



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

MA Applied Linguistics and TESOL

**Academic Standards, Quality and Partnerships
Department of Student and Academic Administration**

March 2018

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MA Applied Linguistics and TESOL C2023P

COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

Course Title	<i>MA Applied Linguistics and TESOL</i>
Final Award	<i>MA</i>
Exit Awards	<i>PG Cert, PG Dip</i>
Course Code / UCAS code (if applicable)	<i>C2023P/P2023PTC</i>
Mode of study	<i>part time</i>
Mode of delivery	<i>distance learning</i>
Normal length of course	<i>3 years</i>
Cohort(s) to which this course specification applies	<i>from September 2019 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Humanities and Social Sciences</i>
School/Department/Subject Group	<i>School of Languages and Applied Linguistics</i>
School/Department/Subject Group webpage	http://www.port.ac.uk/school-of-languages-and-area-studies/
Course webpage including entry criteria	http://www.port.ac.uk/courses/modern-languages-and-area-studies/ma-applied-linguistics-and-tesol/
Professional and/or Statutory Regulatory Body accreditations	<i>none</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>level 7</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Module Web Search](#) for further information on the course structure and modules.

Educational aims of the course

The [Course Specification Guidance Notes](#) include advice on what to include in this section.

- to provide a challenging and stimulating study environment
- to provide a framework allowing students to follow a flexible coherent programme of study
- to equip students with the necessary transferable skills for lifelong learning
- to provide students with the skills and knowledge required to maximise career opportunities
- to equip students with flexible teaching skills, allowing them to work in a variety of contexts, including international contexts
- to provide students with knowledge regarding how languages work and are learned
- to provide students with appropriate research skills, allowing them to undertake small scale studies regarding language and/or language learning and teaching following good ethical practice

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
			Opportunities for formative assessment are embedded within each module.
A1	the need for a systematic approach to linguistic phenomena and how theory helps to organise understanding	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/dissertation/linguistic commentary
A2	the reasons for, and the criteria for evaluating, alternative analyses of a given set of data	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/dissertation/linguistic commentary
A3	the nature of the process of professional development in language teaching	guided study, self-directed study, reflection	reflective essay/research project/dissertation/design project/linguistic commentary
A4	the relevance of theories from and research in the disciplines of applied linguistics, education, educational psychology, psychology and sociology	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/dissertation/linguistic commentary

B. Cognitive (Intellectual or Thinking) skills, able to:

LO	Learning outcome	Learning and	Assessment
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number		Teaching methods	methods
B1	assess the merits of contrasting theories and explanations, including those originating from other disciplines	guided study, self-directed study, reflection	reflective essay/critical literature review/design project/research project/dissertation/linguistic commentary
B2	abstract and synthesise information	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/dissertation/linguistic commentary
B3	think and evaluate independently	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary
B4	appreciate a variety of research methods, and assess the advantages and disadvantages of each method	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/dissertation/linguistic commentary
B5	critically reflect on experience	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	employ fundamental techniques for collecting data in the various areas of applied linguistics, such as the creating and exploitation of electronic bodies of data, elicitation tasks, phonological transcription, laboratory experiments, questionnaires and interviews	guided study, self-directed study, reflection	reflective essay/corpus driven commentary/research project/dissertation/linguistic commentary
C2	use fundamental techniques for the analysis of data, including the use of corpus analytic techniques, statistical techniques, qualitative techniques, and textual analysis	guided study, self-directed study, reflection	reflective essay/research project/dissertation/corpus driven commentary
C3	consider the ethical issues involved in data collection and data storage	guided study, self-directed study, reflection	research project/dissertation
C4	design, develop and deliver a language curriculum	guided study, self-directed study, reflection	reflective essay/design project/research project/dissertation
C5	manage personal professional development in language pedagogy	guided study, self-directed	reflective essay/design project/research

		study, reflection	project/dissertation
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D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	collect, understand, analyse, interpret and critically evaluate complex information	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary
D2	recognise problems and develop problem-solving strategies	guided study, self-directed study, reflection	reflective essay/research project/design project/dissertation/linguistic commentary
D3	work independently, demonstrating initiative, self-organisation and time-management	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary
D4	manage their own learning self-critically, and think and evaluate independently	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary
D5	acquire complex information of diverse kinds, from a variety of sources including electronic sources (libraries, internet, corpora, discussions with peers etc) and use other IT tools	guided study, self-directed study, reflection	reflective essay/critical literature review/research project/design project/dissertation/linguistic commentary

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

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Insert additional reference points or delete as required

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy 2025](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Subject Benchmark Statement Education Studies 2019](#)
- [Subject Benchmark Statement Linguistics 2019](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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