Programme Specification

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

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 teaching to speakers of other languages (TESOL) and the use of Information and Communications Technology (ICT) 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 CALL (Computer Assisted Language Learning). On completion, students should possess the knowledge and skill relevant to CALL, 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
- Knowledge of the processes which are involved in learning a second language
- Knowledge of the potential use of multimedia in second language learning.
- Knowledge of the principles of designing multimedia materials to suit the language learning needs of specific target audiences.

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 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
- Competence in production of a coherent package of CALL software.
- Video production and editing skills
- Web page development
- Use of authoring packages
- Use of a VLE (WebCT) to deliver course materials
- Ability to function as a CALL specialist in an educational institution. Competence will be demonstrated to potential employers with the materials produced for assessment.

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.
- CALL modules are taught through workshops. Skills, theory and pedagogy for CALL 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 coherent packages of multimedia CALL materials. Each module will include the equivalent of assignments totalling up to 4000 words. The "dissertation" will be a portfolio of multimedia CALL materials with supporting documentation which, in total, will be equivalent to a dissertation of 15000 words.

### Professional/statutory body accreditation or recognition:

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<td>Entry requirements: <a href="http://www.external.stir.ac.uk/postgrad/index.php">http://www.external.stir.ac.uk/postgrad/index.php</a></td>
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<td>Programme structure: <a href="http://www.calendar.stir.ac.uk/">http://www.calendar.stir.ac.uk/</a></td>
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<td>Relevant Subject Benchmark statement (if applicable): <a href="http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp">http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</a></td>
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<td>Introduction/revision date: September 2010</td>
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