PROGRAMME SPECIFICATION **(Taught Postgraduate)**		**Newcastle University**

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MA
4	**Programme Title**	Applied Linguistics and TESOL
5	**Programme Code**	4056F, 4056P
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Level 7
9	**Last updated**	May 2024

10   Programme Aims

The programme is informed by leading edge research in areas of applied linguistics and TESOL. It builds on experience of the staff working with students and practitioners from/in different cultural background/contexts. The programme offers professional development opportunities for language teachers as well as students who would like to work as language teachers.

The programme aims:

1. To develop students' knowledge and understanding of theories and concepts in applied linguistics and TESOL.

2. To provide students with learning environments that enhance their critical engagement with theories, concepts, and practice in areas of applied linguistics and TESOL and their reflection upon practical implications for their own teaching and learning context.

3. To facilitate application of knowledge and understanding and professional skills to relevant teaching and learning contexts.

4. To enable students to undertake an independent and systematic investigation on particular areas of applied linguistics and TESOL.

5. To enhance students' independent learning and transferable skills required for continuing professional development or lifelong learning.

6. To provide a programme which meets the requirements of a level 7 award in the Framework for Higher Education Qualification.

7. To comply with prevailing University policies and QAA codes of practice.

11   Learning Outcomes

Intended learning outcomes for the Degree Programme conform to those defined by the FHEQ as being at Level 7. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, and key skills in the following areas.

Knowledge and Understanding
On completing the programme students should have: A1 In-depth knowledge and understanding of theories, principles, concepts and methodologies in applied linguistics and TESOL. A2 A critical awareness of key issues or debates concerning teaching and learning English as a second/foreign language. A3 In-depth knowledge and understanding of the developments and research in at least one of the areas of second language acquisition, discourse analysis for language teachers, classroom interaction, language testing, English for Academic Purposes, learning English through media and technology, teacher development. A4 In-depth knowledge of methodologies and techniques applicable to research in areas of applied linguistics and TESOL.

Teaching and Learning Methods
A1-A4 are primarily achieved through lectures (in-person and online), seminars, workshops and tutorials. Lectures are the primary means for sharing knowledge and understanding with the students, while seminars and workshops allow students to make connections between theories and practice. Tutorials are arranged to meet individual learning needs. Throughout the course, students are encouraged for independent and critical reading. Support for these skills is carefully embedded into the curriculum, with supportive input from the Library Liaison/Academic Skills Team and INTO Newcastle University's In-Sessional team. Students' knowledge and understanding will be further developed through preparations for presentations or undertaking an independent research project under the supervision of staff.

Assessment Strategy
A1-A4 are assessed primarily through written assignments, presentations or practical tasks, and the production of a dissertation/software portfolio. Written assignments encourage students to have critical engagement with the literature and reflection on their own knowledge and understanding of relevant theories, concepts and methodology. Presentations and practical tasks enhance their understanding. The production of a dissertation requires deep understanding with selected theories, concepts and methodologies.

Intellectual Skills
On completing the programme students should be able to: B1 Carry out intellectual enquiry in areas of applied linguistics and TESOL. B2 Critically analyse theories, principles, methodologies and research findings in the fields of applied linguistics and TESOL. B3 Synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses. B4 Interpret, analyse, evaluate teaching/learning materials, language use or language production in the light of relevant theories, frameworks and cultural context.

Teaching and Learning Methods
B1-B4 will be developed through guided critical reading tasks, in-class activities, small group teaching, workshops and research projects.

Assessment Strategy
Intellectual skills are assessed, primarily through written assignments and a dissertation. The course work enables students to develop critical engagement with the existing literature or data and demonstrate their understanding and performance of intellectual skills.

Practical Skills
On completing the programme students should be able to:

C1 Apply applied linguistics and TESOL theories to interpret teaching and learning in a practical situation.

C2 Design language teaching and learning materials appropriate to targeted groups or related issues.

