**Programme Specification**

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| **Please note:** This 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 passes the programme.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **MA in Applied Linguistics for Teaching English to Speakers of Other Languages (TESOL)** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | School of European Culture and Languages |
| 1. **Teaching Site**
 | Canterbury |
| 1. **Mode of Delivery**
 | Full-timePart-time |
| 1. **Programme accredited by**
 | N/A |
| 1. **Final Award**
 | MA in Applied Linguistics for Teaching English to Speakers of Other Languages (with a Postgraduate Diploma and Postgraduate Certificate fallback awards) |
| 1. **Programme**
 | Linguistics |
| 1. **UCAS Code (or other code)**
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| 1. **Credits/ECTS value**
 | 180 credits (90 ECTS) [120 credits or 60 ECTS for the Postgraduate Diploma, 60 credits or 30 ECTS for the Postgraduate Certificate] |
| 1. **Study Level**
 | M level |
| 1. **Relevant QAA subject benchmarking group(s)**
 | **Linguistics** (as appropriate to the Linguistics elements of the Programme)This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to M-level study |
| 1. **Date of creation/revision**
 | Revised April 2014 |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2014 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| 1. Provide TESOL practitioners with advanced knowledge of linguistics related to language pedagogy, informed by research and scholarship, which will enhance, develop and inform their understanding of language learning and classroom practice.
2. To produce graduates who will contribute locally, nationally and internationally to the TESOL community.
3. To prepare students to be more effective in the TESOL classroom.
4. To provide students with teaching and training which is informed by research, scholarship, practice and experience.
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| **16 Programme Outcomes**The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Linguistics (SB). For more information on the skills provided by individual modules and on the specific learning outcomes associated with the Postgraduate Certificate and Postgraduate Diploma awards, see the module mapping. |

**A. Knowledge and Understanding of:**

1. Terminology as required for linguistic description (SB 3.3), theory and explanation (SB 4.1) and as applied to TESOL
2. The interdisciplinary nature of TESOL
3. The description and organisation of sound systems i.e. phonetics and phonology (SB 3.5) and as applied to TESOL
4. The structure of individual words and sentences, i.e. morphology (SB 3.6) and syntax (SB 3.7) and as applied to TESOL
5. The way meanings are generated, i.e. semantics (SB 3.8) and pragmatics (SB 3.9) and as applied to TESOL
6. Language varieties, styles and registers (SB 3.12) and their impact on TESOL
7. First and second language acquisition (SB 3.18) and its impact on TESOL
8. Teaching methods, strategies and techniques for TESOL
9. Needs analysis for TESOL
10. Syllabus design for TESOL
11. Selection, design and use of materials for TESOL
12. A knowledge and understanding of methodologies and techniques which are applicable to research in areas of applied linguistics and TESOL

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Knowledge and understanding are developed through interactive lectures, seminars, workshops, tutorials, classroom observation and classroom practice. Assignments which involve essay writing, language analysis, classroom observation tasks, commentaries, lesson plans and reflective journals will assess the achievement of the learning outcomes. Students’ knowledge and understanding will be further developed through undertaking an independent research project under supervision.

**Skills and Other Attributes**

**B. Intellectual Skills:**

At the end of the Programme students will be able to:

1. Consider and reflect on research in the fields of applied linguistics and TESOL
2. Critically analyse the theories, principles, methodologies, practices, strategies, techniques in TESOL in the light of research in the fields of applied linguistics and Synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses
3. Interpret, analyse and evaluate teaching and learning materials, language production and language use in the light of relevant theories, frameworks and cultural context.
4. Reflect on past and current learning and past and current classroom practice

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Intellectual skills will be modelled in lectures and seminars and further developed or enhanced through workshops and tutorials. The outcomes will be assessed through essays, commentaries, critiques, reflective pieces and a dissertation.

**C. Subject-specific Skills:**

At the end of the Programme students will be able to:

1. Apply linguistic and TESOL theories to create or interpret knowledge and experience in the discipline to enhance classroom practice
2. Select and design language teaching and learning materials appropriate to students’ level, interests and learning context
3. Design research tools appropriate for collecting and analysing data in areas of applied linguistics and TESOL
4. Plan, design and conduct an independent research project in areas of applied linguistics and TESOL

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Subject-specific and professional skills are modelled in lectures and seminars. They are further enhanced through workshops, tutorials and supervisions. These skills will be developed through the design of materials and research tools, data interpretation and analysis and teaching and observation.

Subject-specific and professional skills are assessed through the production of teaching and learning materials, micro teaching and data collection and analysis.

**D. Transferable Skills:**

1. At the end of the Programme students will demonstrate the following skills: Communication: presenting complex ideas clearly in both written and oral English
2. Teamwork: effective interaction in pairs and groups, exercising personal responsibility and the appropriate decision-making skills
3. Time management: students will manage time, prioritise tasks and adhere to deadlines
4. Problem solving in a variety of contexts
5. IT: high level of competence in information processing using relevant databases and online research

**Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated**

Communication skills are acquired through written assignments, oral presentations and micro teaching. Team work is acquired through participation in pair and group work. Time management is acquired through planning assignments and practical exercises and working to deadlines and precision timing. Problem solving is acquired through seminar and workshop activities, lesson planning and research project design and planning. IT skills are acquired in literature searches and writing and presenting information. These skills are assessed through coursework assessments and on-going informal feedback.

