

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Partners
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon and/or partner location
<b>1.4 Final Award Title:</b>	MA TESOL
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Teaching English to Speakers of Other Languages
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	Education
<b>1.9 HECoS Code:</b>	100513
<b>1.10 Collaborative Provision Arrangement:</b>	Franchise
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). Students studying at the Marjon campus will undergo an interview as part of the application process. Students at partner institutions may also undergo an interview.
<b>1.12 Accrediting Professional Body/PSRB</b>	N/A
<b>1.13 QAA Subject Benchmarking Group(s):</b>	Master's Degree Characteristics 2020 Languages, Cultures and Societies 2023 Linguistics 2023
<b>1.14 Other External Points of Reference:</b>	Curriculum of Cambridge ESOL DELTA course
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	Observed and other classroom-based teaching practice is compulsory.
<b>1.17 Arrangements for Distance Learning:</b>	n/a
<b>1.18 Original Date of Production:</b>	October 2023
<b>1.19 Date of Commencement:</b>	September 2024
<b>1.20 Review Date:</b>	September 2029

## **2. Programme Outline**

The programme is suitable for people with experience of teaching of English to speakers of other languages, and in particular who have a DELTA which they can use to APL elements of the course. It is also designed to be suitable for people without experience of teaching, but who have extensive classroom experience as language learners who are intending to enter the profession. It is suitable for students with English as a first language and also for those with English as a second language and for UK, EU and non-EU applicants. The course is taught by qualified and experienced teachers and the content, study hours and teaching observation integrates this practical experience with the development of postgraduate level knowledge and intellectual skills. All the modules are informed by empirical research – primary as well as secondary - and the programme seeks to build and organise TESOL knowledge in the form of testable explanations and predictions about language teaching and learning.

This programme consists of 8 x 15 credit compulsory modules, with one 60 credit final thesis. It can be studied full or part time in the UK at Marjon, in a standard academic year, or full time in a partner university as a single or dual award, delivered in line with local norms and local academic year structure. Partners may require slightly different structures, which are specified in the appendix. APL of prior DELTA (Diploma in English Language Teaching) level or other TEFLQ (Teaching English as a Foreign Language Qualified) equivalence is possible for up to 60 Credits (ESLM01, ESLM02, ESLM03, ESLM04 only).

The programme offers experience of observed teaching practice. This can occur in the UK or an international setting. Successful completion of six observed hours of teaching practice by a TEFLQ qualified teacher plus the relevant module assessments can confer an additional Certificate of Achievement from Marjon (observation by a qualified teacher may incur an additional cost). NB: The MA TESOL itself does not confer an externally accredited teaching qualification equivalent to the DELTA, it could, following a minimum of two years' teaching experience and the above certificate of teaching practice, form the evidence for an application to TEFLQ status by applying directly to the British Council. Please note that Plymouth Marjon University cannot guarantee that such an application will be successful.

### **2.1 Integrating Sustainability into the Curriculum**

There are two main ways in which this programme addresses environmental concerns. One is practical and the other is at subject level. Firstly, with interchangeable (subject to availability) distance, blended learning, partnership and on campus options, this programme hopes to keep the impact of long distance and international travel to a minimum. We will encourage students to consider wider environmental impacts of their current and their future selves'. Secondly, much ESL work is teaching to children and there is a huge demand for this across the world. We believe it is critical that educational materials embed environmental issues into teaching materials. There are many resources available for this, including some designed by Marjon and partners for precisely this purpose.

### **3. Distinctive Features**

The programme is distinctive in several ways.

- It is designed to be taken by students who live in geographic areas that currently have no equivalent provision.
- The flexible structure allows students to fit their study around other activity, thus enabling a wider population to participate.
- The strong focus on practical teaching materials and language analysis gives the student unrivalled skills to enhance their professional careers.
- For the WBL/Teaching practice, schools local to delivery point arranged by the student within the relevant module, or a student could attend a placement at a school in the UK.
- Certificate of Achievement for successful completion of 6 hours of observed teaching practice by a qualified ESOL teacher (may incur an additional cost).

### **4. Programme Aims**

The primary aim of this programme is to prepare at a postgraduate level, individuals with expertise in teaching English to speakers of other languages, enhanced theoretical and practical knowledge and skills, as well as an ability to undertake research, and to further their career opportunities in the profession of TESOL. Students will develop their intellectual, practical and transferable skills in ways appropriate for Level 7 (Masters level), extending and deepening their professional knowledge in four specific areas.

