Cutting, J. (2002) *Pragmatics and Discourse: A Resource Book for Students*, London: Routledge

   b) For two authors
Kang-Kwong, L. and P. Theodossia-Soula (2002) *Telephone Calls: Unity and Diversity in Conversational Structure Across Language,* Netherlands: John Benjamins

   c) For three or more authors
Schriffin, D., D. Tannen, D. Hamilton. and H. Ehernberger (2003) *A Handbook on Discourse Analysis*, London: Blackwell

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

   e) For journal works
Ardichvili, A. and P. Kuchinke (2002), Leadership styles and cultural values among managers and subordinates: a comparative study of four countries of the former Soviet Union, Germany, and the US. In *Human Resource Development International,* Vol. 5/1, pp 99-117

Notes The basic thinking underlying these conventions is that a reader should be able to find the original source you have used without difficulty.

-Your Reference List should appear at the end of each piece of work and should be arranged in alphabetical order by author surname. It should not be numbered.

-If you quote from several works by the same author, three principles apply. Single authored items come first, followed by joint and multiple authors. For example:
Tan, M. (2002)
Tan, M. and M. Saraceni (2003)
Tan, M., M. Saraceni and J. McRae. (2004) Items for each author (single, double or multiple) need to be listed in ascending order of the date of publication. For example:
Carter, R. (2000)

Carter, R. (2005)

When an author has more than one publication within the same year, these need to be identified both in the bibliography and the text with a small case letter. For example:
Halliday, M. (1989a)
Halliday, M. (1989b)
You must include the place of publication and the publisher for all books in the Reference List

Electronic Sources
As more and more academic material becomes available online, electronic references are becoming increasingly common. The conventions for referencing electronic sources are somewhat less fixed than for paper-based material, but as a rule of thumb, you should aim to include the following:

•**details of the title of the site**
•**details of the author (if known)**
•**details of the publication date (if known)**

Most importantly, you should include a **full URL** so that the reference can be traced, and the date on which you accessed the site. For example:
www.oup.com/elt/global/products/englishfile_student/englishfile_student2/ (accessed 3 August 2009)

It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and seek advice if you are not sure!
Some further hints on referencing
If you follow these hints, you'll find that it saves you a lot of time and worry in the long run.

- start a bibliography file on your computer/area as soon as you start reading and record all the details you need - (name and initial of author(s); date of publication, full title, place of publication, publisher and page numbers for quotes);
- keep very accurate notes on any quotes you feel you may want to use. Notes should include page numbers and all reference details, otherwise you may have to go back to the library to find this information later;
- if you make photocopies of extracts from journal and books, always write the reference on them immediately, as otherwise you may not know where they came from later.
- Learn how to use referencing software such as Refworks. There are training sessions available through the library.

5.6 Confidential material
The nature of the personal projects you devise e.g. for 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 individuals and organisations within your assignments or research. If in doubt, please contact your module tutors or the Course Leader.

5.7 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 can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

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.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting;

- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys;
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

The dates of the meetings will be circulated in advance to you by the course leader. You are invited to make your comments to the course representatives who will then present them at the SSLC meetings.

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion on-line, please complete and return these to ensure your voice is heard - all responses are anonymous.

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**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire, Preston campus
3.	**University School/Centre**	Language and Global Studies
4.	**External Accreditation**	n/a
5.	**Title of Final Award**	MA in Teaching English to Speakers of Other Languages
6.	**Modes of Attendance offered**	Full-time Part-time (not available to international students)
7.	**UCAS Code**	n/a
	7a JACS code	X162
	7b HECOS code	100513
8.	**Relevant Subject Benchmarking Group(s)**	Language and Related Studies Linguistics Education
9.	**Other external influences**	n/a
10.	**Date of production/revision of this form**	May 2018 Revised November 2018

11. Aims of the Programme:
• **To demonstrate a critical understanding of the theories and principles which underpin language learning and teaching and their application to language education;**
• **To demonstrate a critical understanding of language awareness, teaching approaches and techniques from the field of Teaching English to Speakers of other Languages [TESOL]**
• **To apply language proficiency scales in order to be able to critically evaluate learning, teaching, materials and assessment in context;**
• **To acquire and apply reflective strategies, and develop skills for employability and professional development.**

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding:

A1. Demonstrate a critical understanding of theories and principles underpinning English language learning and teaching;

A2. Analyse the linguistic and pragmatic features of English as a global language and the pedagogic implications of this;

A3. Critically evaluate how to apply core TESOL approaches and techniques in different contexts;

A4. Demonstrate a critical understanding of the principles and means of planning, implementing and evaluating learning and teaching;

A5. Demonstrate a critical understanding of the principles and means of language assessment;

A6. Demonstrate knowledge and understanding of theories underpinning reflective practice and strategies for professional development;

A7. Appraise and apply knowledge and understanding of the processes and skills necessary for undertaking independent primary research.

