

## Course Handbook

# MA TESOL with Applied Linguistics

2018-2019

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School of Language & Global Studies



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

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1. Welcome to the course .....	3
1.1 Rationale, aims and learning outcomes of the course .....	4
1.2 Course Team .....	5
1.3 Expertise of staff .....	7
1.4 Academic Advisor .....	7
1.5 Administration details .....	7
1.6 Communication .....	7
1.7 External Examiner .....	8
2. Structure of the course .....	8
2.1 Overall structure .....	8
2.2 Modules available .....	8
2.3 Course requirements .....	9
2.3 Exit Awards .....	10
2.4 Study Time .....	11
2.4.1 Weekly timetable .....	11
2.4.2 Expected hours of study .....	11
2.4.3 Attendance Requirements .....	11
3. Approaches to teaching and learning .....	12
3.1 Learning and teaching methods .....	12
3.2 Study skills .....	12
3.3 Learning resources .....	13
3.3.1 Learning Information Services (LIS) .....	13
3.3.2 Electronic Resources .....	14
3.4 Personal development planning .....	14
4. Student Support .....	15
4.1 Academic Advisors .....	15
4.2 Students with disabilities .....	15
4.3 Students' Union One Stop Shop .....	16
5. Assessment .....	16
5.1 Assessment Strategy .....	16
5.2 Notification of assignments and examination arrangements .....	18
5.3 Referencing .....	19
5.4 Confidential material .....	21
5.5 Cheating, plagiarism, collusion or re-presentation .....	21
6. Classification of Awards .....	22
7. Student Feedback .....	22
7.1 Student Staff Liaison Committee meetings (SSLCs) .....	22
8. Appendices .....	24
8.1 Programme Specification(s) .....	24

## 1. Welcome to the course

I would like to wish you a warm welcome to the University of Central Lancashire's School of Language & Global Studies (LGS). We are delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new semester is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University. There are plenty of people on hand to help you with this.

This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School and to help you learn and develop good study practices. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the virtual learning environment (Blackboard).

Here, in LGS, we are a multinational team comprising support staff, lecturers, language assistants, researchers and students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life, which will stand you in good stead for your career. You will find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this perspective. You should remember that the benefit you derive from your study and social programme in Preston depends very much on the amount of effort you put into them.

We would rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lecturers. Staff in the School will provide the infrastructure, shape the process and tell you how you are doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

We are certain you have made a good choice in joining the School and I would like to underline that both myself and the other members of the course team are here to guide and support your learning throughout the duration of your studies at UCLan.

We wish you every success in your studies.

*Dr. Tania Horák*

Course Leader, MA in TESOL with Applied Linguistics (Face to face mode)

## 1.1 Rationale, aims and learning outcomes of the course



English is the world's foremost language, and literally millions are learning it. That includes schoolchildren, college and university students and working adults, in state education systems, local commercial language schools, organisations such as the British Council, and in workplaces. A career in teaching English is truly rewarding, exciting and fulfilling, and it is one which enables you to travel widely and come into contact with other cultures. There is an increasing demand for well-qualified TESOL and Applied Linguistics professionals around the world.

This MA will give you access to those opportunities. 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, many more.

The MA in TESOL with Applied Linguistics (face to face mode) 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 several ways in which this course is distinctive and innovative. For example, we place great emphasis on student-centred learning, which involves you in becoming aware of, reflecting on and evaluating your own achievements;
- *intellectually stimulating*: we hope you will find it challenging and exciting to examine and discuss theories and practice in various areas of TESOL and Applied Linguistics, and their practical implications in different contexts;
- *an ideal foundation for further research*: you will be given a good grounding 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 trying to articulate the principles which underpin pedagogic practice.

Given this context, the aims of the course are:

- To raise awareness of the fundamental principles of teaching English to speakers of other languages and their applications in different cultural contexts;
- To enable practising teachers to update their knowledge and understanding of the processes of teaching and learning English as a foreign language to improve their own pedagogic skills further;
- To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of English language teaching and related studies;

- To develop a critical understanding of key areas of relevance in Applied Linguistics and their practical application within TESOL.

