

**Masters Programme in Teaching English
to Speakers of Other Languages (TESOL) by distance**

**COHORT 7 (2017 - 2019)
STUDENT GUIDEBOOK**

Lancaster University

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Dear Student,

My name is Judit Kormos, and I am the Director of Studies of Lancaster's MA in TESOL by Distance programme. Welcome to the programme! All of us at Lancaster University hope that you will spend an interesting, stimulating, and also enjoyable time following our programme for the next two years. We wish you the greatest of success in your studies.

The course you are about to begin is run by Lancaster's Department of Linguistics and English Language (we call ourselves LAEL for short). Our Department has an international reputation in the fields of Applied Linguistics and English Language Education and we have many years' experience in organising MA courses. We are confident that the course will broaden your horizons in a number of directions. The main focus of the programme is language education, and one of our principal aims is to provide you with a deeper understanding of language, language learning, and language teaching, to help you develop as a professional working in this field. But we shall also encourage you to develop interests in the general area of language studies, outside the narrow confines of language teaching.

This booklet gives you an introduction to the programme. It tells you how the programme is structured, what is to be expected of you as a student on the programme, and also what you can expect of us.

This booklet should be read in conjunction with the web page <http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/> which contains important information that applies to you as a Lancaster University postgraduate taught student. Hopefully these documents will answer many of the questions that you will want to ask as you embark on your studies. If any of your questions remain unanswered, then please do not hesitate to contact the MA TESOL Programme Coordinator at Lancaster, Mrs Elaine Heron (e-mail: e.heron@lancaster.ac.uk).

So your journey begins here. It will end not just in a qualification but also, we hope, in a deeper understanding of the profession in which you have chosen to work.

With every good wish for your success,

Yours,

Dr Judit Kormos, Professor in Second Language Acquisition
Director of Studies
15 August 2017

ABOUT LANCASTER, OUR UNIVERSITY, AND OUR DEPARTMENT

We hope that once you have completed your Masters course, you will consider coming to Lancaster to attend your degree ceremony. If you do, you will find our city is a historic and fascinating one, situated on the edge of the English Lake District - an area much celebrated in the work of poets like Wordsworth and Coleridge. The city began life as a Roman settlement on the banks of the river Lune, just a few miles from where it reaches the sea. Lancaster has an imposing mediaeval castle (owned by Her Majesty the Queen, who is 'Duke of Lancaster'). The city's population today is around 50,000. During your visit you will perhaps also find time to spend a day by the lakes and hills, as well as visiting cities like London and Edinburgh, both of which are within easy reach of Lancaster by direct train service.

Lancaster University first opened its doors to students in 1964 and we celebrated the 50th anniversary of the foundation of university three years ago. The first intake of students was just 330, but this figure has now risen to approximately 11,000, of which 3,000 are postgraduate students actively engaged in research, or taught Masters courses like your own. Ours is a campus university, located just 3 miles south of Lancaster city centre. The university buildings are set in 250 acres of parkland. If you visit us, you will receive your degree in the Great Hall, an impressive building used for concerts and plays as well as degree ceremonies.

According to three different league tables published in 2017 in The Independent, The Guardian and The Times, Lancaster University counts among the top ten universities in the UK. Within it, our own Department of Linguistics and English Language has an international reputation for its research and development work in a wide range of fields associated with language and linguistics. In the national teaching quality assessment exercise we were rated as 'Excellent', receiving the very high mark of 23 out of 24. Our Department is one of the largest of its kind in the UK, with a full-time lecturing staff of 34, and a strong community of around 280 postgraduate students. The Director of Studies of MA TESOL Distance, Dr. Judit Kormos is a National Teaching Fellow and also received the university's Pilkington Award for innovation in distance post-graduate teaching. We have a thriving research environment organised around five research clusters, and a number of research centres and smaller groups. We have recently been ranked 19th in the world for Linguistics in the international QS rankings for 2017. In 2014 our department came out top of all Linguistics Departments in the Complete University Guide, and in 2016 it was ranked as eighth in the UK. Also, in the latest (2014) UK government Research Assessment Exercise, the department together with the Department of English Literature was rated 3rd of 88 English Language and Literature submissions for Research Power. If you would like to learn more about us, we invite you to look at the following web-sites:

