

## **MA Teaching English to Speakers of Other Languages (full-time)**

### **For students entering in 2017/8**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	12 months
Date of specification:	15/Aug/2017
Programme Director:	Dr Sylvia Jaworska
Board of Studies:	MA in English Language Teaching

### **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 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 'Dissertation track'), and by way of a language teaching portfolio (the 'Portfolio track').

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 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.

Study of these core modules is then followed by the core Research Design module for all 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). 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.

#### Compulsory Modules - all tracks

LSMSL	Second Language Learning Principles (core for all tracks)	20
LSMFLS	Foundations of Language (core for all tracks)	20
LSMRD	Research Design (core for all tracks)	20

#### Additional Compulsory Modules - Portfolio Track

LSMLST	Issues in Language Skills Teaching (core for Portfolio Track)	20
LSMDIP	Language Teaching Portfolio (Portfolio track)	60

#### Additional Compulsory Modules - Dissertation Track

LSMDIS	Dissertation (Dissertation-track)	60
LSMLCL	Language Curriculum Design (core for Dissertation and Taught Tracks)	20

### 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.

### 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, LSMFLS, LSMLCL, LSMLST (for Portfolio track) and LSMRDM. 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, LSMFLS, LSMLCL, LSMLST (for Portfolio track) and LSMRDM. 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%.

### 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-sessional 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-sessional 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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

### **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.

## 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.
5. 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:

6. 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
7. Theories of language acquisition and use, including psycholinguistics, child language development, inter-cultural communication and the role of English in the world.
8. Specialised studies and applications of linguistics in the areas of phonology and grammar.
9. The systems underlying the production of appropriate, coherent and cohesive English discourse, and the ways of describing these.

#### Teaching/learning methods and strategies

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

#### *Assessment*

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

### Skills and other attributes

#### B. Intellectual skills - *able to*:

1. develop a coherent and logical discussion or argument in speech or writing
2. analyse and solve problems
3. operationalise abstract concepts for testing of hypotheses
4. assimilate rapidly-evolving concepts and models of language and language learning
5. synthesise and evaluate information from different sources
6. generalise knowledge and methods from one area of study to others

#### Teaching/learning methods and strategies

Lectures  
Seminars, with occasional student presentations  
Supervisions/Tutorials

#### *Assessment*

Mainly by assignments requiring essays of different lengths.  
Dissertation/Portfolio

7. apply theoretical concepts and research-based information to the handling of pedagogical problems and issues.
8. plan, carry out and present an extended independent investigation of a research topic

### **C. Practical skills - *able to*:**

1. perceive the phonological features of spoken English and transcribe them using an IPA-based phonetic alphabet.
2. analyse and describe written English sentences at the levels of clause, phrase and word.
3. 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 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, discoursal 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

### **Teaching/learning methods and strategies**

Lectures  
Seminars, with occasional student presentations  
Supervision/Tutorials

#### *Assessment*

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

### **Teaching/learning methods and strategies**

Lectures, seminars and tutorials, including special Study Skills classes

#### *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.**