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

## 1.2 Course Team

As noted above, your studies at the University of Central Lancashire will be supported by a team of lecturers and support staff. You will gradually get to know everybody (and you can always check their details in the School of Language and Global Studies Handbook or online on our web pages). Your course team for the academic year is 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
	Dr Tania Horak	AB105	3055	<a href="mailto:THorak@uclan.ac.uk">THorak@uclan.ac.uk</a>
	I am Course Leader for the MA TESOL with Applied Linguistics. I teach on both the BA and MA TESOL courses and I also work in the UCLan Exams team preparing English language Exams. Previously I have worked in the Czech Republic, Bangladesh and Lithuania, amongst other places. My main research interests are in foreign language testing and assessment.			
	Dr Gordon Dobson	AB105	4134	<a href="mailto:GDobson1@uclan.ac.uk">GDobson1@uclan.ac.uk</a>
	I am a Lecturer in TESOL and currently teach on both the BA and MA TESOL courses. I have taught in Germany and Hungary. My research interests include Professional Development, Second Language Acquisition and teaching EAP/ESP.			
	Dr Nicola Halenko	AB140	3007	<a href="mailto:NHalenko@uclan.ac.uk">NHalenko@uclan.ac.uk</a>
	I am a Senior Lecturer specialising in pragmatics and sociolinguistics. I have worked around the world including Japan, Austria and Germany and also in the UK. I am currently the BA TESOL Course Leader.			

	Josie Leonard	AB105	3006	<a href="mailto:JLeonard2@uclan.ac.uk">JLeonard2@uclan.ac.uk</a>
	I teach on the BA and MA 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 EAP and ESP.			
	Chris McGuirk	AB152	4131	<a href="mailto:CTMcGuirk@uclan.ac.uk">CTMcGuirk@uclan.ac.uk</a>
	I am a Lecturer in TESOL and lead EFL elective programmes in the School. My research interests include CALL technologies (and MALL technologies – specifically, app-based methods), Second Language Acquisition and Educational Psychology.			
	Dr Michael Thomas	HA248	3148	<a href="mailto:MThomas4@uclan.ac.uk">MThomas4@uclan.ac.uk</a>
	I am a Reader and Associate Professor at UCLan and have taught in universities in the UK, Germany and Japan. My research interests are in computer-assisted language learning (CALL), task-based language teaching (TBLT) and online learning. I am course leader for the MA TESOL with Applied Linguistics - Distance mode.			
	Neil Walker	AB037	3151	<a href="mailto:NWalker4@uclan.ac.uk">NWalker4@uclan.ac.uk</a>
	I am a lecturer in TESOL, teaching on both the BA and MA TESOL courses. I have experience of teaching and teacher training in a range of countries including China, Ecuador and Algeria. My research interests focus on Second Language Acquisition and particularly language practice.			
	Dr Daniel Waller	AB152	3672	<a href="mailto:DWaller@uclan.ac.uk">DWaller@uclan.ac.uk</a>
	I am a Senior Lecturer in ELT, Testing and TESOL at UCLan. I am in charge of the UCLan exam team for English Language Exams, and am also Co-Editor for the Journal of Second Language Teaching and Research. I have previously taught in the UK and Turkey. My research interests are in language testing, written discourse analysis and ESP.			

*If you have any queries relating to the course as a whole, do not hesitate to contact the Course Leader, Tania Horak ([thorak@uclan.ac.uk](mailto:thorak@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 TESOL with Applied Linguistics have many years of experience of teaching at both undergraduate and postgraduate levels in the UK and internationally.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact of the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognised as Fellows in the national Higher Education Academy. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students. We value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

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.

### 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.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in various hubs 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 for our School is in **Computing and Technology Building** Room: 235

Telephone: 01772 891994 / 891995

E-mail: [CandTHub@uclan.ac.uk](mailto: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.

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 with Applied Linguistics (face to face mode) is:

**Name:** Dr Claudia Saraceni

**Position:** Senior Lecturer

**Institution:** University of Bedfordshire



## 2. Structure of the course

### 2.1 Overall structure

This is a full-time degree course. Full-time students are expected to complete the course within one year. The following section describes the modules and awards available on this programme.

### 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.

**Compulsory modules** for this award are shown below.

Code	Module title	Credits
EB4501	Language Analysis	20
EB4502	Methodology in TESOL	20

EB4503	Second Language Acquisition	20
EB4505	Dissertation	60 (triple module)

These modules all run in Semester One.

**Core** modules are ones which you must pass to gain the award, regardless of your overall average. The core modules on this course are: Methodology in TESOL, Second Language Acquisition and Dissertation.