For the programme: <http://www.ling.lancs.ac.uk/study/masters/matesoldistance.htm>

For the University: <http://www.lancaster.ac.uk/>

For the Department: <http://www.ling.lancs.ac.uk/>

ABOUT YOUR COURSE

Your course has a similar structure to the other Masters degrees that we offer in Lancaster, and is equivalent in terms of standards and coverage of its appropriate field. This means that the degree you receive will be the full, standard Lancaster University one. The degree certificate is identical to the one you would receive if you studied in Lancaster itself. The program is based on the latest pedagogical principles of online distance education and has a highly innovative structure.

The programme has a taught component and a dissertation component. The programme is entirely web-based. The course begins in early October, with an orientation session conducted on the Internet. This familiarises you with the requirements of the programme and of web-based learning, and also introduces you to your fellow students.

Each module is completed within a 10-week period and, with the exception of one module, each is assessed by a 5,000 word assignment.

The final component of the course (from April, Year 2 - September, Year 2) involves a dissertation of 15,000 words, on an area of research relevant to your own teaching context.

Study throughout all of the modules and the dissertation component is comprehensively supported by members of the Lancaster teaching staff, through supervised web-based group discussions and individual academic supervision. So you can be sure that both your coursework and dissertation project will be well supported by us. You will be working by yourself on your assignments and the dissertation, but you will not be alone!

Here is a table which shows all the elements of the course for the session beginning in the year 2017. They are described in detail in [Appendix A](#).

Period	Module	Tutor	Assignment due 12 pm (noon) GMT
2 October – 8 October 2017	Orientation Week	Judit Kormos	
9 October – 17 December 2017	Second Language Learning	Judit Kormos	15 January 2018
15 January – 25 March 2018	Trends and Issues in Language Teaching Methodology	Judit Kormos and Dana Gablasova	23 April 2018
23 April – 1 July 2018	Curriculum Design and Teacher Development in Language Education	Judit Kormos and tbc	2 October 2018
8 October 2018- 14 December 2018	Classroom Language Assessment	Tineke Brunfaut and Luke Harding	14 January 2019
14 January 2019 – 22 March 2019	Second Language Classroom Research	Alison Sealey	29 April 2019
29 April 2019 – mid September	Dissertation	Dissertation supervisor	9 September 2019

The columns marked **Module** and **Period** show you what modules are being offered for your cohort and the dates that they will run. The column marked **Tutor** gives you the name of the Lancaster tutor who will deliver the module. More details about these tutors can be found in Appendix B. Please note that while we will make every attempt to keep to these periods and tutors, there may be exceptional circumstances in which changes may become necessary.

By the winter of 2018, both your thoughts and ours will be turning towards the topic of dissertations. The *Second Language Classroom Research* module is intended to help you refine and develop your dissertation topic, and also to learn about the kinds of research techniques that are available to you for your research. Our expectation is that before the end of that module, you will have put forward a firm proposal for your dissertation research, and after the module you will be ready to start work on it. You will submit your finished dissertation by the middle of September 2019.

What is then left? We will mark your dissertations during September. In mid-October 2019, the programme's Examinations Board will meet and the degree of MA in TESOL will be awarded to those students who have passed (all of you, we hope). You will receive a letter notifying you that you have passed as well as your degree transcript. The University will also invite you to attend the degree-conferring ceremony in December 2019. If you are able to attend, this will be our chance to welcome you to Lancaster - our university and city.

ABOUT US, AND HOW WE WILL SUPPORT YOU

In [Appendix B](#) you will find a list of LAEL academic staff involved in the programme. As you will see, we have expertise in a great variety of language study areas, from the highly practical to the more theoretical.

There are various ways in which we shall support you over the duration of your programme. Module tutors will help you with issues related to the assignments you write for their modules. At the appropriate moment you will be assigned a dissertation supervisor to help you with all stages of your dissertation preparation and writing. In addition, at the beginning of the programme, we will issue you with a Lancaster University e-mail account and will make available to you a Cohort 7 virtual learning environment called Moodle. You will receive a separate document that explains how to use Moodle.

