Programme Specification – 2016/17

1. Awarding body
   University of Surrey

2. Teaching institution (if different)
   NA

3. Final award and programme/pathway title
   MA Teaching English to Speakers of Other Languages (TESOL)

4. Subsidiary award(s) and title(s)
   Award | Title
   PG Dip | TESOL
   PG Cert | TESOL

5. FHEQ Level
   7

6. Credits and ECTS credits
   180 UK credits; 90 ECTS credits

7. Name of Professional, Statutory or Regulatory Body (PSRB)
   NA

8. Mode of study and route code
<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Route code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Y</td>
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<tr>
<td>Full-time with PTY</td>
<td>N</td>
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<tr>
<td>Part-time</td>
<td>Y</td>
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<tr>
<td>Distance learning</td>
<td>N</td>
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<td>Short course</td>
<td>N</td>
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9. JACs code
   NA

10. QAA Subject benchmark statement (if applicable)
    NA

11. Other internal and / or external reference points
    NA

12. Faculty and Department/School
    Faculty of Arts & Social Sciences / School of English and Languages

13. Programme Leader
    Sarah Michelotti

14. Date of production/revision of the specification
    June 2016

15. Educational aims of the programme

   This programme is designed for students who have little or no previous language teaching experience or training but who have a strong interest in English language teaching and who are planning a career in the sector. Its main aim is therefore to provide a sound academic basis in English language teaching through the exploration of major issues in language teaching and learning, including how practice is informed by theory, thereby determining the methods/approaches as well as the materials teachers use and their impact in ESOL classrooms.

   The programme thus combines the study of the major principles of, and scholarly approaches to TESOL with opportunities for application and practice.

   Specifically, the programme aims to:

   • Advance students’ knowledge and understanding of the grammatical, lexical and phonological structures and stylistic registers of English and how they work together in producing effective communication
   • Introduce students to theoretical issues in TESOL through an exploration of scholarly writing in the field and to the application of these theories within the ESOL classroom
   • Promote critical engagement with concepts, theories and practices associated with English language teaching through reflection and evaluation
   • Provide a theoretical and methodological framework within which students can take responsibility for their own learning and formulate and address their own research questions
- Provide opportunities for students to create and carry out a project of significant complexity in the field of TESOL
- Foster reflective practice

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

**Knowledge and understanding**
- Describe and explain the underlying grammatical, lexical and phonological structures of the English language (MA, PGDip, PGCert)
- Demonstrate understanding of the way communication is constructed, maintained or repaired through English (MA, PGDip, PGCert)
- Evaluate theoretical issues relevant to second language acquisition and learning (MA, PGDip, PGCert)
- Critically assess the principles underpinning curriculum design, language teaching methodology and materials selection (MA, PGDip)
- Demonstrate understanding of the main issues relevant to testing and assessment of language learning (MA, PGDip)
- Apply the principles which underpin the design and implementation of research projects in English language teaching (MA)

**Intellectual / cognitive skills**
- Demonstrate high level learning and problem-solving skills (MA, PGDip, PGCert)
- Reflect upon the knowledge gained and incorporate this into independent learning strategies and practical classroom practice (MA, PGDip, PGCert)
- Formulate and address research questions relating to the field of study (MA, PGDip)
- Create and carry out a project of significant complexity in the field of TESOL (MA)
- Critically appreciate and evaluate theories of language acquisition and learning, curriculum design, teaching methodologies and apply this

**Professional practical skills**
- Apply theoretically informed understandings to various contexts in TESOL (MA, PGDip, PGCert)
- Critically assess the appropriate approaches for applying teaching and learning strategies within various TESOL contexts (MA, PGDip)
- Apply appropriate English language teaching methodologies in various TESOL contexts (MA, PGDip)
- Evaluate and apply appropriate methods of assessment and testing in language teaching (MA, PGDip)
- Display competence in a range of skills at postgraduate level, including advanced analysis and synthesis of arguments, presentation, conducting independent research (MA)

**Key / transferable skills**
- Work both independently and with others in order to achieve common goals; (MA, PGDip, PGCert)
- Manage learning self-critically (MA, PGDip, PGCert);
- Critically evaluate research using appropriate theoretical and/or methodological frameworks (MA, PGDip)
- Organise and manage a research project of significant complexity (MA).

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30,
45 or 60 credits and, additionally Master’s dissertations 90 credits.

Credits achieved from completing the dissertation / final project module cannot be attributed to a subsidiary award. Students are unable to submit their dissertation until they have successfully completed their taught modules.

This programme is studied full-time over 12 months and part-time over 36 months. In order to achieve the principal award of an MA a student must complete 180 credits, with a minimum of 150 credits at FHEQ level 7 and the remainder at FHEQ level 6. Students are also eligible to exit the programme with the following subsidiary awards:

- PG Dip – 120 credits with a minimum of 90 credits at FHEQ level 7 and the remainder at FHEQ level 6
- PG Cert – 60 credits with a minimum of 45 credits at FHEQ level 7 and the remainder at FHEQ level 6

In order for students to progress they must achieve a minimum average of 50%.

Programme adjustments (if applicable)

NA

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<thead>
<tr>
<th>FHEQ Level (7): Potential awards – MA / PG Cert / PG Dip</th>
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<tbody>
<tr>
<td><strong>Module code</strong></td>
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<tr>
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</tr>
<tr>
<td>ELAM006</td>
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<td>ELAM007</td>
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<td>ELAM015</td>
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<td>ELAM020</td>
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How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

Students must choose two optional modules: one from semester one and one from semester two.

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- Associate Tutor(s)/Guest Speakers/Visiting Academics: N
- Professional Training Year (PTY): N
- Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): N
- Clinical Placement(s) (that are not part of the PTY Scheme): N
- ERASMUS Study (that is not taken during Level P): N
- Study exchange(s) (that are not part of the ERASMUS Scheme): N
- Dual degree: N

19. Quality assurance
The Regulations and Codes of Practice for taught programmes can be found at:
http://www.surrey.ac.uk/quality_enhancement/index.htm