The programme aims to develop critical understanding of:

1. Learning styles and strategies in TESOL;
2. Teaching skills and materials design;
3. English language description and analysis;
4. Professional and research skills.

## 5. Programme Learning Outcomes

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. critical awareness of specific theories, ideas and practices within TESOL;
2. a high level of knowledge of language teaching strategies informed by a range of pedagogical theory and practice;
3. in-depth knowledge of the relationships between theories, ideas, ethics, procedures and practices in educational contexts;
4. the ability to accurately describe standard and nonstandard English language use in a range of communicative contexts;

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

5. the ability to critically evaluate a range of ESOL teaching methods and materials;
6. appropriate and critically justified selection of teaching strategies and curricular design;
7. the ability to critically discuss linguistic and pedagogical theory in a range of English language teaching contexts;
8. the ability to critically evaluate of their own and other's professional and pedagogic skills.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

9. appropriate application of a range of pedagogical, interpersonal and practical classroom skills in an English language teaching context;
10. the ability to apply their knowledge of English in order to evaluate learner language;
11. critical awareness of appropriate research methods and how to apply them to an original research project;
12. the ability to and devise lessons and/or personal study plans to address specific issues and to critically appraise and evidence the efficacy of their application in English language teaching contexts.

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

13. comprehensive integration of intellectual skills at M-level with professional practice in language education;
14. effective mentoring skills in professional and related contexts and the ability to effectively encourage others to reflect on and develop their learning strategies;
15. the ability to use a high level of English language and academic skills;
16. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language.

## 6. Learning and Teaching Methods

A wide range of teaching and learning methods and strategies will be used in order to enrich the student experience and ensure equality of opportunity, to account for the preferred learning styles of different students. A variety of approaches will be employed, from the traditionally didactic to more conventional and interactive methods. This puts students at the heart of the responsibility for their learning even when that occurs in traditional taught formats. In other words they are expected to, and provided with, opportunities throughout to question and engage with material. This results in a learning strategy that requires a sense of agency from the students, as well as space for developing articulation and fluency about the topics. There will also be opportunities for extensive co-creation of taught sessions, participation in English language classrooms and interaction with real English language students. Students receive support and scaffolding in their studies not only through the programme's modular design but 1-2-1 engagement with tutors and others. The role of students within this approach is to map the structures of the fast-developing theories and concepts in this field and demonstrate the intellectual activities which characterise good professional and research practice in TESOL. Further, they articulate their own learning needs, plan strategically to further these, observe and analyse the different professional and research activities realised within the programme, and reflect on ways the learning experience is transformative in both identity and intellectual domains.

Method	Description
<b>Lectures</b>	A lecture is usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.
<b>Seminars</b>	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
<b>Workshops</b>	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.
<b>Small group work</b>	A group of 3 or more students tasked with working together for a short time within a session. It could involve using a social learning space to complete a task or may involve using a range of technologies to connect away from the main lecture or tutorial (e.g. breakout rooms in Teams)
<b>Supported Independent-Study</b>	Activities where a trainee conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
<b>Simulations/demonstrations</b>	Activities where a professional skill is demonstrated in a real or pseudo-real environment rather explicitly taught.
<b>Online / blended learning</b>	Teaching materials are hosted online instead of in class. This enables students to have some flexibility over the pace of learning and timing in which engagement occurs. It could be synchronous or asynchronous. Blended learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities outside the constraints of a physical classroom.
<b>Individual / group Tutorials</b>	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
<b>Practice teaching based learning</b>	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a working environment, while being monitored and supported by a tutor.
<b>Peer teaching</b>	Students learn from each other to spread their good practice, their specialist interests and to gain teaching experience and constructive feedback. A peer teaching session could involve any or a mixture of the learning and teaching methods listed above.

## **6.1 Learning Enhancement**

There are many enhancement opportunities available including and not limited to online and in person conferences and seminars, British Council run teaching and learning CPD events, exchanges to Marjon or elsewhere and volunteer work in relevant local schools. Additional opportunities can be gained by membership of professional bodies.

## **6.2 e-Learning**

This programme embeds e-learning at all points in the course. This is achieved via hosting all module content and materials, including recorded or pre-recorded sessions on Marjon Canvas, and access to the e-library to all students. Attendance at relevant online conferences, and post-conference discussion either on a video platform like MS Teams or Zoom, will also be encouraged. Video recordings of teachers in action, peer sessions and online lectures and materials by third parties will also be used.