Part of my role as the Director of Studies is to monitor your progress over the course as a whole and act as an academic advisor for you. I will be kept informed of your grades for all your pieces of written work, and can be approached for advice regarding all general academic matters relating to the course. Please do not hesitate to approach me about personal issues touching on your work. If, for example, you have a spell of illness that affects your progress, you can seek my views on how best to handle any problems that this might cause. We hope that this system of support - module tutors, dissertation supervisors, and the MA TESOL co-ordinator - will provide you with all the assistance you may need. But do not forget that Ms Elaine Heron is also available to help as the need arises.

You will be able to access the services of the Lancaster University Library with your university username and password. You can find a detailed description of the library services on this website <http://lancaster.libguides.com/CETAD> and we will also familiarize you with library tools in the orientation session.

ABOUT YOUR WORK

As you will have gathered, we expect you to participate in 5 courses and carry out the online tasks for all of the modules and to complete the final assignments for the courses. You will also write a dissertation in the final part of your MA programme. In this section I shall describe in general terms what is expected of you in relation to course attendance, assignments and the dissertation.

Coursework

Each course consists of 9 units that simulate the lecture + seminar/workshop format that is found in face-to-face teaching in our department. You will work on one module per academic term over the course of 10 weeks with a reading week in the middle of the module. The reading week helps you catch up with the readings during the course and you can also use this period to start working on your assignment for the module.

Each week you are expected to carry out a number of different types of tasks. There will be input material to introduce appropriate themes, approaches and theories, and these will be supplemented by tasks that represent authentic challenges in language teaching and that seek to develop particular aspects of your competence. You will carry out these tasks individually or in small groups, communicating with one another by using Moodle. There will be a balance between independent learning opportunities and group endeavours. It will take approximately 6-8 hours a week to do the readings, listen to the lectures and carry out the tasks.

The tasks for each week will be made available on Moodle two weeks before the unit starts, but you will only be able to post your work during the week when the unit is actually taught. This allows you to work on some units ahead of time should you be away or on holiday.

Each unit starts on a Monday and you are expected to complete all the tasks by next Monday midnight GMT. The course tutors will aim to give you feedback on the following Tuesday or Wednesday; and therefore if you post late, you might not receive feedback.

Ideally you should complete all the units and all the tasks to maximize the learning opportunities for yourself. You have to contribute to two-thirds of the units (i.e. 6 units) in the form of forum posts or tasks

by the deadline of the particular unit. If you miss more than 3 units from the course, for each additional unit missed 5 points will be deducted from the mark of your assignment. For example, if you contributed to 5 units only and your assignment was awarded 57 points, your final mark will only be 52 points.

For some of the courses there is a core textbook that is usually available as an e-book from the library. If you prefer reading a paper version of the core textbook we suggest that you buy the book. In addition to the core text, we will provide you with scanned reading materials, e-books, journal articles and book chapters in electronic format that you can access either through the course homepage or Lancaster library website.

Course communication and e-learning

Within the course we will be using Moodle primarily to deliver materials and for group discussions about assigned tasks, but also to develop a glossary of terms, and to develop and display Frequently Asked Questions. We would also like to encourage you to use it to communicate with each other, both to ask questions and raise issues. There is a social forum set up for general chat and a teaching experiences forum to exchange thoughts and ideas related to teaching in your own context.

We sometimes organise online meetings to discuss any issues or questions related to the course and the assignments. We try to select the time for the meeting so that it suits your working schedule and fits with the time zone you live in, but attendance in these meetings is not compulsory. We record the meetings so that those who could not join can listen later. We also offer individual skype sessions to our students should they want to discuss their assignment and questions individually with the tutor. Supervision meetings for the dissertation are also held via skype or other online platforms easily accessible for students.

Remember, the more you ask questions and engage in discussion the more you will benefit from the course and each others' experiences.

Ways to communicate with each other

- **Social forum:** Within the Moodle site there is an area entitled 'Social forum'. This is an open forum for general communication with your fellow students about any topic.
- **Email:** If a participant has chosen to display their email address then you can find their address by viewing their participant details.
- **Group discussion forums:** Some of the tasks require you to work in groups. To help you communicate with your groups there will be a group discussion area which will only be accessible to the members of your group.