C3 Plan, design, conduct an independent research project in areas of applied linguistics and TESOL.

C4 Develop academic discourse at an advance level. |

Teaching and Learning Methods
Practical skills of C1-C2 are developed through a combination of interactive lectures (in-person and online), seminars, presentations, workshops, and small group teaching. Students are encouraged to apply theories and practical skills to design and interpret teaching materials, and to analyse language use for teaching or communication purposes. Students will be given support and guidance by during lectures and tutorials. C3 will mainly be taught through the research methods module and workshops. Students are required to undertake research projects for their dissertations, in which they are to use the research skills they have been taught in the course. Additional tutorials on writing research proposals, research designs and data collections and analysis will be provided by personal tutors and at the subsequent meetings with individual dissertation supervisors. Attentions on academic discourse are drawn to students through critical reading, workshops and tutors' feedback on students' written work.

Assessment Strategy
Practical skills C1 and C2 are assessed by means of module assignments, including written work, oral presentations and small group teaching. Practical skill C3 is assessed through dissertations. Practical skill C4 is assessed through all the written work.

Transferable/Key Skills
On completing the programme students should be able to:

D1 Present complex ideas clearly in both written and oral English.

D2 Work with others and resolve conflicts if necessary.

D3 Manage time, prioritise tasks and meet deadlines.

D4 Take initiatives and set goals for their own learning and personal and professional development.

D5 Adapt to changes.

D6 Use electronic databases, blackboard and on-line communication forum. |

Teaching and Learning Methods
D2-D6 are introduced to students in the induction programme, highlighting their importance for the success of the coming year. Library sessions will be provided on how to search and use the electronic databases and blackboard (D6). Subject specific sessions and workshops are organised to develop students' academic writing skills, and oral communication skills are developed through seminars, presentations, and group work (D1). Whenever possible, students are encouraged to work in teams through small group activities or presentations (D2). Students will be provided with information of module submission dates and an overview of course to help them set objectives, determine priorities, schedule their workload and meet deadlines (D3). Ex-MA or PhD students are invited to give insights to adaptations to a new teaching and learning environment (D4, D5).
Assessment Strategy
Transferable skills D1, D3, D4 and D6 are directly assessed through or reflected in their written work or oral presentations, while D2 and D5 are assessed indirectly through presentations or small group teaching.

12	Programme Curriculum, Structure and Features
Basic structure of the programme	
The period of the study for the programme is normally 12-month full time. It consists of taught modules and a dissertation with a total of 180 credits. The taught part of the programme consists of a combination of compulsory modules in Applied Linguistics and TESOL to the value of 60 credits and optional modules to the value of 60 credits. The dissertation equals to the value of 60 credits. Students may substitute one of the Applied Linguistics and TESOL optional modules to a maximum of 20 credits with modules from other sections, subject to the approval by the Degree Programme Director (typically these will be modules in Cross Cultural Communication, Education and Linguistics). Students who successfully complete all the taught elements of the programme but do not wish to proceed to the research project will be awarded a Postgraduate Diploma, under the University's Examination Conventions for Taught Master's Programmes.	
Key features of the programme (including what makes the programme distinctive)	
MA in ALT is one year taught degree designed for candidates who wish to improve their knowledge, skills and professional performance in Teaching English to Speakers of Other Languages (TESOL). It offers a wide range of modules and flexibility for students to pursue advanced study in this discipline and/or broaden their career opportunities. Students will develop in-depth knowledge and understanding of teaching and learning theories, methodologies, and research skills in the area of applied linguistics TESOL. This programme is relevant for candidates with teaching experience (in-service) and those without teaching experience (pre-service), or lecturers at higher education institutions.	
Programme regulations (link to on-line version)	
4056 Programme Regulations 24-25	

13	Support for Student Learning

Generic information regarding University provision is available here.

14	Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available here.

Accreditation reports
n/a

Additional mechanisms
n/a

15	Assessment regulations

Generic information regarding University provision is available here.

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.