Birkbeck
UNIVERSITY OF LONDON

Programme Specification

1	**Awarding body**	University of London
2	**Teaching Institution**	**Birkbeck College**
3	**Programme Title(s)**	**MA Teaching English to Speakers of Other Languages (TESOL)**
4	**Programme Code(s)**	TMATESOL_C
5	**UCAS code**	N/A
6	**Home Department**	Applied Linguistics and Communication
7	**Exit Award(s)**	N/A
8	**Duration of Study** (number of years)	1 or 2 years
9	**Mode of Study**	FT ✓ PT ✓ DL
10	**Level of Award (FHEQ)**	7
11	**Other teaching depts or institution**	N/A
12	**Professional, Statutory Regulatory Body(PSRB) details**	N/A
13	**QAA Benchmark Group**	N/A

14	**Programme Rationale & Aims**
	The MA TESOL is designed for people with classroom experience of teaching second or foreign languages, or those with a strong academic background in a relevant subject and who have an interest in the theory and practice of language teaching. The programme offers the opportunity to increase knowledge of the theories that shape the decisions that teachers make in class and develop understanding of classroom practice through personal reflection and discussion with other practitioners.
	The programme values the importance of reflection on practical experience of language learning and teaching in providing the context for theoretical concepts. Participants are asked to draw on examples from their learning and teaching experiences and are encouraged to maintain contact with the classroom during the course as a way of bridging the gap between theory and practice.
	The MA programme aims to increase understanding of key concepts in language teaching through the academic literature; to develop a critical approach to methods and materials; to offer the opportunity to reflect on professional practice; to promote cross-cultural awareness at the same time as knowledge of different teaching contexts; and to provide a range of options to allow for different professional interests.

15	**Entry Criteria**
	Normally a second-class honours degree or above (or overseas equivalent) in a relevant subject and/or relevant professional training and language teaching experience.

This specialist course in teaching English to speakers of other languages (TESOL) values the importance of bridging the gap between theory and practice and is structured to reflect the fine balance between the two.

If English is not the applicant's first language, they will need an English language qualification (IELTS 6.5 or equivalent) completed within the last 2 years, unless they can provide evidence of completion of a degree in an English-speaking university.

An interview may be required. Applicants may also be asked to complete a short written task of no more than 500 words.

Applicants must provide 2 references, at least 1 of which should be an academic reference.

If an applicant has been awarded the Cambridge Diploma in English Language Teaching to Adults (DELTA) in the last 5 years, they can apply for credit for 1 option module and if they wish to do this they should indicate it in their application.

16	**Learning Outcomes**

- Develop substantial knowledge and understanding of the main theories, principles and models in the study of language teaching and TESOL. (core and option)
- Develop substantial knowledge of the relationship between teaching, learning and language. (New modules, core and option)
- Demonstrate appreciation of the relationship between theory and practice and the ability to make connections between theories and practice (LNLN019S7, and all content modules)
- Demonstrate the ability to critically evaluate theories (LNLN019S7, and all content modules)
- Demonstrate the ability to reflect on one's own personal and professional experience (New modules, core and option)
- Apply an analytical and systematic approach to problem-solving(LNLN019S7, and all content modules)
- Demonstrate the ability to synthesise ideas and information (all modules, plus dissertation)
- Academic writing skills (all modules and dissertation)
- Research skills (all modules and dissertation)
- Develop self-confidence through appreciation of individual and cultural styles of learning and communication

17	**Learning, teaching and assessment methods**

Teaching takes several forms, including lectures, seminars, discussions, workshops and presentations.

18	**Programme Description**

Students will normally complete five modules and an independent literature review, however, they can follow one of two pathways. They can either complete five modules plus a 5-6,000 word independent literature review (30 credits) or, particularly for those who wish to take a PhD in the future, they can complete four modules plus a 12-15,000 word dissertation (60 credits). Students wishing to pursue an academic career/research are advised to opt to complete the dissertation.

Full-time students must complete all modules plus their dissertation or an independent literature review within one year.
Part-time students should take three modules in their first year and then one or two modules (depending on their chosen pathway), plus their dissertation or an independent literature review in their second year.

19	**Programme Structure**

Full-Time programme – 1 year

Year 1

Level	Module Code	Module Title	Credits	Status*
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option
7		Option Module	30	Option
7	LNLN004D7	Dissertation	60	Core
		OR		
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option
7		Option Module	30	Option
7		Option Module	30	Option
7	SSAC012S7	Independent Literature Review	30	Core

Part-Time programme – 2 years

Year 1

Level	Module Code	Module Title	Credits	Status*
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option

Year 2

Level	Module Code	Module Title	Credits	Status*
7		Option Module	30	Option
7	LNLN004D7	Dissertation	30	Core
		OR		
7		Option Module	30	Option
7		Option Module	30	Option
7	SSAC012S7	Independent Literature Review	30	Core

*Status

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	**Regulations**
	Admissions This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/mybirkbeck/services/rules/Admissions%20Policy.pdf/view ***Credit Transfer*** Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/mybirkbeck/services/rules/AccreditedPriorLearning.pdf ***Programme Regulations*** This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf ***Programme Specific Regulations (or not applicable)* N/A**

21	**Student Support and Guidance**
	All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/mybirkbeck/services/facilities

22	**Methods of Enhancing Quality and Standards**
	The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input. For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality

23	**Programme Director**	Dr Bojana Petric
24	**Start Date** *(term/year)*	Autumn term 2010/11
25	**Date approved by TQEC**	Spring 2010
26	**Date approved by Academic Board**	Summer 2010
27	**Date(s) updated/amended**	March 2015