Programme Specification

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

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

- To give participants a good understanding of the principles and practice of teaching English to speakers of other languages (TESOL) and the advancement of education by fostering and promoting the study of language use, language acquisition and language teaching by looking at ways of improving language teaching and learning backed by a more rigorous study of language through study of Applied Linguistics in language teaching and learning. The course is designed for native and non-native speakers of English seeking a professional qualification in TESOL with a specialisation in Applied Linguistics. On completion, students should possess the knowledge and skill relevant to Applied Linguistics, but should also have 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
- Critical understanding of the processes which are involved in learning a second language
- A critical understanding of the potential use of theory in second language learning.
- Extensive, detailed and critical knowledge of the principles of designing materials to suit the language learning needs of specific target audiences.

Subject-specific skills and other attributes
- Different approaches towards research design in second language learning
- A pedagogic knowledge of the sound system of English
- 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
- Critically aware of the use and influence of ICT on language acquisition

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.)
- Critical reflection on own and others' roles and responsibilities

Learning, teaching and assessment strategies:

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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.
- Applied Linguistic modules are taught through workshops. Skills, theory and pedagogy for Applied Linguistics are related whenever possible to the theory and pedagogy taught on other modules.
- Assessment across the programme is through 100% coursework and according to the module may include portfolios, assignments on lesson planning, and designing materials for language classes. Each module will include the equivalent of assignments totalling up to 3000 words. The dissertation will be 15000 words.

Professional/statutory body accreditation or recognition:

Further details:

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: September 2011