[LU Portal](#) is your personal home page for Moodle with key information about the modules you are studying, your summative grades, your library reading lists and your timetable and exam timetable in an integrated calendar.

[iLancaster](#) App provides an alternative link into Moodle when on the move, together with other useful information and advice.

[Mahara](#) is a private & social web space to record and share reflections, start new groups, mashup both external and user generated content, create and publish portfolios and digital CVs to both an internal and external audience.

You will need your University login and password to access our eLearning services. During your study, your department and/or the student learning adviser for your faculty may also direct you to other web-based resources with advice on effective learning skills and strategies.

Assignments

Assignment topics will be set by course tutors at the beginning of each module. Normally you will be given a choice of topics, and wherever feasible the tutor will include topics that relate to your local experiences and interests. We regard the assignments as a chance for you to explore a topic that has caught your interest during the course, so you will find us prepared to be flexible (to a degree!) over the topic you write on.

Assignments must normally be completed 4-6 weeks after the relevant course has finished.

Dissertation

From April 2019 onwards you will be able to concentrate entirely on your dissertation. The deadline for submission is mid-September 2019.

It is possible that you will begin your MA with an idea already formed as to what you want to do for your dissertation. But do not worry if this is not the case; the majority of students on our MA schemes do not form dissertation ideas until they have followed a number of taught modules. In fact we will not ask you to begin to make up your mind about a topic until December 2018. By then you will have followed all the taught content modules, and this will give you the breadth of vision to start thinking about your dissertation. At this stage we will ask you to write a dissertation proposal which outlines your area of interest and some of the planned data collection methods. When we have looked at these proposals, you will be assigned a supervisor for your dissertation work.

The last taught module, *Second Language Classroom Research*, will give you the chance to develop your dissertation topic in more detail. It will also give you lots of information about how to go about doing your research - for example about how to ask sensible research questions, how to collect data, and how to analyse it. We will of course provide you with much more information about such matters nearer the time.

Therefore, please to do not worry now about your dissertation topic. At the right moment we shall give you all the opportunities you need to discuss possible topics. In the meantime, do bear the following points in mind:

1. We shall be enthusiastic if you decide to do a dissertation relevant to your own professional context. One of the great advantages of following a distance MA course is that it enables you to relate work to your local context.
2. Although we expect most of you to choose a dissertation topic related to the TESOL area (the degree is, after all, an MA in TESOL) this need not necessarily be the case. As a result of the taught modules you may develop an interest in an area related to descriptive or theoretical linguistics (for example). If you were to decide to do a dissertation in such an area, we would not stand in your way (as long as we regarded the topic as suitable for MA work).

The Presentation of Work for Assessment

Format

All assignments on the course are to be submitted electronically. You will need to word-process your writing. If you need to include material which has not been word-processed, please scan it in.

You should choose the A4 paper size setting in your word processing package, and use 1.5 or double-spacing. Please select a simple font: we recommend Arial, Verdana or Times New Roman. The font size should be 12.

We will give you detailed guidelines about submitting your recorded presentations for the Second Language Classroom Research module in due time.

The assignment needs to be submitted electronically. Instructions on how to do this are given in the Moodle User Guide which can be found in the Course Resources section of the General Information & Orientation Activities website.

Word limits and submission dates

Our word limit for end-of-module assignments is in most cases **5000 words**. Please keep to the word limit within a +/- 10% boundary. In the Second Language Classroom Research module, you will be asked to submit a **3000-word written assignment** and a 10 minute long recorded oral presentation.

We have a word limit for two reasons. The first is that precision and succinctness are qualities that everyone should aim for in their academic and professional writing. The second reason is to ensure that all students have the same amount of space to present the results of their work. If we allow someone to exceed the word limit, we will give them an unfair advantage over their fellow students. We will stop reading the assignment from the point on where it exceeds 5500 words (3300 words for the Second Language Classroom Research module). We do not penalize assignments that are below 4500 (below 2700 words for Second Language Classroom Research module), but we believe that you will not be able to sufficiently elaborate the issues relevant for the assignment in fewer words than required.

Our official submission dates are also intended to ensure fairness, with each student having the same amount of time to complete their assignments and dissertation.

The deadline for each assignment is generally **the starting date of the following module**.