You will also need to choose **three optional modules** from the list below:

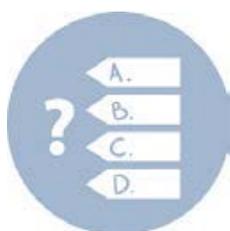
EB 4504	Course and Material Design
EB 4514	Language in Interaction
EB 4512	Corpus-Informed Language Teaching
EB 4515	Computer-Assisted Language Learning
EB 4507	Testing and Assessment for TESOL
EB 4516	World Englishes
EB 4570	TESOL Work Placement
EB 4720	Teaching Language through Literature
EB 4511	Student-Initiated Module (SIM) in TESOL/ Applied Linguistics

**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 or on tutor availability. It will not be possible to offer every option each academic year. 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. Detailed descriptors for each module are available on Blackboard.

Note that in a student-initiated module (SIM) you choose a project or piece of research to work on, which must be approved by the Course Leader. You are then allocated a supervisor, and work independently towards agreed objectives.

### 2.3 Course requirements



A good level of English proficiency and knowledge about the English language is required to succeed on this MA.

International students will have to fulfil visa and immigration and English language requirements to take this course. An English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores is required. For further information, access the International Office:

<http://www.uclan.ac.uk/students/international/index.php>.

A minimum of a lower second-class honours degree is usually required.

Applicants should be able to demonstrate appropriate teaching experience (typically at least 1 - 2 years) in language education – preferably English - and/ or a pre-service certificate (Cambridge CELTA/ Trinity Cert. TESOL or equivalent).

You will need to obtain a pass mark (50%) in the requisite number of core and optional modules in order to complete the programme (see 2.3 below for a detailed description of the exit awards available on this course).

## 2.4 Exit Awards

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

To be awarded the MA in TESOL with Applied Linguistics, you will need to complete *the equivalent of 9 full modules*, carrying 180 credits in total. Following completion of the relevant modules, your MA award will specify a Masters with Distinction, Masters with Merit or Masters.

- **Masters (with Distinction):** you need to complete *the equivalent of 9 full modules*, worth a total of 180 credits, attaining an overall average mark of 70% or more, and you need to score 70% or more for your dissertation.
- **Masters (with Merit):** you need to complete *the equivalent of 9 full modules*, worth a total of 180 credits, attaining an overall average mark of between 60% and 69%, and you need to score 60% or more for your dissertation.
- **Masters:** you need to complete *the equivalent of 9 full modules*, worth a total of 180 credits, attaining 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 with Applied Linguistics.

To be awarded the **Postgraduate Diploma in TESOL with Applied Linguistics**, you will need to complete six full modules. 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%.

Core modules for this award are:		
Code	Module title	Credits
EB4502	Methodology in TESOL	20
EB4503	Second Language Acquisition	20

To be awarded the **Postgraduate Certificate in TESOL with Applied Linguistics**, you will need to complete 3 full modules carrying 60 credits.

The core module for this award is:		
Code	Module title	Credits
EB4502	Methodology in TESOL	20

## 2.5 Study Time

### 2.5.1 Weekly timetable

Your face-to-face classes are scheduled to run on Mondays, Tuesdays and Wednesdays only. An individual on-line timetable is available for each student. Each module (except Dissertation) takes place as a weekly two-hour session.

### 2.5.2 Expected hours of study

The university assumes an average of 200 study hours per 20 credit module which may comprise different learning activities, including the 24 hours of face-to-face interactive sessions in semester one or two, as relevant, per module. You will have about eight to ten contact hours (face-to-face classes) in Semester One and Semester Two, depending on which options you select.

On top of the class time you are expected to undertake extensive reading around the subject materials of each module, both directed (by your tutor) and independently, drawing on the reading list for each module in its Module Information Pack and on-line reading list (both available on Blackboard). Success on the MA will be down to the amount of effort you put into reading around your topics.

### 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 ([Thorak@uclan.ac.uk](mailto:Thorak@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 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 content for this course is delivered face-to face with support through e-learning (Blackboard). You will be given tasks to complete and guided reading to do outside class.

The teaching team bring a wide range of expertise to the course, evident in the high quality teaching materials and innovative techniques used in the delivery of the modules. Our teaching approach is primarily interactive, and most sessions are designed as interactive 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 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, reports 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 – what you will develop through doing the course are arguments (ideas backed up with evidence).

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.

Study skills are an important part of postgraduate life. Many of you will be international students studying in a second language during this course or may have been out of a traditional academic environment for a while. It is important that you understand how we expect you to study and produce academic work in a UK university. For this reason a number of skills you need to master include:

- academic writing skills
- critical reading and thinking skills
- giving oral presentations
- note making and mind maps
- personal development planning (PDP)
- reading and note-making
- referencing and plagiarism
- report writing

You will have access to WISER, the University's dedicated study skills support unit. You will be introduced to these resources during Induction. For more information about WISER you can also contact them via e-mail at: [wiseraccess@uclan.ac.uk](mailto:wiseraccess@uclan.ac.uk).



