

Teaching English to Speakers of Other Languages (TESOL)

This programme is no longer recruiting.

Final award	MA
Intermediate awards available	PGCert, PGDip
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	N/A
Date specification last up-dated	January 2013

Profile

The summary - programme advertising leaflet

Programme content

The programme aims to provide suitably qualified graduates who have little or no experience of English language teaching an opportunity to develop a deep understanding of the field of Teaching English to Speakers of Other Languages (hereafter TESOL) at both the theoretical and the practical level.

Topics covered on the programme are the practice of English language teaching; language systems and language skills; the discourse of language classrooms; second language acquisition theory; the global spread of English, the rise of new ‘Englishes’; the political and cultural dimensions of teaching English as an international language; and curriculum and course design, and testing.

In addition, the programme provides an overview of the theoretical, philosophical, and ethical principles which underpin educational research and introduces students to the theory and practice of action research/classroom research.

MA TESOL at UEL provides:

- A flexible credit based programme leading towards a higher degree with a strong focus on classroom practice
- An opportunity for teachers to become familiar with the principles and practice of action research/classroom research
- An opportunity for teachers from a wide range of countries and varied educational contexts to meet and exchange ideas
- The option of exit awards at certificate and diploma level
- The opportunity for blended learning - whereby students can combine face-to-face TESOL modules with shared modules from the MA ELT by distance learning online.

Admission requirements

1. Application form and references
2. A first degree or equivalent in the Social Sciences or Humanities (e.g. Languages, English, Education, Psychology, etc.)

In the case of applicants whose first language is not English, then IELTS 6.5 (with no component lower than 6) (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

Programme structure

The MA TESOL consists of four modules with a strong focus on classroom practice and a dissertation module which includes an introduction to research methods.

The programme is designed to be flexible and students may opt to begin in September or February. The MA is full-time over one year, although some students may wish to study part-time – in which case modules may be spread over six years in consultation with the programme leader.

Students who have accumulated 60 credits by completing two modules may be awarded a Postgraduate Certificate, and students who have accumulated 120 credits by completing four modules may be awarded a Postgraduate Diploma. The MA is awarded to students who have accumulated 180 credits by completing all four modules and the dissertation.

Learning environment

The programme is delivered in lecture and seminar format and aims to promote collaborative learning. Thus lectures and seminars encourage group discussions which provide students with the opportunity to pool experiences, share problems and solutions, and discuss issues raised in lectures in the light of their own practice. To facilitate this collaborative aspect of the learning all students are encouraged to form study groups. Secondly, supported self-study is fostered through the writing of individual module assignments, and through independent research which is negotiated with tutor support. Thirdly, reflective learning is encouraged through the use of self-reflection tasks which accompany all written assignments. In these, students are asked to reflect critically on their learning, the strategies they use to facilitate this, and to assess the strengths and weaknesses of their own work.

Assessment

Assessment is by dissertation and written assignments for each module. All modules are assessed by assignment (either by two assignments each consisting of 2,500 words, or one assignment of 5,000 words). Assignments vary in form and may include essays, book/article reviews, creation and evaluation of pedagogic materials, presentations, lesson plans and small scale action research projects. The programme does not include examinations.

The introduction to research methods is an integral part of the dissertation and forms part of the overall assessment. This assessment takes the form of a draft dissertation proposal, which may be modified in consultation with the dissertation supervisor, and against which the final dissertation will be considered.

The dissertation is a major piece of work and consists of 14,000 words, excluding appendices and bibliography.

Relevance to work/profession

The programme is aimed at those who wish to become ESOL practitioners and for this reason it has a strong practical focus. Thus the module ‘The Practice of English Language Teaching’ is concerned exclusively with teaching methodology and the module ‘The Discourse of Language Classrooms’ is concerned exclusively with classroom interaction. In addition, the introduction to research methods in the dissertation module has a strong action research focus. Research for the dissertation is thus linked to classroom practice.

Thesis/Dissertation/project work

The final dissertation provides students with an opportunity to investigate a specific field of study in depth. Students are required to liaise closely with their supervisor in the design of their study and engage with the demands of independent research at the implementation and writing up stages.

