

MA Teaching English to Speakers of Other Languages (full-time) For students entering in 2016/7

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	04/Oct/2016
Programme Director:	Dr Sylvia Jaworska
Programme Advisor:	
Board of Studies:	MA in English Language Teaching
Accreditation:	

Summary of programme aims

The MA in TESOL is designed as a programme of continuing development for language teachers, especially those working in the field of English language teaching. Core modules are offered in language description and analysis, language pedagogy and language learning, and students are given an up-to-date knowledge of principles and issues of importance within the broad field of teaching and use of language. Through a choice of options, students also have access to a further range of pedagogic and non-pedagogic areas of interest. They receive a thorough grounding that will help them to develop their career in a wide range of language-related professions.

Transferable skills

In addition to those skills which all students are expected to have developed by the end of their degree programme, it is envisaged that MA in TESOL students will have developed or enhanced the following more specific transferable skills

- analysing and categorising - and hence evaluating - language at different levels;
- designing curricula and syllabi on the basis of data provided;
- synthesising, analysing and evaluating information and theoretical claims in specialist literature;
- giving well-organised, clear oral presentations to a specialist or semi-specialist audience (on campus);
- producing well-structured and clearly-written academic and professional papers;
- collaborating with others in research, problem-solving and/or the development of plans and recommendations;
- using time efficiently while carrying out reading, research and related writing activities;
- developing an understanding of research principles and methodologies;
- studying independently, while making appropriate use of on-line communication and other resources
- (for Dissertation-track students) designing and conducting a research project, including a clear statement of research aims, identifying and searching relevant bibliographical sources, conducting an empirical or library-based investigation, and analysing and interpreting results in relation to established theory and professional concerns;
- (for Portfolio-track students) observing critically and analysing classroom events, designing lesson plans and materials for language learners, delivering and evaluating micro-teaching practice sessions.

Programme content

The MA in TESOL programme allows students some freedom to suit their own needs, but with a shared foundation of compulsory core modules. The latter combine with option modules which may be selected from a range of available subjects. A specialist feature of the programme is that it has tracks, with dissertation (referred to as the 'Portfolio track'), with modules in place of the dissertation (the 'Taught track'), and by way of a language teaching portfolio (the 'Portfolio track'). In addition, there is a Distance Study version of the Taught and Dissertation tracks permitting study entirely away from Reading, or a combination of distance and campus-based study.

The compulsory modules are divided into four areas: English language description and analysis, language teaching and learning, curriculum design and core issues in English language teaching (for Taught and Dissertation tracks), issues related to teaching language skills (for Portfolio track) and research methods. The language description and language teaching and learning modules run in the Autumn term on campus. The curriculum design and language skills teaching modules run in the Spring term on campus. These modules typically comprise the first year of distance study.

Study of these core modules is then followed by the core Research Design module for all students. Dissertation track students then work on their dissertation, of 15,000 words, on a topic in the field TESOL, broadly defined. Research for, and the writing of, the dissertation take place in the Summer term and the Summer vacation for campus-based students and over a year following the Research Design module for the Distance Study students. The language teaching Portfolio comprises a number of assessments related to the observation of classroom practice, studying a language learner, design and development of language teaching materials, and reflective accounts of experiences of delivering materials in classroom context.

The option modules cover a wide range of linguistic and applied areas; together with the dissertation, they provide flexibility and the opportunity for specialisation.

The following list specifies the compulsory core modules (total 140 credits for Dissertation and Portfolio tracks and 80 for Taught track). Students will also take two option modules (total 40 credits for Dissertation and Portfolio tracks) or five option modules (100 credits for Taught track). Choice of option modules is made in consultation with the programme director and/or personal tutor. A complete list of option modules is available from the relevant Programme Director and is listed in the relevant MA Student Handbook.