### 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. Training sessions have been designed to enable you to gain all the skills you need for your research and study and will be offered to you in the Induction week. Andrea Evans is the subject liaison librarian for the School of Language and Global Studies and during Induction she will provide an overview of her role as well as a detailed introduction of how to access the various resources available to you. 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) [http://www.uclan.ac.uk/students/library/opening\\_times.php](http://www.uclan.ac.uk/students/library/opening_times.php)

Technical support is offered to students during the following times (Monday to Thursday, 09:00-18:00 and Friday 09:00-17:00) by contacting [LISCustomerSupport@uclan.ac.uk](mailto:LISCustomerSupport@uclan.ac.uk). You may also contact them by telephone at: +44 (0)1772 895355. If prompted to leave voicemail, clearly specify your name, course title and course module code, and your e-mail. Alternatively, you may contact your module tutor, personal tutor or course leader if the problem persists.

### 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. Each module has its own site on Blackboard and there is also a site for the course as a whole where general announcements, course-wide resources and useful information is to be found. Much of the information needed for each module will be made available via Blackboard, including some recommended readings, learning materials and other resources. Learning materials will be updated as appropriate, although in some cases there are reasons why material is posted only after individual class sessions.

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 9:00 – 18:00 and Friday 9:00 – 17:00) by contacting [LISCustomerSupport@uclan.ac.uk](mailto: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, further postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

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

A daily drop-in service is 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, Tania Horak ([Thorak@uclan.ac.uk](mailto:Thorak@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.

There is a wide range of support for students at UCLan, from financial advice to counselling. See [http://www.uclan.ac.uk/study\\_here/student\\_support.php](http://www.uclan.ac.uk/study_here/student_support.php) for further details. A weak student is not someone who needs help – we all do at times - but someone who does not seek out the help they need.

##### 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 an Academic Advisor at the beginning of your course (probably your Course Leader) 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 Student's Union 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](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](mailto: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.

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](mailto:disability@uclan.ac.uk)

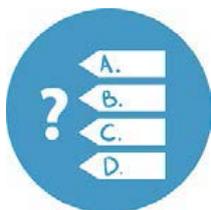
Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School's Disability Lead - Elaine Austin [eaustin@uclan.ac.uk](mailto:eaustin@uclan.ac.uk) for further advice / support.

### 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. 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 learning records 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 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. Feedback on your performance will be provided within specified deadlines and returned to you using the relevant assessment pro forma. 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 or reports
- contributions to the discussion boards
- case studies and independent learning tasks
- participation in discussions
- presentations or other oral tasks
- reflective journals
- research projects/dissertation

Assessment patterns are outlined in detail for each of the modules taught on the course. Please see the module descriptors for further details. Module tutors will not offer feedback on full drafts of required assignments. They will offer feedback (for essays for example) on an outline only (or another agreed format). Students wishing to have further feedback need to arrange a meeting with their tutors.

We organise staff workshops on various aspects of assessment from time to time, both to ensure we are fair, rigorous and consistent in what we do, and to identify any areas for improvement.

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 module tutor.

**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 (see 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](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).

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies 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).

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.

Further information is available on the Student Portal at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

## **5.2 Notification of assignments and examination arrangements**

Students will be notified of the requirements for assessments by their tutors on Blackboard and in the MIP (Module Information Pack) available on Blackboard. Assignments will typically be submitted via Turnitin. All marking criteria are made available in the relevant module space on Blackboard and/or in Module Information Packs.

### 5.3 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 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. It is expected that you will use other academic and research-based works as appropriate sources for your assignments throughout this course.

We require you to 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 and year of publication should be given in parenthesis, like this: (Bell, 1975). Page numbers are given if you quote directly.

#### **a) Reference to a single author's ideas (paraphrased – not directly quoted)**

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) from a single author**

These should be kept separate from the main text e.g.

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 above (the difference will be in in how it is presented in the Reference List)

Hutchinson and Waters (1996) claim that .....

#### **g) References to journal articles**

This is also as above (the difference will be in in how it is presented in the Reference List)

O'Neill (2003) points out that ....

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**. 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.

