

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	MA in Applied Linguistics and TESOL
5	UCAS/Programme Code	4056
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Education
8	FHEQ Level	Masters
9	Date written/revised	April 2008

10 Programme Aims

The general aims of the programme are:

- To familiarise students with most important current developments in TESOL and applied linguistics
- To provide opportunities for students to study in depth particular areas of Applied Linguistics and TESOL
- To prepare participants for independent research in the field of Applied Linguistics and TESOL
- To provide a qualification which fully meets the requirements of the framework for higher education qualifications (FHEQ) at Master Level in England, Wales and Northern Ireland
- To provide a Master Level programme which conforms in full with University policies and QAA codes of Practice.

For students with little or no teaching experience, the aims of the programme are:

- To provide an introduction to current issues and key trends in teaching English to speakers of other languages in a global context
- To develop the knowledge and understanding students will need as practising language teachers
- To help students develop and practise skills which will help them realise their personal and professional potential

For students who are experienced teachers, the aims of the programme are:

- To familiar students with current issues and key trends in Applied Linguistics and TESOL in a global context
- To build upon and develop the students' existing knowledge and professional skills as practising language teachers
- To encourage students to reflect on current practice relating to their professional context and develop and practice skills which will help them realise their personal and professional potential.

11 Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the FHEQ for the Master Level. The programme provides opportunities for students to develop and demonstrate knowledge and understanding and general key skills in the following areas and to make an effective contribution within the students' own educational system and their personal and professional development.

Knowledge and Understanding

By the end of the course participants will be able to:

- A1 demonstrate that they can assimilate and critically appraise the information and formulate appropriate action.
- A2 set personal goals, rise to challenges and make informed decisions.
- A3 demonstrate knowledge and understanding through the submission of written assignments for each module and a dissertation
- A4 participate in seminars, workshops, group work, presentations, peer-teaching activities, tutorials, problem solving activities and research supervision.

Teaching and Learning Methods

The programme is structured to include lectures, seminars, workshops and tutorials as the main methods of enhancing knowledge and understanding. Lectures are the primary means for imparting knowledge and understanding, while seminars and workshops allow students to draw links between theories and practice. Tutorials make it possible to tailor students' learning needs. Throughout the programme students are encouraged to supplement taught materials with independent reading for which they are given guidance on reading materials.

Assessment Strategy

Knowledge and understanding is assessed primarily through assignments and the dissertation. Examinations are used where exam tasks most closely match the way in which knowledge and understanding developed in a particular module might be applied in practice.

Intellectual/Cognitive Skills

On completing the programme students should be able to:

- B1 critically interpret, analyse and evaluate theories, concepts and arguments
- B2 formulate arguments and contribute to discussion.
- B3 locate, interpret and analyse data.
- B4 where appropriate, critically reflect on professional practice in the light of relevant theory.

Teaching and Learning Methods

Cognitive skills are developed through a combination of lectures, workshops and seminars. Students are encouraged to acquire them through discussions and critical engagement with theory and practice in their chosen field, undertaking problem solving activities. Skills of critical evaluation, analysis and synthesis are further enhanced through directed tasks. Data collection and analysis and formulating argument are developed through the research methodology module and through producing a dissertation.

Assessment Strategy

Cognitive skills are demonstrated through engagement in group work, directed tasks and action research. They are assessed, primarily through assignments and a dissertation, and also through participation in modules and seminars.

Practical Skills (Subject-specific/professional)

On completing the programme students should be able to:

- C1 understand and apply key recent ideas in approaches, methods, course design, assessment and classroom techniques.
- C2 use these recent ideas about approaches, methods, course design, assessment and classroom techniques to critically assess language learning activities and materials.
- C3 use these ideas to design, carry out, and interpret a small-scale study in Applied Linguistics and TESOL.
- C4 apply these ideas to the design and assessment of language learning activities and materials.

Teaching and Learning Methods

Subject specific/Professional skills are modelled in lectures, seminars, and workshops. Mastery of these skills is enhanced through student participation in seminars, peer-teaching sessions and workshops. Students are encouraged to engage in action research and undertake case studies.