Code	Title	Campus-Based (CB) or Distance-Study (DS)	Credit
LSMSL	Second Language Learning Principles (core for all tracks)	CB	20
LSMFLS	Foundations of Language (core for all tracks)	CB	20
LSMLCL	Language Curriculum Design (core for Dissertation Track)	CB	20
LSMLST	Issues in Language Skills Teaching (core for Portfolio Track)	CB	20
LSMRDM	Research Design Methods (core for all tracks)	CB	20
LSMDIS	Dissertation (Dissertation-track)	CB	60
LSMDIP	Language Teaching Portfolio (Portfolio track)	CB	60
LSMDSL	Second Language Learning Principles	DS	20
LSMVO	The Teaching and Learning of Vocabulary	DS	20
LSMLCL	Language Curriculum Design	DS	20
LSMRDM	Research Design	DS	20
LSMDDI	Dissertation (Dissertation track)	DS	60

Part-time or modular arrangements

a) The programme is offered on campus on a part-time basis, normally over a period of up to 24 months. The structure of these arrangements is as follows:

Part-time (24 months):

Year 1: 2 compulsory taught modules and 1-2 option modules;

Year 2: 2 compulsory taught modules (including Research Design) and 1-2 option modules + dissertation.

b) The programme is offered by Distance Study on a part-time basis only, with a minimum time span of two years and a maximum of four. Most students will take three years. Students are expected to spend at least fifteen hours a week in study for the programme. The structure of typical progression through the programme as a distance study student is as follows:

Year 1: three compulsory core taught modules;

Year 2: two option modules; 1 compulsory core taught module (Research Design);

Year 3: three option modules (Taught-track) or dissertation (Dissertation-track).

Compulsory, core module assessment takes place once a year, at the end of the period of study for each module. Option module assignments can be submitted on 15 March and 15 September each year. The Dissertation will be submitted on 15 March or 15 September, to be agreed with the supervisor, a year after starting work on the Dissertation.

Progression requirements

For Masters Degrees (180 credits)

To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 in compulsory modules LSMSL/LSMDSL, LSMFLS/LSMDGP, LSMLCL/LSMDLD (for taught and Dissertation tracks), LSMLST (for Portfolio track) and LSMRDM/LSMDRD. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For Postgraduate Diplomas (120 credits)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in compulsory modules LSMSL/LSMDSL, LSMFLS/LSMDGP, LSMLCL/LSMDLD (for Taught and Dissertation tracks), LSMLST (for Portfolio track) and LSMRDM/LSMDRD. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For Postgraduate Certificate (60 credits)

To pass the Postgraduate Certificate students must gain an average mark of 50 or more on 60 credits (for any taught modules) with no credits below 40%.

In addition, for Distance Study students:

To follow the dissertation track in distance study mode, a student must meet the following requirements:

1. they must have access to the Internet;
2. they must have access to an appropriate library.

If they do not meet these requirements, students may still follow Dissertation-track if they come to Reading to use the University library and consult supervisors.

Summary of Teaching and Assessment

The University's taught postgraduate marks classification is as follows:

Mark	Interpretation
70% - 100%	Distinction
60% - 69%	Merit
50% - 59%	Good standard (Pass)

Failing categories

40% - 49%	Work below threshold standard
0% - 39%	Unsatisfactory Work

Admission requirements

Entrants to Taught and Dissertation tracks of this programme are normally required to be qualified teachers with a good relevant degree and at least two years' full-time experience in teaching English as a second language. Teaching experience is not required for the Portfolio track.

Non-graduates may exceptionally be admitted to the Taught or Dissertation tracks of the programme if they have

- A diploma level teaching qualification, or its equivalent in in-service teaching qualifications
- Several years of teaching or other language-related professional experience, with evidence of a high level of professional activity in areas such as conference attendance and presentations, the production of teaching materials and the writing of professional / academic papers.

Entrants to the programme will be required to meet the following English language proficiency standards:

a) For campus-based students:

Where UK GCSE examinations in English (or their equivalent) have not been passed, these standards are normally represented by a minimum overall band of 6.5 on the IELTS test, with no sub-test band below 6, or TOEFL paper-based test: 580; computer-based test: 240; TWE: 4.5 but with the following conditions attached:

- a) Any applicant who achieves the minimum IELTS scores (or TOEFL equivalents) specified above will be strongly recommended to take at least 5 weeks of pre-session English instruction (although that will not be made a condition of acceptance).
- b) Any applicant whose English score is at the minimum levels above on entry to the programme will be required to take a special dedicated in-session English course during the MA programme. Compliance with this would be a condition of remaining on the programme.

b) For Distance Study students:

All entrants to the programme will be required to meet the Faculty's English language proficiency standards. Where UK GCSE examinations in English (or their equivalent) have not been passed, these standards are normally represented by a minimum overall band of 7.0 on the IELTS test, with no sub-test band below 6.5, or an equivalent score on another standard test recognised by the University.

