Programme Specification

Programme award and title: MSc/PG Dip/PG Cert in Teaching English to Speakers of Other Languages (TESOL)

SCQF Level: 11  SCQF Credit Value: 180/120/60

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme aims to give a thorough understanding of the principles and practice of TESOL at a level appropriate to graduates who already have a sound academic training. The course is designed for native and non-native speakers of English and for those with or without some years of classroom experience. On completion, students should possess the knowledge and practical classroom skills to be confident, critically reflective, and enterprising teachers of English to speakers of other languages.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- Knowledge of current theory and practice in the teaching of language skills: speaking, listening, reading and writing and the language elements: grammar, vocabulary and pronunciation
- Knowledge of the processes which are involved in learning a second language
- the programming knowledge to enable the creation of a Webpage as a resource for second language learning
- knowledge of the potential of computers in second language learning.

Subject-specific skills and other attributes
- different approaches towards test design in English Language Teaching
- different approaches towards research design in second language learning
- a pedagogic knowledge of functional English syntax and grammar
- a pedagogic knowledge of the sound system of English
- the applications of concordancing software in the design of materials for second language learning
- Reflect on one’s own and one’s peers classroom practice
- Plan a language learning curriculum
- Analyse spoken and written discourse
- Assess the proficiency of second language learners.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Synthesise and critically evaluate a variety of sources
- Design a small scale research project
- Relate the totality of their learning to the demands of any teaching situation/classroom in which they find themselves
- Develop interpersonal skills for working with others in different contexts (for example, work, social etc.)

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features
The programme can be taken either part-time or full-time. There is one entry point per year, September. The programme combines theory and practice and teaching on the pedagogic modules is through seminar presentations, discussion, and small group tasks. The teaching on the theoretical modules is through the reading of key research papers in the field of second language acquisition research and the subsequent discussion in focused small group tasks.

Assessment across the programme is through 100% coursework and according to the module may include portfolios, assignments on lesson planning, designing tasks for Webpages or designing a language learning test, assignments on evaluating CALL software. Each module will include the equivalent of assignments totalling up to 4000 words. The dissertation has 15000 words.

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Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: Revised: September 2009