Students receive eight hours of introduction to research methods and a minimum of five hours of tutorial time, with the option of further tutorial time being allocated as required. Formative feedback will be provided on one draft of each section of the dissertation during the first nine weeks only of the semester in which the dissertation is being completed.

Added value

The Cass School of Education has an established range of undergraduate programmes in related areas – English Language, Education Studies, Education and Community. The MA TESOL will allow academic progression for those who meet the criteria and wish to advance their study in the area. Students on the programme are encouraged to develop their own research interests and, where appropriate, to take these to doctoral level.

The MA TESOL is delivered in close association with the experienced team of English language professionals in the English Language Centre (ELC). Given its practical orientation, the module ‘The Practice of English Language Teaching’ is delivered by the ELC and the observation of teaching which is integral to the module ‘The Discourse of Language Classrooms’ takes place in ELC classes.

In addition, students pursuing the MA TESOL also have the opportunity to meet and share modules with experienced English language teachers on the already established MA ELT. All shared MA ELT modules can also be studied face-to-face or by distance learning online, thus allowing MA TESOL students the opportunity for blended learning.

All students are given support to publish their work in professional and academic journals, and to present their work at conferences.

Your future career

- The programme will equip those candidates who wish to pursue a career in ESOL with essential skills in language analysis for language teaching; classroom observation of experienced language teachers; lesson planning; materials design; and direct experience of language teaching.
- The programme will also facilitate those candidates who are considering a career in ELT publishing, educational journalism, ELT materials writing and ELT management.
- The programme will also equip those who are interested in pursuing an academic career in the field of English language teaching or who wish eventually to embark on a PhD with essential research and analytical skills.

How we support you

The programme leader and the ELC teachers aims to maintain close contact with MA TESOL students.

All students will be allocated a personal tutor who will provide general guidance in supporting and monitoring students' academic progress. Students will be introduced to their personal tutor at the beginning of the programme and will be encouraged to contact their tutor thereafter as the need arises. On personal matters affecting academic performance e.g. illness, family difficulties affecting studies, etc. students will be referred to their personal tutor.

In the final semester of the programme, the dissertation supervisor will also provide further academic support.

The Student Handbook also aims to make students aware of ways in which they can help themselves and support each other e.g. by meeting informally to discuss problems they may be having. In this way it is hoped that students can help motivate and encourage one another as they progress through the programme.

Students are provided with guidance on appropriate academic conventions, bibliography, and referencing via UELPlus – the name given to UEL's virtual learning environment. Students also have access to the Student Handbook and Module Guides. For non-academic matters they can contact the programme administrator who will advise them accordingly.

Bonus factors

The programme allows students with little or no experience of teaching to meet and work with more experienced ELT professionals at UEL and to meet experienced professionals from a wide range of countries and very different educational contexts pursuing the already established MA ELT. Such diversity of participation guarantees a rich learning environment in which future practitioners can exchange ideas and contribute to their deepening knowledge of a complex and rapidly developing field.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- to gain a comprehensive introduction to the field of ESOL
- to engage critically with current thinking about English language teaching and learning
- to plan and carry out a piece of advanced research in an educational context

What will you learn?

It is expected that by the end of the programme participants will have the ability to:

Knowledge

- advanced critical understanding of key issues, concepts and theories in ESOL
- advanced critical understanding of the relationship between theory and classroom practice
- advanced critical understanding of developments in theoretical and research paradigms in ESOL

Thinking skills

- to critically evaluate published ELT research
- to analyse, synthesise, evaluate and critique ideas with originality
- to develop the ability to present a coherent argument

Subject-Based Practical skills

- to plan language lessons and to produce lesson plans
- to design appropriate materials for language teaching
- to analyse classroom interaction

Skills for life and work (general skills)

- to evaluate your own skills of analysis, research and planning
- to reflect critically on your own learning

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare participants for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is **180 for Masters, 60 for PGCert, 120 for PGDip.**

Typical duration

The programme is full-time over one year and part-time over a maximum of six years. Participants have between one and six years to complete the full award of PG Diploma or MA. Participants have between one semester and two years to complete the PG Certificate.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. A typical student registered in a full-time attendance mode will study two 30 credit modules per semester and a typical student registered in a part-time attendance mode will study one or two modules per semester. The dissertation module begins in the second semester of study, or in the summer period – depending on which comes first.