## 7. Modes of Assessment

Assessment on the programme has been designed to encourage creativity and reflection, to maintain and develop academic prowess and integrity, to showcase skills and knowledge, and to enhance professional and career development. As such assessment is highly varied and individualised wherever possible, while also allowing for multiple locations to align.

Method	Description
Language analysis	Assesses the students' ability to analyse language form and language use and to describe the characteristics of texts and interactions, and to apply these to practical data and examples in individuals and classroom interaction, language learning and assessment.
Speech Analysis	Assesses the students' ability to analyse speech using tools like the IPA, and to apply these analyses to practical situations in individuals and to design classroom and individual activities to enable mitigation of highlighted issues.
Examination	Students sit a single event end of module exam in controlled and timed conditions. May include open-book. May be on campus or online.
Written assignment	This covers a range of written assignment types such as reports, essays, summaries, reviews and so on.
Teaching Practice Report	A collection of documents which record planning, teaching and reflection on teaching. This includes a personal statement examining what has been learnt, and the transformative impact of this experience.
Reflective Report	Description of personal learning and other professional activity, and analysis of the impact of these in terms of assumptions, beliefs and practices of teachers and learners.
Lesson Plan	Students design a lesson plan that has (a) specified purpose(s) and write a justification for their choices of activities for the implementation if that plan and the outcomes are to be achieved and evaluated.
Presentation	An individual student or group researches and talks in person about a specified topic. A live event could use PowerPoint or similar, a poster, or the assessment could be submitted as a video recording. English language skills are highly weighted in these assessments. NB: Not marked anonymously.
Portfolios	A collection of work created periodically and submitted either periodically or collated and submitted as a set. These can be used to demonstrate progression in learning through a module for example, or a broad skill set. See module descriptors for details (ESLM02 ESLM03 ESLM06 ESLM07)
Research Proposal	Students write a proposal for their dissertation covering literature and ethics.
Master's Thesis	A substantial piece of original research on a TESOL related topic, which contains, as appropriate, a literature review, methodology, results and discussion section. NB: Not marked anonymously.

## 8. Exemptions to University Regulations

N/A For standard route.

For Pathways at partner locations, any exemptions will be specified in the relevant appendix.



## 9. Work-Based Learning/Placement Learning (WBL)

The teaching practice module is compulsory and comprises 50 hours of a mixture of observation, teaching and classroom assistant work. The balance is to be organised by consultation between the module leader, the student and the provider. This is usually to be taken as a block when they are not studying another module, but flexibility to suit the student is absolutely key here. A partner-based student could apply to do their TP in the UK if they were prepared to self-fund their visit. The module will be supported, observed and assessed by university or partner staff using the same criteria, thus ensuring parity and equality of provision, irrespective of the location of the internship.

Notes on choice of provider:

- The placement can be in the student's own country, another country or in the UK.
- It can be sourced by the student or facilitated by the programme team.
- TP can be adults or children. NB there may be an additional charge if a DBS certificate is required in the UK.

Each provider will be approved by the partner, or by Marjon if in the UK in line with current WBL procedures. Because the teaching itself is unassessed at module level, the only criteria for choice of location is that the provider is a formally recognised school and that the main teacher has recognised teaching qualifications or extensive experience. An individual running informal classes would not be considered an appropriate venue.

In order to receive the Certificate of Achievement a student will need to carry out a minimum of 6 hours solo teaching that is observed and reported on by a TEFLQ, wherever possible. This may incur an additional cost if a suitably qualified teacher needs to be sourced for the relevant observations. This will, after two years of teaching, allow them to apply for TEFLQ status themselves from the British Council.

## 10. Programme Structure

### Full Time

Module Code	Module Title	Credits	Assessment: % Coursework Practical Exam	Sequence	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">ESLM01</a>	Second Language learning theory	15	Coursework 100%	Semester 1	Compulsory	NC
<a href="#">ESLM02</a>	TESOL methodology	15	Coursework 100%	Semester 1	Compulsory	NC
<a href="#">ESLM03</a>	Current Issues in TESOL	15	Coursework 100%	Semester 1	Compulsory	NC
<a href="#">ESLM04</a>	Language and Error Analysis	15	Coursework 75% Practical 25%	Semester 1	Compulsory	NC
<a href="#">ESLM05</a>	Analysing and Teaching Speech	15	Coursework 100%	Semester 2	Compulsory	NC
<a href="#">ESLM06</a>	Designing Materials for TESOL	15	Coursework 100%	Semester 2	Compulsory	NC
<a href="#">ESLM07</a>	Teaching Practice	15	Coursework 100%	Semester 2	Compulsory	NC
<a href="#">ESLM08</a>	Research Methods	15	100% Coursework	Semester 2	Compulsory	NC
<a href="#">ESLM09</a>	Dissertation	60	100% Coursework	Semester 3	Compulsory	NC
Partner specific Pathway (HPU2)						
<a href="#">ESLM11*</a>	Technology in Language Teaching & Learning	15	Coursework 100%	Semester 3	Compulsory	
<a href="#">ESLM10*</a>	Master's Project	45	Coursework 100%	Semester 3	Compulsory	