Assessment Strategy

Subject-specific/Professional skills are demonstrated through directed tasks and the

production and evaluation of teaching materials. They are assessed primarily through assignments and a dissertation.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 present complex ideas clearly and articulately in English
- D2 work with others of different cultural and linguistic backgrounds to achieve an objective
- D3 independently manage their time, make plans, and set priorities to achieve complex objectives over several months' work
- D4 assimilate, analyse, and evaluate complex information in English, identifying key issues and drawing well-reasoned conclusions
- D5 word-process, manage files, use e-mail, and the Web.

Teaching and Learning Methods

Key skills are introduced to students through sessions within the induction programme and skills sessions within modules. Computer literacy and numeracy skills are further developed in Research Methods and information and writing skills are developed in additional workshop sessions. Students have the opportunity to further develop work and study skills through researching and producing assignments and a dissertation. Oral communication skills are particularly developed through seminars and presentations, group work, participation in interactive lectures. Teamwork skills are enhanced through group activities and presentations. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines.

Assessment Strategy

Transferable/Key skills are addressed in the induction programme and within modules. Some are assessed indirectly within particular modules, and some are directly assessed within optional modules.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over one year, full time. It consists of taught modules and a dissertation or Software Portfolio with a total of 180 credits. The taught part of the course consists of a combination of compulsory modules in TESOL and Applied Linguistics to the value of 40 or 60 credits, optional modules to the value of 60 or 80 credits, and the dissertation or Software Portfolio to the value of 60 credits.

a) The compulsory modules

For all students: (80)

ALT8001 Research Methods in Applied Linguistics (20 credits)
ALT8098 Dissertation (60 credits) or ALT8099 Software Portfolio (60 credits)

For students with less than two years' full-time teaching experience (40)

ALT8084 Introduction to TESOL (20)
ALT8094 Core Issues In Second Language Acquisition (20)

For students with at least two years' full-time teaching experience: (20)

ALT8041 TESOL Theory and Practice (20)

b) The optional modules (60 or 80)

All students shall take optional **Applied Linguistics and TESOL** modules to a value of 60 credits (students with less than two years' full-time teaching experience) or 80 credits (students with at least two years' full-time teaching experience).

Students may substitute one of Applied Linguistics and TESOL option modules to a maximum of 20 credits with a module from other sections approved by the Degree Programme Director (typically these will be modules in Cross Cultural Communication, Education and Linguistics).

Students who successfully complete all the taught elements of the programme but do not

wish to proceed to the research project will be awarded a Postgraduate Diploma, under the University's Examination Conventions for Taught Master's Programmes.

Key features of the programme (including what makes the programme distinctive)

Providing opportunities to students with no or limited teaching experience to proceed to language teaching professions

Multidisciplinary

Transferable of credits of relevant modules to IPhD programme.

Any more you can think of?

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry requirements

A candidate for the degree of Master of Arts in Applied Linguistics and TESOL must, unless the Dean of Postgraduate Studies determines otherwise in any individual case

- (a) be a graduate of this or another approved University or awarding body with 2nd class or above; or
- (b) hold another qualification approved by the Dean of Postgraduate Studies as equivalent to a degree of a university in the United Kingdom.

Arrangements for applications with non-standard qualifications

Any special cases will be considered individually by the DPD. By concession from the Dean of Postgraduate Studies, limited exemption may also be granted to an individual candidate from certain parts of the programme of study in recognition of equivalent work undertaken at other approved institutions, or for accreditation of other forms of prior learning.

Admissions policy

In addition to meeting the criteria noted above, all candidates are also required to submit at least one satisfactory reference. Any applicants living in or visiting the UK at the time of the application are invited for interview.

Level of English Language capability

Overseas candidates whose first language is not English must have IELTS overall 6.5 with at least 6.0 for the written component, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent; (with a TOEFL writing score of 5.0 on the computer-based test).

Overseas candidates with IELTS 6.0, or with IELTS 6.5 but writing lower than 6.0 will be offered places conditional on undertaking at least 5 weeks Pre-session English Language training.

