Programme Title: MA Teaching English to Speakers of Other Languages (TESOL)

Queen Mary
University of London

Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and title:	MA Teaching English to Speakers of Other Languages (TESOL)
Name of interim award(s):	N/A
Duration of study / period of registration:	1 calendar year (full-time)
Queen Mary programme code(s):	
QAA Benchmark Group:	N/A
FHEQ Level of Award:	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Languages, Linguistics & Film

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

The MA in Teaching English to Speakers of Other Languages (TESOL) is aimed at graduates with a Bachelor's degree (or equivalent) who wish to gain a postgraduate qualification to enable them to teach English in a range of international contexts, including university. The programme provides students with detailed knowledge of theories, approaches and methods of language teaching and learning, as well as opportunities to observe language teaching, gain experience of being a language learner, and put the theoretical knowledge into practice.

Aims of the programme

This programme aims to:
• meet national, EU-wide, and international needs in the teaching of English as a foreign language.
• prepare students for the prosecution of research.
• prepare students for employment.

Queen Mary
University of London

• widen access to postgraduate higher education.
• encourage the pursuit of independent study in the area.

There is an increasing demand for teachers of English worldwide and the sector is no longer dominated by native English speaking teachers. We expect candidates for this programme to come from a range of international contexts and educational backgrounds, and we thus expect to widen access to postgraduate education for those who may not hitherto have sought a master's qualification. As the programme is practice-based, we expect graduates who attain this master's qualification to be better prepared for employment in the sector, not only as English language teachers, but also prepared for careers in syllabus design, educational technology and consultancy. The programme will also prepare students to continue to doctoral study if they so wish. Much of the programme is centred around independent and reflective study, and we expect students to progress by doing and reflecting, both on theory and on practice.

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in terms of academic and discipline content and transferable skills. The programme outcomes are referenced to the relevant QAA benchmark descriptor(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:	
A 1	Students who successfully complete the programme will be able to demonstrate knowledge and understanding of various aspects of English language teaching and learning.
A 2	Students who successfully complete the programme will be able to demonstrate knowledge and understanding of the strengths and weaknesses of the theories in English language teaching and learning, and reflect on their application in practice.
A 3	Students who successfully complete the programme will be able to demonstrate understanding of the relationship between the theory and practice of English language teaching and learning.

Disciplinary Skills - able to:	
B 1	Through analysis of the different approaches and methods in language teaching, students who successfully complete the programme will be able to synthesise various aspects of theoretical knowledge to meet practical needs in the English language teaching and learning environment.
B 2	Students who successfully complete the programme will be able to demonstrate an ability to critically evaluate approaches and methods in English language teaching.
B 3	Students who successfully complete the programme will be able to demonstrate the ability to apply theory to practice.

Attributes:	
C 1	Students will be given opportunities to demonstrate decision-making ability in the complex and unpredictable situations which arise in the language learning environment, and be able to demonstrate creativity in tackling and solving problems.

Queen Mary
University of London

C 2	Students who successfully complete the programme will acquire both the independent and team learning skills necessary to continue their professional development in a changing world.
C 3	Students who successfully complete the programme will acquire communicative skills through discussion and oral presentations of research and/or reflection on practical learning situations, and acquire skills to present and defend their opinions through logical argument.
C 4	Students who successfully complete the programme will gain confidence in applying theory to practice through planning and implementing tasks at a professional level.

How will you learn?

A range of teaching and learning techniques will be used, tailored to the learning outcomes of the different modules. These will include: lectures; seminars; seminar discussions; teaching observation; peer/micro -teaching; workshops; directed readings; practical tasks; materials development; library-based research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module forms list further details of teaching and learning procedures.

How will you be assessed?

A wide range of assessment techniques will also be used. These will include: essays; formative assessment; learning log; presentations; and practical tasks such as materials development. Individual module proposal forms list further details of assessment practices.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

For the specific modules and their titles, please see below.