Teaching and Learning Methods

- Interactive seminars (e.g. pairwork, groupwork, simulations etc.) (LO A1, 2, 4 and 5)
- Pairwork and groupwork (LO A2, 3 and 4)
- The VLE (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (LO A1, 2, 3, 4 and 5).
- VLE-based asynchronous discussion forums (LO A1, 2, 3, 4 and 5).
- Reading and independent study (All LOs)
- Analysis of case studies and research papers (LO A1, 2, 4 and 5)
- Web-based recorded video and/or audio lectures (LO A1, 2, 4 and 5).

Assessment methods

- LO A1 - Academic Essay,
- LO A2 - Test, Academic Essay,
- LO A3 - Reflective written assignments, Academic Essay,
- LO A4 - Portfolio, Discussion forums
- LO A5 - Portfolio, Reflective written assignments
- LO A6 - Reflective written assignments, Discussion forums,
- LO A7 - Dissertation

B. Subject-specific skills

B1. Ability to analyse language;

B2. Ability to use technology to enhance language teaching

B3. Ability to use techniques such as Data-Driven Learning and corpus tools;

B4. Ability to differentiate between learning contexts (e.g. Young Learners, multi-lingual or monolingual classes, equality and diversity);

B5. Ability to consider the implications of English as a global language in practice;

B6. Ability to interrogate research literature and data effectively for the purpose of conducting independent academic research in a pedagogic setting;

B7. Ability to reflect on personal professional development and career progression for self and others;

Teaching and Learning Methods

- Interactive seminars (e.g. pairwork, groupwork, simulations etc.) (All LOs)
- Pairwork and groupwork (All LOs)
- The VLE (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (All LOs).
- VLE-based asynchronous discussion forums (All LOs).
- Reading and independent study (All LOs)

- Analysis of case studies and research papers (All LOs)
- Web-based recorded video and/or audio lectures (LO B1, 2, 4 and 5).

Assessment methods

- LO B1 – Test, Discussion forums
- LO B2 - Discussion forums
- LO B3 – Portfolio, Discussion forums
- LO B4 - Academic Essay, Discussion forums
- LO B5 - Academic Essay,
- LO B6 - Dissertation
- LO B7 - Reflective written assignments, Academic Essay,

C. Thinking Skills

C1. Critically evaluate theories and principles of language learning and teaching in different educational contexts;
C2. Analyse linguistic and pragmatic features of English;
C3. Critically evaluate relevance and effectiveness of core TESOL approaches, techniques and resources in different educational settings;
C4. Analyse and evaluate assessment techniques for specific contexts and needs;
C5. Critically reflect on a range of professional development practices relating them to different stages of career development;
C6. Identify, investigate and manage a pedagogical area of study in TESOL via the collection, synthesis and evaluation of literature and primary data from a variety of sources.

Teaching and Learning Methods

- Interactive seminars (e.g. pairwork, groupwork, simulations etc.) (All LOs)
- Pairwork and groupwork (All LOs)
- The VLE (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (All LOs).
- VLE-based asynchronous discussion forums (All LOs).
- Reading and independent study (All LOs)
- Analysis of case studies and research papers (All LOs)
- Web-based recorded video and/or audio lectures (All LOs).

Assessment methods
- LO C1 - Academic Essay, Discussion forums
- LO C2 - Reflective written assignments, Academic Essay, Test, Portfolio
- LO C3 - Reflective written assignments, Academic Essay, Discussion forums
- LO C4 – Portfolio, Discussion forums
- LO C5 - Reflective written assignments, Portfolio
- LO C6 - Dissertation

D. Other skills relevant to employability and personal development

D1. Ability to work autonomously, with minimal guidance, or as part of a team where appropriate;
D2. Flexible problem-solving in relation to the selection of appropriate techniques and materials to suit different interactional contexts;
D3. Participation in pedagogic discussion, initiating and leading debate as appropriate;
D4. Reflective practice as part of personal development planning;
D5. Development of professional characteristics such as self-discipline, improving and sustaining motivation, project management, intercultural awareness and flexibility;
D6. Ability to enhance others' teaching practices and/or professional contexts.

Teaching and Learning Methods

- Interactive seminars (e.g. pairwork, groupwork, simulations etc.) (LO D3, 5 and 6)
- Pairwork and groupwork (LO D1, 3, 5 and 6)
- The VLE (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (LO D1, 2, 3, 4 and 5).
- VLE-based asynchronous discussion forums (LO D1, 3, and 6).
- Reading and independent study (All LOs)
- Analysis of case studies and research papers (LO D4)
- Web-based recorded video and/or audio lectures (LO D1 and 6).