We ask you to take the given deadlines very seriously. In the interests of fairness, we have to apply a penalty for late work where no extension has been granted. If you have good reason to feel that you may not be able to submit an assignment on time (e.g., because of illness), you should apply for an official extension. This is done by e-mailing Elaine Heron (e.heron@lancaster.ac.uk). You should include a doctor's note whenever possible. She will send your request to me and any other relevant persons for consideration. Please **do not** contact the module tutor directly.

Any application for an extension should normally be made before the relevant deadline. For work which is submitted late, and for which no extension has been granted, the following penalty applies:

- **ten** marks will be removed from the agreed final mark for up to **three working days** late. Work given in any later is deemed to have failed but can be resubmitted. Resubmitted work can obtain a maximum score of 50.
 - Late assignments which are submitted no more than 3 days late and which would have scored between 50 and 60 (exclusive) without the late penalty shall be assigned a mark of 50.

Marking procedures

Assignments are marked by the module tutor. A sample of assignments from the whole group will also be marked by another tutor. If two tutors have marked your work, the mark you receive will be the mark that they have agreed on.

Unless there is very good reason (if a tutor is ill, for example), we will return your assignment to you four weeks after the official submission date. You will receive the work back with a mark and comments from your tutor.

Please see [Appendix C](#) below for an explanation of our grading system. You can find other related information on the grading system here:

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Every degree in the UK has one or more *external examiners* assigned to it. These are experts in your subject who take an objective outsider's look at your degree and its modules to ensure that they meet the high quality standards required, to offer constructive advice for their improvement and to discuss and confirm, along with your department, all decisions regarding degree progression and classification. As part of the process of quality control, the External Examiner will also mark a number of submitted pieces of work. It is possible that towards the end of your studies the External Examiner will want to see examples of your work. If so, it will be your responsibility to make this

available to us. It is very important therefore that you keep copies of all your written work, and be prepared to let us have these at any point during the programme if we should ask. We will give you details of your external examiner and how to access their written reports, but you may not contact them. This is very important – our external examiners have been instructed to let us know of any attempt by any student to influence their decisions in any way.

Complaint procedures

We are committed to providing our students with a high quality learning experience. Where we fall short of this we want to be informed and to seek to rectify the failure. You can find more information about how to make a complaint here:

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Passing your MA

The result of all your labours will, we feel sure, be a Master of Arts degree from the University of Lancaster. (Please see Appendix C for further information).

To see the full postgraduate assessment regulations and a student FAQ with answers to the most common questions relating to how you are assessed and how your overall degree result will be determined, go to

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Student Representation and Feedback

Although you are welcome to contact staff in your department individually, you will also be given the opportunity to elect one or more student representative(s) who will act as a channel of communication between you and your department. You will have the opportunity to put yourself forward for election to this role if you wish. We will give you more details of this in the orientation week, and you can read the detailed description of representation and feedback procedures here:

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Interrupting your studies

We understand that circumstances sometimes arise that force students to interrupt their studies. The reasons can include:

- A serious and prolonged illness (you or a family member)
- Unexpected and unmanageable increases in your professional workload
- Changes in circumstance e.g. pregnancy

If this should happen to you please contact me immediately. I can arrange for you to take a break from your studies (an intercalation) of up to 12 months. Please note that if you decide on intercalation before you passed all the taught modules, you will only be able to continue your studies by joining the next cohort a year later.

For more information, please see:

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Withdrawals

If you feel uncertain about carrying on at Lancaster, it is important that you talk it through with us in the department first. It may be, for example, that you need time to adjust to a new and unfamiliar lifestyle.

Further advice is available at

<http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/>

Continuing your studies

We are confident that after two years working with us, you will emerge the proud possessor of an MA in TESOL degree. For many of you, this will be just what you need to help you progress in your chosen career. But perhaps some of you will be stimulated by what you have done to wish to continue your studies up to PhD level. You may decide you want to stay with the Lancaster team and receive your doctorate from us.

LAEL has an extremely large and active research community, and many of our students follow PhD programmes on a part-time basis. You may wish to enrol for our Lancaster-based programmes. We have a variety of PhD programmes, some of which offer a taught component as well as one that is entirely thesis-based. If you want to know more about opportunities for PhD study with us, look at our website (<http://www.ling.lancs.ac.uk>). Perhaps you feel it is too early at this stage to think so far ahead. But time really does fly, and before you realise it your Masters degree will be behind you, and you will be looking into a new future.