Any additional requirement

For some modules a minimum of two years' full time teaching experience is required.

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/international/arrival/sept/index.phtml>)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/teachingexcellence/support/pgtutor.htm>. In addition the University offers a range of support services, including the Student Advice Centre, the Student Counselling Services, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/international/studyabroad/support.phtml> and <http://www.ncl.ac.uk/postgraduate/support/>.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/postgraduate/support/facilities/>

All new students whose first language is not English are required to take an English Language test in the INTO. Where appropriate, in-session language training can be provided. The INTO houses a range of resources for learning other languages. See <http://www.ncl.ac.uk/postgraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires, focus groups and ex-MA students. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

16 Regulation of assessment

Pass mark

The pass mark for Postgraduate programmes is 50

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The brochure of the programme
<http://www.ncl.ac.uk/ecls/assets/documents/pdf/TESOL-brochure.pdf>
Need to update with the new one

University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook **need to put one on the bb and create a link with the BB**

Please note. This specification provides a concise summary of the main features of the

programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

2008-09

	Type	Learning Outcomes			
		A	B	C	D
ALT8001 Research Methods in Applied Linguistics	Comp	1,2,3,4	1,2,4	1,2,3,4	1,3,4,5
ALT8098 Dissertation Or ALT8099 Software Portfolio	Comp				
ALT8084 Introduction to TESOL	Comp (< 2 yrs ting exp.)	1,2,3,4	1,2,4	1,4	1,2,3,4,5,
ALT8094 Core Issues In Second Language Acquisition	Comp (< 2 yrs ting exp.)	1,2,3,4,	1,2,4,	1,2,	1,2,3,4,5
ALT8041 TESOL Theory and Practice	Comp (>2 yrs ting exp.)	1,2,3,4,	1,2,4	1,2,4	1,2,3,4,5
ALT8006 Computer Assisted Language Learning I	Optional	1,3,4	1,2,4	1,2,4	1,3,4,5
ALT8007 Computer Assisted Language Learning II	Optional	1,3,4	1,2,4	3,4	1,3,4,5
ALT8017 Discourse Analysis	Optional	3,4,	1,2,3,4,	1,2,	1,2,3,4,5
ALT8076 Psycholinguistics and Language Development	Optional	1,3,4	1,3,4,	1	1,3,4,5
ALT8085 Bilingualism and Bilingual Education	Optional	1,3,4	1,2,3	1,3,	1,3,4,5
ALT8094 Core Issues in Second Language Acquisition	Optional	1,2,3,4,	1,2,4,	1,2,	1,2,3,4,5
ALT8095 Understanding Second Language Classroom Interaction	Optional	1,3,4	3,4,	1	1,2,3,4,5
ALT8096 Developing Thinking Through Language Learning	Optional	1,2,3,4	1,2,3,4	1,2,3,4	1,3,4,5
ALT8097 Linguistic profiling and language testing	Optional	1,3,4	1,3,4	1,2,4	1,2,3,4,5
ALT8100 The English Writing System	Optional	1,3,4	1,3	1,2	1,3,4,5

ALT8101 TESOL for Young Learners	Optional	1,3,4	1,4	1,2,4	1,2,3,4,5
ALT8102 Task Based Language Teaching and Assessment	Optional	1,3,4	1,4	1,4	1,2,3,4,5
ALT8103 Reconceptualising SLA Research: The Issues and Debates	Optional	1,3,4	1,2	2	1,2,4,5
ALT8104 Teacher Development for TESOL	Optional	1,3,4	3,4	1	1,2,3,4,5
CCC8001 Social Psychology of Communication	Optional				
CCC8015 Sociolinguistics	Optional	1,3,4	1,2,	2,3	1,2,3,4,5
CCC8086 Language & cross-cultural communication	Optional	1,3,4,	1,2,	2,3	1,2,3,4,5
CCC8087 English in the World: Global & Cross-Cultural Issues Surrounding English as a 'Lingua franca'	Optional	1,3,4	1,2	2	1,2,3,4,5
CCC8088 Culture, Interculturality and Identity	Optional	1,3,4	1,2.	2	1,2,3,4,5