Assessment methods

- LO D1 - Academic Essay, Discussion forums
- LO D2 - Academic Essay. Portfolio
- LO D3 - Academic Essay. Discussion forums
- LO D4 - Reflective written assignments, Portfolio
- LO D5 - Dissertation
- LO D6 - Reflective written assignments, Portfolio
- Formative assessment: homework tasks and feedback on writing

13. Programme Structures				14. Awards and Credits
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	EB4721	About Language	40	**Masters Degree in Teaching English to Speakers of Other Languages** Requires 180 credits at level 7
	EB4722	Methodology in Teaching English to Speakers of Other Languages	40	
	EB4505	Research Methods	60	**Postgraduate Diploma in Teaching English to Speakers of Other Languages** Requires 120 credits at level 7
	EB4723	Principles of Testing and Assessment for Teaching English to Speakers of Other Languages	20	
	EB4724	Professional Development for Teachers of English to Speakers of Other Languages	20	**Postgraduate Certificate in Teaching English to Speakers of Other Languages** Requires 60 credits at level 7

15. Personal Development Planning

PDP will run throughout this programme to support the development of both academic, general and professional skills for students. Skills to be covered include:
- Planning
- Time management
- Data gathering
- Critical review
- Evaluation

These skills are included in all modules but the Professional Development for Teachers of English to Speakers of Other Languages module in particular will focus on PDP matters.

Students will be encouraged to engage actively with PDP via the Academic Adviser system in the School of LGS.

16. Admissions criteria

Criteria for admission to Preston Campus:
- A minimum of lower second-class honours degree (or officially recognised equivalent).
- Non-native speakers will require an English language qualification of 6.5 with a minimum of 6.5 in writing and 6.0 in all other sub-scores on IELTS (or officially recognised equivalent).
- The course is for those with no (or limited) prior teaching experience.

17. Key sources of information about the programme

- **Website: www.uclan.ac.uk**
- **Phone: +44(0)1772 893158**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																										
				A. Knowledge and understanding							B. Subject-specific Skills							C. Thinking Skills						D. Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
e.g. LEVEL 6	EB4721	About Language	COMP	✓	✓	✓					✓				✓			✓	✓					✓	✓	✓	✓	✓	
	EB4722	Methodology in TESOL	COMP	✓		✓	✓		✓		✓	✓	✓	✓				✓		✓				✓	✓	✓	✓	✓	
	EB4724	Professional Development for Teachers of English	COMP				✓		✓				✓	✓		✓					✓			✓	✓	✓	✓	✓	✓
	EB4723	Principles of Testing & Assessment for TESOL	COMP				✓	✓					✓	✓							✓			✓	✓	✓	✓	✓	
	EB4505	Research Methods	COMP							✓					✓								✓	✓	✓	✓	✓	✓	✓	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: MA in Teaching English to Speakers of Other Languages

A1 Demonstrate a critical understanding of theories and principles underpinning English language learning and teaching;

A2. Analyse the linguistic and pragmatic features of English as a global language and the pedagogic implications of this;

A3. Critically evaluate how to apply core TESOL approaches and techniques in different contexts;

A4.   Demonstrate a critical understanding of the principles and means of planning, implementing and evaluating learning and teaching;

A5. Demonstrate a critical understanding of the principles and means of language assessment;

A6. Demonstrate knowledge and understanding of theories underpinning reflective practice and strategies for professional development;

A7. Appraise and apply knowledge and understanding of the processes and skills necessary for undertaking independent primary research.

Learning outcomes for the award of: Postgraduate Diploma in Teaching English to Speakers of Other Languages

A1 Demonstrate a critical understanding of theories and principles underpinning English language learning and teaching;

A2. Analyse the linguistic and pragmatic features of English as a global language and the pedagogic implications of this;

A3. Critically evaluate how to apply core TESOL approaches and techniques in different contexts;

A4. Demonstrate a critical understanding of the principles and means of planning, implementing and evaluating learning and teaching;

A5. Demonstrate a critical understanding of the principles and means of language assessment;

A6. Demonstrate knowledge and understanding of theories underpinning reflective practice and strategies for professional development;

Learning outcomes for the award of: Postgraduate Certificate in Teaching English to Speakers of other Languages

A1 Demonstrate a critical understanding of theories and principles underpinning English language learning and teaching;

A3. Critically evaluate how to apply core TESOL approaches and techniques in different contexts;

And (according to modules completed)

A2. Analyse the linguistic and pragmatic features of English as a global language and the pedagogic implications of this;

A4. Demonstrate a critical understanding of the principles and means of planning, implementing and evaluating learning and teaching;

A5. Demonstrate a critical understanding of the principles and means of language assessment;

OR

A6. Demonstrate knowledge and understanding of theories underpinning reflective practice and strategies for professional development;

STUDENT HANDBOOK ADDENDUM - Summary of changes made
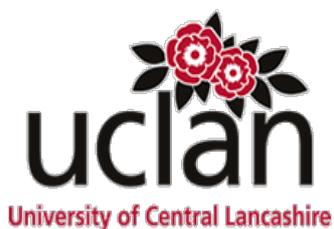
Addendum to the Course Handbook for

Master of Arts in Teaching English to Speakers of Other Languages

Entry Year of Study 2019-2020

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
		Course Title Change from Master of Arts in English Language Teaching to Master of Arts in Teaching English to Speakers of Other Languages	November 2018

To accompany revised copy of appropriate Handbook issued to the appropriate cohort entry year.