

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA
<b>4</b>	<b>Programme Title</b>	MA in Applied Linguistics and TESOL
<b>5</b>	<b>Programme Code</b>	4056F, 4056P
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Masters
<b>9</b>	<b>Last updated</b>	May 2010

**10 Programme Aims**

The programme is informed by the forefront of the research in areas of applied linguistics and TESOL. It builds on experience of the staff working with students and practitioners from/in different cultural background/context. The programme offers professional development opportunities for language teachers as well as students who would like to work as language teachers.

The programme aims

1. To develop students' knowledge and understanding of theories and concepts in applied linguistics and TESOL
2. To provide students with learning environments that enhance their critical engagement with theories, concepts, and practice in areas of applied linguistics and TESOL and their reflection upon practical implications for their own teaching and learning context.
3. To facilitate application of knowledge and understanding and professional skills to relevant teaching and learning contexts
4. To enable students to undertake a systematic investigation on particular areas of applied linguistics and TESOL
5. To enhance students' independent learning and transferable skills required for continuing professional development or lifelong learning.
6. To ensure that the programme conforms to University policies and meets the requirements of a Master's level qualification as defined by the Framework for Higher Education Qualifications.

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, and key skills in the following areas.

## **Knowledge and Understanding**

On completing the programme students should have:

- A1 A in-depth knowledge and understanding of theories, principles, concepts and methodologies in applied linguistics and TESOL
- A2 A critical awareness of key issues or debates concerning teaching and learning English as a second/foreign language
- A3 In-depth knowledge and understanding of the developments and research in at least one of the areas of second language acquisition, discourse analysis, classroom interaction, language testing, learning English through media and technology, teaching English to young learners, teaching thinking in ELT, teacher development.
- A4 In-depth knowledge of methodologies and techniques applicable to research in areas of applied linguistics and TESOL

## **Teaching and Learning Methods**

A1-A4 are primarily achieved through lectures, seminars, workshops and tutorials. Lectures are the primary means for sharing knowledge and understanding with the students, while seminars and workshops allow students to make connections between theories and practice. Tutorials are arranged to meet individual learning needs. Students' knowledge and understanding will be further developed through undertaking an independent research project under the supervision of staff.

## **Assessment Strategy**

Knowledge and understanding are assessed primarily through written assignments, presentations or practical tasks, and the production of a dissertation/software portfolio.

Written assignments encourage students to have critical engagement with the literature and reflect on their own knowledge and understanding of relevant theories, concepts and methodology. Presentations and practical tasks enhance their understanding. The production of a dissertation and software portfolio requires deep understanding with selected theories, concepts and methodologies.

## **Intellectual (thinking) Skills**

On completing the programme students should be able to:

- B1 Make an intellectual enquiry in areas of applied linguistics and TESOL
- B2 Critically analyse theories, principles, methodologies and research findings in the fields of applied linguistics and TESOL
- B3 Synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses

B4 Interpret, analyse, evaluate teaching/learning materials, language use or language production in the light of relevant theories, frameworks and cultural context.

### **Teaching and Learning Methods**

Intellectual skills will be modelled in lectures and seminars. They will be developed or enhanced through workshops, guided reading tasks, writing a critique about a published research article on applied linguistics and TESOL. These intellectual skills are further developed through designing, conducting a research project.

### **Assessment Strategy**

Intellectual skills are assessed, primarily through written assignments and a dissertation/software portfolio. The course work enable students to develop critical engagement with the existing literature or data and demonstrate their understanding and performance of intellectual skills.

### **Practical Skills (Subject-specific/professional)**

On completing the programme students should be able to:

- C1 Apply applied linguistics and TESOL theories to create or interpret knowledge and experience in the discipline
- C2 Design language teaching and learning materials appropriate to students' own context
- C3 Design research tools appropriate for collecting and analysing data in areas of applied linguistics and TESOL
- C4 Plan, design, conduct an independent research project in areas of applied linguistics and TESOL

### **Teaching and Learning Methods**

Subject specific/Professional skills are modelled by academics in lectures and seminars. These skills will be supplemented through workshops, tutorials and research supervisions. Students will developed these skills through designing materials or research tools, data interpretation and analysis, teaching peers or undertaking mini case studies.

### **Assessment Strategy**

Subject-specific/Professional skills are primarily assessed through production of teaching and learning materials, micro teaching and data collection and data analysis.

### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Present complex ideas clearly in both written and oral English
- D2 Work with others and resolve conflicts if necessary
- D3 Manage time, prioritise tasks and meet deadlines
- D4 Take initiatives and set goals for their own learning and personal and professional development
- D5 Adapt to changes
- D6 Use electronic databases, blackboard and on-line communication forum

### **Teaching and Learning Methods**

D2-D6 are introduced to students in the induction programme, and additional sessions are provided for how to search and use the electronic databases and how to use blackboard. Subject specific sessions and workshops are organised to develop students' academic writing skills. Oral communication skills are developed through seminars, presentations, and group work. 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**

Some of the transferable skills are directly assessed. Students need to submit their work before an assigned deadline. Written skills are assessed through written assignments and the production of a dissertation/software portfolio. Other transferable skills are assessed indirectly through group presentation or group work.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

The period of the study for the programme is normally 12-month full time. It consists of taught modules and a dissertation or software portfolio with a total of 180 credits. The taught part of the programme consists of a combination of compulsory modules in Applied Linguistics and TESOL to the value of 40 or 60 credits and optional modules to the value of 60 or 80 credits. The dissertation or software portfolio is to the value of 60 credits.

**a) The compulsory modules**

***For all students: (80)***

ALT8001 Research Methods in Applied Linguistics (20)

ALT8098 Dissertation (60 credits) or ALT8099 Software Portfolio (60)

***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 the Applied Linguistics and TESOL option modules to a maximum of 20 credits with modules 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 a career in language teaching

The programme offers a range of modules and flexibility for students to pursue advanced study in the discipline or broaden their career opportunities.

Transferable of credits of relevant modules to IPhD programme at Newcastle University

**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 a 2<sup>nd</sup> class honours degree 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.

#### *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.

#### *Non-standard Entry requirements*

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.

#### *Additional Requirements*

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

#### *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 90 (Internet-based) or 577 (paper-based) with at least 5 for the writing or equivalent.

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 10 weeks pre-session English language training.

### **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

#### *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 principal support services and particular 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/tutorials/etc.

### *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 session in the Induction Programme. Help with academic writing is available from the Writing Centre (further information is available from the Robinson Library). The HASS faculty also offers a skills programme to postgraduate students.

### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their personal 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.

In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *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.

### *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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **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 Section Curriculum Review Committee and at the Board of Studies. Student opinions are 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 (the FTLC).

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to the FTLC. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through the FTLC. External Examiner reports are shared with student representatives through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by evaluations from student questionnaires, focus groups interviews and feedback from ex-MA students. Informal student evaluation is also obtained at the Curriculum Review Committee, Staff-Student Committee, and the Board of Studies. The results from student evaluations are considered as part of the Annual Monitoring and Review of the programme and any arising actions are followed up or incorporated into the programme if relevant or reported to the appropriate body.

### *Mechanisms for gaining student feedback*

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

### *Faculty and University Review Mechanisms*

Degree programmes are subject to review every five years. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by the University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

An Internal Subject Review of the programme of MA in Applied Linguistics and TESOL degree was carried out on 23 April 2008. Information on the University's Internal Subject Review process.



## 16 Assessment regulations

### *Pass mark*

The pass mark is 50%

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees.

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**

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

#### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<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, following recommendation from the Board of Studies. The External Examiner is expected to:

- i See and approve examination papers
- ii Moderate examination and coursework marking
- iii Attend the Board of Examiners
- iv. 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/requests>)

The School brochure (contact [es@ncl.ac.uk](mailto:es@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs>)

The Degree Programme Handbook

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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>ALT8001; ALT8098 (or ALT8099); ALT8084; ALT8094; ALT8041</b> ALT8006; ALT8007; ALT8014; ALT8076; ALT8085; ALT8095; ALT8096; ALT8097; ALT8100; ALT8101; ALT8102; ALT8103; ALT8104; CCC8015; CCC8086; CCC8087; CCC8088,
A2	<b>ALT8041; ALT8098; ALT8099; ALT8094</b>
A3	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084</b>
A4	<b>ALT8098; ALT8099;</b>
B1	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084,</b> ALT8095
B2	<b>ALT8041; ALT8098; ALT8099; ALT8084,</b> ALT8085,
B3	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084</b>
B4	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084,</b> ALT8100, ALT8085
C1	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8094,</b> CCC8015, ALT8014, ALT8100
C2	ALT8006; ALT8007; <b>ALT8098; ALT8099;</b> <b>ALT8084,</b> ALT8101, ALT8017
C3	<b>ALT8098; ALT8099;</b> ALT8007;
C4	<b>ALT8098; ALT8099;</b> ALT8095
D1	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084</b>
D2	<b>ALT8041; ALT8006; ALT8007; ALT8084;</b> ALT8101, ALT8102
D3	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099;</b>
D4	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084</b>
D5	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099;</b>
D6	<b>ALT8041; ALT8006; ALT8007; ALT8098;</b> <b>ALT8099; ALT8084</b>