**a) For single authors - books**

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

**b) For two authors - books**

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 - books**

Schiffin, D., D. Tannen, D. Hamilton. and H. Ehernberger (2003) *A Handbook on Discourse Analysis*, London: Blackwell

You must include the place of publication and the publisher for all books in the Reference List

**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.

If you quote from several works by the same author, three principles apply. Single authored items come first, followed by joint and then 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 Reference List and in the text with a small case letter. For example:

Halliday, M. (1989a)  
Halliday, M. (1989b)

**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 in the Reference List 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/](http://www.oup.com/elt/global/products/englishfile_student/englishfile_student2/) (accessed 3 August 2009)

### **Some further hints on referencing**

If you follow these hints, you will find that it saves you a lot of time and worry in the long run.

- Start a bibliography file on your computer 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.
- Make clear in your notes what you have taken from the source material and what are your own ideas as a result of the reading of that material. Do not muddle them up.
- 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.
- 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!

### **5.4 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.

### **5.5 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. 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.

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.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

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
- 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.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

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.

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston campus University of Central Lancashire, Cyprus campus
<b>3. University Department/Centre</b>	Languages and Global Studies
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	MA in TESOL with Applied Linguistics
<b>6. Modes of Attendance offered</b>	Full-time Part-time E-learning (distance)
<b>7. UCAS/Banner Code</b>	LCTESO100 (full-time Preston) LCTESO500 (part-time Preston) ULTESO500 (part-time by e-learning) ULTESO193 (full-time Cyprus) ULTESO593 (part time Cyprus)
<b>8. Relevant Subject Benchmarking Group(s)</b>	Language and Related Studies Linguistics Education
<b>9. Other external influences</b>	N/A
<b>10. Date of production/revision of this form</b>	January 2014/July 2015
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• To raise awareness of the fundamental principles of teaching English as a foreign language and their applications in different cultural contexts.</li><li>• To enable practising teachers to update their knowledge and understanding of the processes of teaching and learning English as a foreign language, and to improve their own didactic skills further.</li><li>• To enable graduates with little or no teaching experience to acquire knowledge and understanding of the teaching processes involved in the teaching and learning of English as a foreign language.</li></ul>	

- To demonstrate a practical understanding of research methods through the production of substantial individual research in the field of English language teaching and related studies.

- To develop a critical understanding of key areas of relevance in Applied Linguistics and their practical application within TESOL..

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

A1. Knowledge of applied linguistic theories and fundamental principles related to teaching English as a foreign language.

A2. Awareness of the roles of teachers and learners in the EFL classroom.

A3. Demonstration of ability to construct syllabuses, lesson plans and design teaching materials for learners of EFL.

A4. Comprehension of processes and skills necessary for undertaking independent research

A5. Plan, prepare and deliver coherent lessons in ESOL drawing on TESOL principles and methods and responding to the particular needs of learners.

### **Teaching and Learning Methods**

- Lectures and Workshops (Learning outcomes A1, 2, 4 and 5)
- Analysis of case studies (Learning outcomes A1, 2, 4 and 5)
- Pairwork and groupwork (Learning outcome A2, 3 and 4)
- Teaching practicum (A2, 3 and 5)
- Course Management System (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (A1, 2, 3, 4 and 5).
- Web-based recorded video and/or audio lectures and workshops (Learning outcomes A1, 2, 4 and 5).
- Analysis of case studies (Learning outcomes A1, 2, 3, 4 and 5).
- Web-based video conferencing (A1, 2, 3, 4 and 5).
- Web-based asynchronous discussion forums (A1, 2, 3, 4 and 5).

### **Assessment methods**

- Teaching practicum (Learning outcomes A2, 3 and 5)
- Reflective journal (Learning outcomes A2, 3 and 5)
- Simulations (Learning outcomes A1, 2 and 3)
- Presentations (Learning outcomes A1, 2 and 3)
- Academic Essay (Learning outcomes A1, 2 and 3)
- Exam (Learning outcome A1)
- Discussion forums (Learning outcome A1, 2, 3 and 4)

### **B. Subject-specific skills**

B1. Examine some of the major principles of discourse analysis, corpus linguistics, semantics and pragmatics in order to explore the relationship between linguistic forms and the users of those forms.

B2. Demonstrate and put into practice contemporary TESOL approaches, methodologies, classroom management skills, language awareness and analysis in a manner appropriate to lesson aims and to the learners' background and needs.

B3. Describe, critically appraise and reflect on current teaching methodologies;

B4. Analyse the applications of SLA theories to current language teaching methods, approaches and materials development.