Admissions Tutor: Dr Sylvia Jaworska

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Career prospects

Students graduating from this programme are equipped to take up senior teaching and administration posts within the field of language teaching and language-related studies. Depending on their specialism, they will also be equipped to take up positions in teacher training / education, curriculum planning, language testing, publishing and other language-related professions.

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The production and description of the sound system of English.
2. The main features of the grammatical system of English.
3. Theories of L2 acquisition relating to learning in general, to interlanguage, and to environmental and individual factors.
4. Theories of curriculum design and their effects on language teaching programmes.

Teaching/learning methods and strategies

For campus-based students:

Lectures
Seminars, with occasional student presentations
Tutorials for assignment guidance
Supervisions/tutorials

For distance study students:

Specially written module materials are provided
Tutorial support is available by phone, skype and e-

- Different types of research, requirements of effective research, and techniques of data-gathering, basic descriptive and inferential statistical methods, requirements of academic dissertations in the field.

Depending on choice of options:

- Theory and pedagogical implications derived from within the broad areas of:
 - language curriculum design,
 - the four language skills,
 - language use and learning in specific domains or circumstances
 - language assessment
 - information technology and computer-based language corpora
- Theories of language acquisition and use, including psycholinguistics, child language development, inter-cultural communication and the role of English in the world.
- Specialised studies and applications of linguistics in the areas of phonology and grammar.
- The systems underlying the production of appropriate, coherent and cohesive English discourse, and the ways of describing these.

mail, and the University's Virtual Learning Environment (Blackboard)

Assessment

Mainly by assignments requiring essays of different lengths. There are some exams.

Dissertation/Portfolio

Skills and other attributes

B. Intellectual skills - *able to*:

- develop a coherent and logical discussion or argument in speech or writing
- analyse and solve problems
- operationalise abstract concepts for testing of hypotheses
- assimilate rapidly-evolving concepts and models of language and language learning
- synthesise and evaluate information from different sources
- generalise knowledge and methods from one area of study to others
- apply theoretical concepts and research-based information to the handling of pedagogical problems and issues.
- plan, carry out and present an extended independent investigation of a research topic

C. Practical skills - *able to*:

- perceive the phonological features of spoken English and transcribe them using an IPA-based phonetic alphabet.
- analyse and describe written English sentences at the levels of clause, phrase and word.
- analyse and describe samples of discourse, using one or more descriptive frameworks.

In addition, depending on modules taken and / or research undertaken, students will be able to

Teaching/learning methods and strategies

For campus-based students:

Lectures
Seminars, with occasional student presentations
Supervisions/Tutorials

For distance study students:

Module materials: texts, tasks and commentaries.
On-line discussion with fellow students and staff.

Assessment

Mainly by assignments requiring essays of different lengths.

Dissertation/Portfolio

Teaching/learning methods and strategies

For campus-based students:

Lectures
Seminars, with occasional student presentations
Supervision/Tutorials

For distance study students:

Module materials: texts, tasks and commentaries.
On-line discussion with fellow students and staff

Assessment

do some of the following:

4. design a syllabus for a group of language learners, on the basis of a needs analysis and assessment of resources and other contextual factors.
5. evaluate materials used in the teaching of English language skills.
6. design a language test for a specified group of test-takers.
7. create, organise and analyse a computer-based language corpus.
8. design and administer a language-oriented survey, involving a questionnaire or interview.
9. carry out a statistical analysis of language or language-related data, using appropriate descriptive and/or inferential statistics
10. describe and analyse the grammatical, lexical, discursal and phonological systems of languages other than English.

D. Transferable skills - able to:

1. use IT (word processing, using standard and statistical software)
2. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans

Practical sections in assignments and examinations
Relevant sections in the Dissertation or Language Teaching Portfolio

Teaching/learning methods and strategies

For campus-based students:

Lectures, seminars and tutorials, including special Study Skills classes

For distance study students:

Module materials: texts, tasks and commentaries.
On-line discussion with fellow students and staff

Assessment

Items 1, 5 and 6 are assessed under the organisation and presentation criteria for marking assignments and the dissertation.

Item 2 is assessed by research proposal and dissertation.

Item 4 is assessed in the work produced for an examination taken for one module.

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.