APPENDIX A MODULES OFFERED

Orientation Session

Tutor: Judit Kormos

The overall purpose of this brief one-week module is to help MA TESOL participants prepare for the academic demands involved in study on the programme. The course therefore serves as an introduction to MA-level study skills in general as well as the particular demands of the part-time and online delivery mode of study of the programme.

The topics of the session cover

- Overview of the MA (TESOL): structure, content and processes.
- What does distance study involve?
- Responding critically to reading
- Observing referencing conventions
- Plagiarism
- Searching for literature
- Presenting written assignments.

Second Language Acquisition

Tutor: Judit Kormos

The aim of this course is to give students a thorough overview of second language acquisition research. Students will become familiar with contemporary theory, methodology and empirical research in the field of second language acquisition.

This course provides a general introduction to theories and approaches in second language acquisition (SLA). Questions we will ask include “how languages are learned”, “what influences language learning outcomes”, and “what are the contexts of second language acquisition”. In answering these questions, students will consider various theories such as the cognitive-interactionist, sociocultural, and frequency-based perspectives of SLA. In the course we discuss the role of learner-internal differences such as age, first language, motivation and language learning aptitude. Students will also learn about how processes of language learning interact with the environment in which learning takes place. For each of the themes of the module, the applications of SLA theory and research to aspects of second language teaching are also explored.

Textbook

Ortega, L. (2009). *Understanding second language acquisition*. Hodder Arnold. This is available as an e-book through the library. You only need to buy this book if you would like to have a personal printed copy.

Recommended Readings

- Doughty, C., & M. Long (Eds.) (2003). *Guidebook of second language acquisition*. Oxford: Blackwell.
- Dörnyei, Z. (2006). *The psychology of the language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.
- Gass, S., & Selinker, L. (2008): *Second language acquisition. An introductory course*. Mahwah, NJ: Lawrence Erlbaum.
- Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press.
- Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd ed.). London: Hodder Arnold.
- Schmitt, N. (2002). *An introduction to applied linguistics*. London: Arnold.
- VanPatten, B., & Williams, J. (2007). *Theories in second language acquisition: An introduction*. Mahwah: New Jersey, Lawrence Erlbaum.

Trends and Issues in Language Teaching Methodology

Tutor: Judit Kormos and Dana Gablasova

Let's start LING531 with a question – what is language? Pause for a minute: it's a question for contemplation. You're a language teacher. You teach language. You've just finished your SLA module so you'll likely be tempted to answer using some of what you've been reading in the last few weeks. However, I'm not looking for a textbook answer or a theoretical answer. I'm not asking "What is English?" Rather, I'm providing one of those all-too-rare moments to stop and reflect on that 'thing' – language – that is at the heart of what we do. So what is language? Come back to that question throughout the module, whether or not I pose it again. Our module is an opportunity to examine the scope and scale of issues researched under the umbrella 'language teaching' and we will be examining these issues as teachers and researchers. But underneath it all, there are always questions regarding why we teach what we do, why researchers ask the questions they ask, and how the issues have evolved and changed across time and contexts. The question "What is language?" is always lurking in the background, informing our decisions and choices, even when we don't address it directly.

But this is a module about language *teaching*, not learning or acquisition. It is about the activities, units and courses we design, about the interaction between teachers and learners and among learners themselves, and about the institutional and social contexts that influence the choices we make. We start with the history of our profession, and then dip our toes into the literature on well-established topics (i.e. task-based learning and teaching, second language writing) and those that have gained prominence in the last ten years (i.e. digitally-mediated language learning, corpus-based approaches to language teaching). We will examine the questions as well as the answers that research provides. And we will read research - original, peer-reviewed studies as well as researchers' summaries of what has been and still needs to be studied. When you have finished the module, you will have a new appreciation for the profession of which you are a member and the research community to which your dissertation will contribute.

Recommended Readings

LING531 does not have a textbook. Instead, we read a combination of seminal journal articles, book chapters and recent research studies. If you would like to start reading in advance of the course, the following would be helpful. We've marked those which are NOT available digitally before the Moodle site goes live.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1(1), 1-47.