B5. Analyse and organise systematically data for research.

### **Teaching and Learning Methods**

- Lectures and Workshops (Learning outcomes B1, 2, 3, 4 and 5)
- Analysis of case studies (Learning outcomes B1, 2, 3 and 4)
- Pairwork and groupwork (Learning outcome B1, 2, 3, 4 and 5)
- Teaching practicum (Learning outcomes B2 and 3)
- Course Management System (Blackboard) acts as a central gateway for teaching materials and guided and independent learning activities (B1, 2, 3, 4 and 5).

- Web-based recorded video and/or audio lectures and workshops (Learning outcomes B1, 2, 4 and 5).
- Analysis of case studies (Learning outcomes B1, 2, 4 and 5).
- Web-based video conferencing (B1, 2, 3, 4 and 5).
- Web-based asynchronous discussion forums (B1, 2, 3, 4 and 5).

#### **Assessment methods**

- Teaching practicum (Learning outcomes B2 and 3)
- Reflective journal (Learning outcomes B2 and 3)
- Simulations (Learning outcomes B2, 3 and 4)
- Presentations (Learning outcomes B1, 2, 3 and 4)
- Academic Essay (Learning outcomes B1, 2, 3, 4 and 5)
- Exam (Learning outcome B1)
- Portfolio (Learning outcome B1)
- Dissertation (Learning outcome B1, 2, 3, 4 and 5)
- Discussion forums (Learning outcome A1, 2, 3 and 4).

#### **C. Thinking Skills**

C1. Identify relevant principles and theories underpinning the teaching of English as a foreign language for professional purposes.

C2. Analyse linguistic and social processes involved in language acquisition.

C3. Demonstrate skill and awareness of various factors in classroom management and in the teaching and learning of English as a foreign language.

C4. Critically evaluate the relevance and effectiveness of various types of language teaching materials for the EFL classroom.

C5. Identify and investigate a pedagogical area of study in TESOL through the collection, synthesis and evaluation of data from a variety of sources so as to establish relationships in the data findings.

#### **Teaching and Learning Methods**

- Lectures and Workshops (Learning outcomes C1, 2, 3, 4 and 5)
- Analysis of case studies (Learning outcomes C1, 2, 3 and 4)
- Pairwork and groupwork (Learning outcome C1, 2, 3, 4 and 5)
- Teaching practicum (Learning outcomes C1, 3 and 4)

#### **Assessment methods**

- Teaching practicum (Learning outcomes C1, 3 and 4)
- Reflective journal (Learning outcomes C1, 3, 4 and 5)
- Simulations (Learning outcomes C2 and 3)
- Presentations (Learning outcomes C1, 2, 3 and 4)
- Academic Essay (Learning outcomes C1, 2, 3, 4 and 5)
- Exam (Learning outcome C1, 2, 3 and 5)
- Portfolio (Learning outcome C1, 2, 3 and 4)
- Dissertation (Learning outcome C1, 2, 3, 4 and 5)

#### **D. Other skills relevant to employability and personal development**

D1. Manage information in order to evaluate their relevance for specific areas of investigation

D2. Ability to work autonomously, or with minimal guidance where appropriate

D3. Problem-solving in relation to the selection of appropriate techniques and materials to suit different interactional contexts.

D4. Initiate and lead debate as appropriate

D5. Reflective practice as part of personal development planning

D6. Self-discipline, motivation and flexibility

#### **Teaching and Learning Methods**

- Lectures and Workshops (Learning outcomes D1, 2, 3, 4, 5 and 6)
- Analysis of case studies (Learning outcomes D1 and 4)
- Pairwork and groupwork (Learning outcome D1, 2, 3, 4, 5 and 6)
- Teaching practicum (Learning outcomes D2, 3, 5 and 6)