\* Replaces ESLM09 for HPU2 only.

## Delivery Pattern

### Standard Pathway Full-time (12 months) – September cohort

Duration	Taught Input	Module
September - January	2 days a week. University semester A dates	ESLM01 ESLM02 ESLM03 ESLM04
January - May	1.5 days a week. University semester B dates *teaching practice 0.5 days a week or block to suit	ESLM05 ESLM06 ESLM07* ESLM08
May - September	No attendance	ESLM09

### Part-time (24 months) – September cohort

#### Year 1

Duration	Taught Input	Module
September - January	1 day a week. University semester A dates	ESLM01 ESLM02
January - May	1 day a week. University semester B dates *teaching practice 0.5 days a week or block to suit	ESLM05 ESLM06
May - September		-

#### Year 2

Duration	Taught Input	Module
September - January	1 day a week. University semester A dates	ESLM03 ESLM04
January - May	1 day a week. University semester B dates *teaching practice 0.5 days a week or block to suit	ESLM07* ESLM08
May - September	No attendance	ESLM09

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and are made explicit to students throughout the programme.

**Level 7**

<b>Module Code</b>	<b>Module Title</b>	<b>Thread</b>
ESLM01	Second Language learning theory	1 5 6
ESLM02	TESOL methodology	4 5 6 7
ESLM03	Current Issues in TESOL	1 2 6
ESLM04	Language and Error Analysis	5 6 8
ESLM05	Analysing and Teaching Speech	5 6 8
ESLM06	Designing Materials for TESOL	4 5 7
ESLM07	Teaching Practice	3 4 5 7
ESLM08	Research Methods	1 3 6
ESLM09	Dissertation	1 3 5 6 8
ESLM11	Technology in Language Teaching & Learning	2 3 6
ESLM10	Master’s Project	1 3 5 6 8

1. Research & enquiry
2. Global citizenship
3. Data literacy
4. Employability, Leadership & influence
5. Creative & critical thinking
6. Subject Knowledge.
7. Practical Teaching
8. Practical Analysis

## Structure and Points of Progression

On campus route (See the Appendix for details by additional partners).

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
ESLM01	Second Language learning theory	15	1	MAB – Feb PAB – Feb	
ESLM02	TESOL methodology	15	2	MAB – Feb PAB – Feb	
ESLM03	Current Issues in TESOL	15	3	MAB – Feb PAB – Feb	
ESLM04	Language and Error Analysis	15	4	MAB – Feb PAB – Feb	Exit award available
ESLM05	Analysing and Teaching Speech	15	5	MAB – June PAB – July	
ESLM06	Designing Materials for TESOL	15	6	MAB – June PAB – July	
ESLM07	Teaching Practice	15	8	MAB – June PAB – July	
ESLM08	Research Methods	15	9	MAB – June PAB – July	Exit award available
ESLM09	Dissertation	60	10	September MAB September PAB	Exit award available

## 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

n/a

## 12. Professional Advisory Group

- British Council
- British Association of Applied Linguistics.
- Local advisory groups and professional bodies to be agreed per partner.

## 13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

## 14. Employability and Career Progression Opportunities

- Teacher of English to Speakers of other Languages
- English School Director
- University Lecturer in TESOL
- Teaching assistant
- Research assistant

The following skills are embedded in the programme:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

### Digital Skills:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).

- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

## **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health, Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

## **17. Other Stakeholder Feedback**

Feedback into the design of the programme was carried out by consulting with the following stakeholders and experts in the field

- Potential students on feeder programmes
- TESOL Teachers in Hanoi, Vietnam and the UK
- Current External Examiners on related programmes
- Lecturers and module leads for MA TESOL at another institution.
- International recruitment agency

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.