What you will study when

For students who hope to complete the MA TESOL in one year the timetable is as follows:

	September Start: Modules	February Start: Modules
Semester A	EDM 606 The Practice of English Language Teaching (30 credits)	
	EDM 600 Language Systems and Language Skills (30 credits)	
Semester B	EDM 605 The Discourse of Language Classrooms (30 credits)	EDM 605 The Discourse of Language Classrooms (30 credits)
	EDM 601 Second Language Acquisition and ELT (30 credits)	EDM 601 Second Language Acquisition and ELT (30 credits)

	OR	OR
	EDM 603 ELT and its Contexts (30 credits)	EDM 603 ELT and its Contexts (30 credits)
	Students begin work on dissertation and submit literature review by the end of the semester	
Summer	Dissertation	Students begin work on dissertation and submit literature review by the end of the summer
Semester A		EDM 606 The Practice of English Language Teaching (30 credits)
Semester B		EDM 600 Language Systems and Language Skills (30 credits)
		Dissertation

For the MA TESOL, in addition to the Dissertation, there are three taught core modules: EDM 606 The Practice of English Language Teaching; EDM 600 Language Systems and Language Skills; EDM 605 The Discourse of Language Classrooms. For the fourth taught module, students can choose between EDM 601 Second Language Acquisition and ELT and EDM 603 ELT and its Contexts.

Level UEL Module Code	Module Title	Credit Status
M EDM 606	The Practice of English Language Teaching 30	Core
M EDM 600	Language Systems and Language Skills 30	Core
M EDM 605	The Discourse of Language Classrooms 30	Core
M EDM 601	Second Language Acquisition and ELT 30	Option
M EDM 603	ELT and its Contexts 30	Option
M	Dissertation 60	Core

Requirements for gaining an award

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits at Level M

In order to obtain a Masters, you will need to obtain 180 credits at Level M. These credits will include a 60 credit level M core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a

percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- lectures, seminars and group discussion and reflection
- guided and independent reading
- formative feedback on assessed coursework

Thinking skills are developed through

- written assignments
- evaluation of published pedagogic materials

Practical skills are developed through

- lesson planning
- the design of pedagogic materials
- analysing classroom interaction

Skills for life and work (general skills) are developed through

- self-assessment coversheet for all coursework
- self-assessment of own teaching

Assessment

Knowledge is assessed by

- The ability to demonstrate advanced critical understanding of all key issues, concepts and theories in the field through coursework (which may include: essays, reports, presentations, book and materials reviews, literature reviews, etc.)

Thinking skills are assessed by

- The ability to demonstrate clearly the ability to analyse, synthesise, evaluate and critique ideas with originality and to present a coherent argument.

Practical skills are assessed by

- The ability to plan lessons with clear aims and stages and to produce lesson plans
- The ability to design appropriate materials for language teaching
- The ability to obtain and analyse samples of language classroom interaction

Skills for life and work (general skills) are assessed by

- The ability to reflect critically on the strengths and weaknesses of own teaching and research
- The ability to reflect critically on the strengths and weaknesses of own coursework

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of participants

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting 2 times a year)

Participants are notified of the action taken through:

- circulating the minutes of the programme committee
- via UELPlus
- providing details on the programme noticeboard

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Contact will be maintained with former students with regard to employability and perceived usefulness of the programme professionally.

Further Information

Where you can find further information

Further information about this programme is available from:

- [The UEL web site](#)
- The student handbook (UEL Plus)
- Module study guides (UEL Plus)
- [UEL Manual of General Regulations](#)
- [UEL Quality Manual](#)
- [Regulations for the Academic Framework](#)
- [School Web Pages](#)