<b>Assessment methods</b>			
<ul style="list-style-type: none"> <li>• Teaching practicum (Learning outcomes D2, 3, 5 and 6)</li> <li>• Reflective journal (Learning outcomes D1, 2, 3, 4, 5 and 6)</li> <li>• Simulations (Learning outcomes D1, 2, 3 and 4)</li> <li>• Presentations (Learning outcomes D1, 2, 3, 4 and 6)</li> <li>• Academic Essay (Learning outcomes D1, 2, 3, 4, 5 and 6)</li> <li>• Exam (Learning outcome D1, 2 and 3)</li> <li>• Portfolio (Learning outcome D1, 2, 3, 4, 5 and 6)</li> <li>• Dissertation (Learning outcome D1, 2, 3, 4, 5 and 6)</li> </ul>			
<b>13. Programme Structures*</b>			<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating UK/ECTS</b>
Level 7		<p><b>Compulsory Modules</b></p> <p>EB4501 Language Analysis <b>20 / 10</b>            EB4502 Methodology in TESOL <b>20 / 10</b>            EB4503 Second Language Acquisition <b>20 / 10</b>            EB4505 Dissertation <b>60 / 30</b></p> <p><b>Optional Modules</b></p> <p>EB4504 Course and Materials Design <b>20 / 10</b>            EB4511 Student-Initiated Module (SIM) in TESOL/Applied Linguistics <b>20 / 10</b></p> <p>EB4514 Language in Interaction <b>20 / 10</b>            EB4512 Corpus-Informed Language Teaching <b>20 / 10</b></p> <p>EB4515 Computer-Assisted Language Learning <b>20 / 10</b>            EB4510 Teaching English for Academic and Specific Purposes <b>20 / 10</b></p> <p>EB4507 Testing and Assessment <b>20 / 10</b>            EB4509 Teaching Business English <b>20 / 10</b>            EB4650 The analysis of language and practice for the TESOL classroom <b>20 / 10</b></p> <p>EB4516 World Englishes <b>20 / 10</b></p> <p>EB4570 TESOL Work Placement <b>20 / 10</b>            EB4720 Teaching Language through Literature <b>20 / 10</b></p> <p>EB4719 Teaching English to Young Learner <b>20 / 10</b></p> <p><b>Option Module for Cyprus Only:</b></p> <p>EH4107 Curriculum Design <b>20 / 10</b></p> <p><b>E-learning Mode:</b></p> <p><b>Compulsory modules</b></p> <p>EB4710 Language Analysis <b>20 / 10</b>            EB4711 Second Language Acquisition <b>20 / 10</b>            EB4712 Methodology in TESOL <b>20 / 10</b>            EB4718 Dissertation <b>60 / 30</b></p> <p><b>Optional Modules</b></p> <p>EB4713 Course and Materials Design <b>20 / 10</b>            EB4714 Testing and Assessment in TESOL <b>20 / 10</b></p>	<p><b>Masters Degree in TESOL with Applied Linguistics</b>            Requires 180 credits at Level 6 or above with a minimum of 160 credits at Level 7.</p> <p><b>PG Diploma in TESOL with Applied Linguistics</b>            Requires 120 credits, of which 100 credits must be taken at Level 7.</p> <p><b>PG Certificate in TESOL with Applied Linguistics</b>            requires 60 credits in total, of which 40 credits must be taken at Level 7.</p>

	EB4715	Student-Initiated Module (SIM) in TESOL/Applied Linguistics	20 / 10	
	EB4716	Language in Interaction	20 / 10	
	EF4701	Teaching English for Academic and Specific Purposes	20 / 10	
	EF4702	Corpus Informed Language Teaching	20 / 10	
	EF4703	Computer-Assisted Language Learning	20 / 10	
Level 6		<b>Optional Modules</b>		
	EB3602	Teaching Practicum	20 / 10	

### 15. Personal Development Planning

PDP will be used in many different ways to support the development of academic and general skills in this programme. PDP processes to be developed are:

- Planning
- Performance
- Data gathering
- Critical reviewing
- Evaluating

The above PDP processes will be made explicit through the following modes of assessment and progress can be reviewed through:

- Teaching practicum
- Dissertations
- Written essays
- Independent project-work
- Group projects
- Simulations
- Reflective journals
- Portfolios

In addition, students will have ample opportunity to build on the above areas and to reflect on their individual action plans (e.g. employability prospects and transferable skills) via the Personal Tutoring system in the Department of Languages and International Studies. The management of this system is documented in the attached Personal Tutoring Manual (Guidelines for Staff).

### 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 criteria for delivery on campus (Preston) and by e-learning are as follows:

A minimum of a lower second-class honours degree is usually required. Applicants should be able to demonstrate appropriate teaching experience in language education (typically at least 1 - 2 years) and/or a pre-service certificate (Cambridge CELTA/ Trinity Cert. TESOL or equivalent). Non-native English speakers will require an English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores.

The criteria for delivery on Cyprus campus are as follows:

A minimum of a lower second-class honours degree is usually required. Teaching experience is not essential for face to face delivery but preferred. Tutoring experience is helpful. Non-native English speakers will require an English level of IELTS 6.5 (or equivalent), with a minimum of 6.0 in all sub-scores.