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| For information on which modules provide which skills, see the module mapping |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This MA in Applied Linguistics for TESOL is studied over one year full-time or two years part-time. The programme is divided into two stages. Student must successfully complete Stage 1 before they can progress to Stage 2. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html> Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Masters degree students must obtain all 180 credits specified below. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of a PG diploma. Students who obtain 60 credits which must include two linguistics modules and two TESOL-related modules (including The Practice of TESOL) will be eligible for the PG Cert.All modules are compulsory and core and must be taken by all students studying the programme and cannot be condoned or compensated. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
|  LL8\*\* | Sounds |  M |  15 |  1 |
|  LL8\*\* | Structure |  M |  15 |  1 |
|  LL8\*\* | Meaning |  M |  15 |  1 |
|  LL8\*\* | Language Awareness and Analysis for TESOL |  M |  15 |  1 |
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|  LL8\*\* | Second Language Acquisition |  M |  15 |  2 |
|  LL8\*\* | The Practice of TESOL |  M |  15 |  2 |
|  LL8\*\* | Materials Evaluation and Development for TESOL |  M |  15 |  2 |
|  LL8\*\* | Course and Syllabus Design for TESOL |  M |  15 |  2 |
| **Stage 2** |
| **Compulsory Module** |
|  LL899 | Dissertation |  M |  60 |  3 |

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| **18 Work-Based Learning**Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.  |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme
* School Induction
* Programme/module handbooks
* School website
* Faculty website
* Academic Adviser
* Programme Director
* School Director of Graduate Studies
* One-to-one supervision of research project
* Centre for Language and Linguistic Studies <http://www.kent.ac.uk/secl/researchcentres/clls/index.html>
* LingLunch talk series
* Reading Groups in Syntax, Semantics, Stylistics and Language Learning
* Linguistics Laboratory
* Student Support and Wellbeing [www.kent.ac.uk/studentsupport/](http://www.kent.ac.uk/studentsupport/)
* Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
* Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/)
* Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Graduate Student Association (GSA) [www.kent.ac.uk/graduateschool/community/woolf.html](http://www.kent.ac.uk/graduateschool/community/woolf.html)
* Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) [www.kent.ac.uk/graduateschool/index.html](http://www.kent.ac.uk/graduateschool/index.html)
* Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Postgraduate student representation at School, Faculty and Institutional levels
* Centre for English and World Languages [www.kent.ac.uk/cewl/index.html](http://www.kent.ac.uk/cewl/index.html)
* Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* International Office [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/)
* Medical Centre [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html)
* Library services, see <http://www.kent.ac.uk/library/>
* PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
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| **20 Entry Profile**The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit. |
| 20.1 **Entry Route**For fuller information, please refer to the University prospectus |
| Applicants are expected to possess a good undergraduate degree in a Humanities (or other relevant) discipline. UK applicants would normally be expected to have achieved an Upper Second Class Honours.International applicants for whom English is not their first language must have IELTS overall 7.0 with at least 6.5 for each component, TOEFL 100 (Internet-based) or 600 (paper-based).A minimum of one-year full-time (or equivalent) teaching experience in TESOL. |
| 20.2 **What does this programme have to offer?** |
| * An opportunity to gain knowledge and understanding of the branches of linguistics and their application in the TESOL classroom
* An opportunity to further develop teaching skills through practical classroom work which will comprise peer group teaching and teaching international students from other programmes. In addition, Hilderstone College, Broadstairs, which has a close association with the University, has agreed to a visit and classroom observation for students on this Programme.
* An opportunity to broaden career prospects in TESOL
* An opportunity to work with specialists in Linguistics and TESOL
* An opportunity to hear talks from researchers in Linguistics and TESOL
* The facility of a Linguistics Laboratory
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| 20.3 **Personal Profile** |
| * An enthusiasm for Linguistics and its application to TESOL
* A willingness to further develop TESOL skills
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
* External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
* Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
* Student module evaluations
* Annual staff appraisal
* Peer observation
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| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Board of Examiners
* School Graduate Studies Committee
* Faculty Graduate Studies Committee
* Faculty Board
* Graduate School Board
* Staff/Student Liaison Committee
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Staff-Student Liaison Committee
* Postgraduate Taught Experience Survey (PTES)
* Student module evaluations
* Postgraduate Student Representation System (School, Faculty and Institutional level)
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| 21.4 **Staff Development priorities include:** |
| * Annual Appraisals
* Institutional Level Staff Development Programme
* Study Leave
* Academic Practice Provision (PGCHE, ATAP and other development opportunities)
* PGCHE requirements
* HEA (associate) fellowship membership
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Participation in School and Faculty talks, presentations and reading groups
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| 22 **Indicators of Quality and Standards** |
| * Annual External Examiner reports
* Results of periodic programme review
* Annual programme and module monitoring reports
* Graduate Destinations Survey
* Postgraduate Taught Experience Survey (PTES) results
* QAA Institutional Audit 2008
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| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education
* QAA Benchmarking statement/s for Linguistics
* School and Faculty plan
* University Plan/Learning and Teaching Strategy
* Staff research activities
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