FT MA students:
Students complete the following compulsory modules EAL7200 (30 credits), EAL7202 (30 credits), EAL7213 (15 credits), and EAL7212 (15 credits), and a dissertation core module: EAL7203 or EAL7204 (60 credits). Full-time students will also choose elective modules worth a total of 30 credits (15 in Semester 1, and 15 in Semester 2), according to their interests and/or career plans.

Queen Mary
University of London

Programme Title: MA Teaching English to Speakers of Other Languages (TESOL)

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Approaches and Methods in English Language Teaching	EAL7200	30	7	Compulsory	1	Semester 1
Second Language Acquisition	EAL7202	30	7	Compulsory	1	Semester 2
Dissertation in English Language Teaching / Standard (Research) Pathway	EAL7203	60	7	Core	1	Semesters 2 & 3
Dissertation in English Language Teaching (Professional Qualification Pathway)	EAL7204	60	7	Core	1	Semesters 2 & 3
Research Methods in Language Teaching	EAL7213	15	7	Compulsory	1	Semester 1
Multimedia Materials Development for English Language Teaching	EAL7212	15	7	Compulsory	1	Semester 2
Curriculum Design and Materials Evaluation for English Language Teaching	EAL7211	15	7	Elective	1	Semester 1
Description of Language	EAL7207	15	7	Elective	1	Semester 1
Methods of Text and Corpus Analysis	EAL7210	15	7	Elective	1	Semester 1
Assessment in English Language Teaching	EAL7214	15	7	Elective	1	Semester 2
Teaching English in Professional and Academic Settings	EAL7209	15	7	Elective	1	Semester 2

What are the entry requirements?

• Upper second-class honours (or overseas equivalent) in an undergraduate degree
• IELTS 7.0 with 7.0 in writing and 5.5 in all other elements (or equivalent) required of overseas applicants whose first language is not English
IELTS 7.0 with 6.5 in writing (or equivalent) required of overseas applicants whose first language is not English on agreement to study the non-credit modules EAL7831, EAL7832, and EAL7842

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Queen Mary
University of London

Each school operates an Education Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

In addition to the huge range of support for students provided by QMUL (the Dean and Deputy Dean for Students; the Student Finance and Bursary Officer; Queen Mary Advice and Counselling Service; Occupational Health Service; Student Health Service; Careers Service; Library Services; Disability and Dyslexia Service; Students' Union; Westfield Nursery; Chaplaincy, etc.), all MA students are supported by their individual advisors.

Programme-specific rules and facts

N/A

How inclusive is the programme for all students, including those with disabilities?

QMUL has a stated strategic mission to create a truly inclusive environment for all; the university is ranked top among the Russell Group in the English Social Mobility Index, and is third among all English universities (Higher Education Policy Institute, 2022). On this programme, we aim to meet the needs and preferences of learners with a diverse range of learning styles and neurodiversities. Each module on the course is delivered using a range of media and tools, including video, audio and text, and makes use of the QMplus Blackboard Ally plugin to provide learners with a range of formats to access the materials. Furthermore, we actively welcome students of a wide range of backgrounds, nationalities, ethnicities, orientations, ages and abilities. We encourage compliance with current accessibility standards in lesson materials preparation, such as making use of high contrast colours, and choices of font sizes and styles. Where we are not fully able to meet specific learner needs, we refer to the central Disability and Dyslexia Service (DDS) for support and guidance. All students are made aware of the support DDS provides, and we support our students in accessing the following help:

• Finding out if they have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g., digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g., Braille)
• Providing educational support workers (e.g., note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Queen Mary
University of London

Links with employers, placement opportunities and transferable skills

• Links With Employers & Placement Opportunities: Students taking the professional pathway dissertation option are supported in their applications to selected CELTA Teacher Training Institutes in London. (or N/A?)
• Transferable skills as outlined in "Learning Outcomes / Attributes", C1 - C4

Programme Specification Approval

Person completing Programme Specification:

Martin Barge

Person responsible for management of programme:

Martin Barge

Date Programme Specification produced / amended by School / Institute Education Committee:

13 Feb 2024

Date Programme Specification approved by Taught Programmes Board:

Queen Mary
University of London