**17. Key sources of information about the programme**

- **UCAS handbook**
- **Fact Sheet**
- **Website; [www.uclan.ac.uk](http://www.uclan.ac.uk)**  
**Phone number: +44 (0)1772 893158**

### 18. Curriculum Skills Map

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																							
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development								
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6			
LEVEL 7	EB4501	Language Analysis	COMP	√		√			√		√	√	√		√	√	√		√	√		√		√			
	EB4502	Methodology in TESOL	CORE	√	√	√		√	√	√	√		√	√		√		√	√		√	√		√			
	EB4503	Second Language Acquisition	CORE		√		√				√		√	√	√	√		√			√		√	√			
	EB4504	Course and Materials Design	O	√	√		√		√		√		√		√		√		√		√	√	√	√			
	EB4505	Dissertation	CORE		√	√			√	√		√	√		√	√	√		√	√	√		√				
	EB4511	Student-Initiated Module (SIM) in TESOL/Applied Linguistics	O		√	√			√	√		√	√		√	√		√		√	√		√	√			
	EB 4004	Second Language Writing	O	√	√	√			√		√	√					√	√	√	√	√	√					
	EB 4514	Language in Interaction	O	√	√	√	√		√	√		√			√		√	√	√	√	√			√			
	EB 4512	Corpus-Informed Language Teaching	O	√			√		√		√		√			√		√	√	√		√		√			
	EB 4515	Computer-Assisted Language Learning	O	√		√	√			√	√				√		√	√	√	√		√		√			
	EB 4510	Teaching English for Academic and Specific Purposes	O	√		√	√			√	√				√		√	√			√	√		√			
	EB 4507	Testing and Assessment	O	√	√	√				√	√		√	√	√		√	√			√	√					
	EB 4509	Teaching Business English	O	√		√		√	√	√					√	√	√						√		√		
	EB 4650	The analysis of language and practice for the TESOL classroom	O	√		√	√	√		√	√		√	√	√		√	√		√		√		√			

	EB 4516	World Englishes	O	√		√	√	√		√	√		√	√		√	√		√	√		√	√		√	√		
	EB 4570	TESOL Work Placement	O	√		√	√	√		√	√		√	√		√	√		√	√		√	√		√	√		
	EB4720	Teaching Language through Literature		√		√	√	√		√	√		√	√		√	√		√	√		√	√		√	√		
	EB4719	Teaching English to Young Learners		√		√	√	√		√	√		√	√		√	√		√	√		√	√		√	√		
<b>L6</b>	EB3602	Teaching Practicum	O	√		√	√	√		√	√		√	√		√	√		√	√		√	√		√	√		
<b>LEVEL 7</b>	<b>EH4107*</b>	Curriculum Design	O		√	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√		
	<b>E-learning</b>			A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6				
	EB4710	Language Analysis	COMP	√		√			√		√	√	√		√	√	√		√	√		√	√		√	√		
	EB4712	Methodology in TESOL	CORE	√	√	√		√	√	√	√		√	√		√		√	√		√	√		√	√	√		
	EB4711	Second Language Acquisition	CORE		√		√			√		√	√	√		√	√	√		√	√		√	√		√	√	
	EB4718	Dissertation	CORE		√	√			√	√		√	√		√	√	√		√	√	√		√	√		√	√	
	EB4713	Course and Materials Design	O	√	√		√		√		√		√	√		√		√	√		√	√		√	√	√	√	
	EB4715	Student-Initiated Module (SIM) in TESOL/Applied Linguistics	O	√		√			√	√		√	√		√	√		√	√		√	√		√	√		√	√
	EB4714	Testing and Assessment in TESOL	O	√	√	√			√		√	√		√	√		√	√		√	√		√	√		√	√	
	EB4717	Second Language Writing	O		√	√			√		√	√		√	√		√	√		√	√		√	√		√	√	
	EF4701	Teaching English for Academic and Specific Purposes	O	√		√	√			√	√		√	√		√		√	√		√	√		√	√		√	√
	EF4702	Corpus Informed Language Teaching	O	√	√		√		√		√	√		√	√		√	√		√	√		√	√		√	√	
	EF4703	Computer-Assisted Language Learning	O		√	√			√	√		√	√		√	√		√	√		√	√		√	√		√	√
		EB4716	Language in Interaction	O		√	√			√	√		√	√		√	√		√	√		√	√		√	√	√	

**\*Option module for Cyprus only**