Celce-Murcia, M. (2001). Language teaching approaches: An overview. In M. Celce-Murcia (Ed.) *Teaching English as a Second or Foreign Language* (pp. 3-11). Boston, MA: Heinle & Heinle. (not available digitally except through Moodle course site)

Hyland, K. (2009). *Teaching and researching writing* (Chapter 2 – Key issues in writing, pp. 44-74). Harlow, UK: Longman.

- Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly* 40(1), 157-181. doi: 10.2307/40264515
- Samuda, V. & Bygate, M. (2008). *Tasks in second language learning* (Chapter 8 – Task Research from a pedagogical perspective, pp. 133-191). New York: Palgrave MacMillan.
- Van Lier, L. (2001). Constraints and resources in classroom talk: Issues of equality and symmetry. In C. Candlin and N. Mercer (Eds.) *English Language Teaching in its Social Context: A Reader*, pp. 90-107. London: Routledge. (not available digitally except through Moodle course site)

Classroom language assessment

Tutor: Tineke Brunfaut and Luke Harding

The focus of this course is on the theoretical concepts and practical techniques needed for designing effective classroom language assessments. Other modules on the MA TESOL programme are concerned with trying to answer the question: *How can I teach as effectively as possible?* This question cannot be answered properly, however, unless the teacher also knows how to answer the related question: *How can I assess my students' learning?*

In answering this question, the Classroom Language Assessment module will introduce you to the principles and practice of language assessment. Specifically, it will cover:

i. Principles of language assessment

This course will introduce the basic notions underlying the design and use of language tests and other forms of classroom assessment (validity, reliability, practicality, washback).

ii. Practical techniques

It will provide experience in the construction and evaluation of language tests and other forms of classroom assessment, focusing on practical techniques needed for designing effective classroom language assessments.

iii. Awareness raising

Concepts will be illustrated by reference to the participants' own experience as language learners and teachers wherever possible.

Language test washback

Recommended reading:

- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Hughes, A. (2003). *Testing for language teachers (2nd Ed.)*. Cambridge: Cambridge University Press.

Curriculum Design and Teacher Development in Language Education

Tutors: Jenefer Philp and Judit Kormos

This module focuses on two main areas of language teaching professional practice: curriculum development (involving the evaluation and design of teaching materials, syllabuses and courses), and the related concern of how the learning of new teaching approaches by language teachers can best be facilitated. Both areas of work are informed by the study of concepts concerning the context of English language education and the innovation implementation process, as well as their practical implications. The overall aim of the module is to provide an introduction to the theory, research and practice involved in designing and implementing effective systems for student and teacher learning.

Recommending Readings:

- Burns, A. & J. C. Richards (Eds.) (2009). *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge: Cambridge University Press.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Nation, I.S.P. & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.

Second Language Classroom Research

Tutor: Alison Sealey

This module aims to develop students' ability to interpret, evaluate and apply methods for investigating instructed L2 language learning. This includes ways to collect, transcribe, describe, code, analyze and discuss data, preparing students to carry out empirical investigations for their dissertation. The following topics are covered:

- Identify research problems and questions
- Decide on appropriate and feasible methods of answering research questions
- Choose, design, and/or adapt data elicitation measures, and pilot-test them effectively
- Ensure that research is valid and reliable
- Address ethical concerns involved in conducting research with human participants
- Collect, transcribe, describe, code, and analyze data
- Understand mixed-methods classroom research, triangulating different perspectives
- Use a variety of tools for data collection and analysis
- Analyze and critique research designs in the published literature

Textbooks:

- Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mackey, A., & Gass, S. M. (2011). *A guide to research methods in second language acquisition*. London: Basil Blackwell.

Recommended reading:

- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Gass, S.M., & Mackey, A.. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum Associates.
- G. Porte (Ed.), (2012). *Replication research in applied linguistics* (pp. 34-69). Cambridge: Cambridge University Press.
- Sealey, A. (2010). *Researching English Language: A resource book for students*. London: Routledge.

APPENDIX B LAEL MA TESOL DISTANCE TEACHING STAFF

Tineke Brunfaut BA in African Languages and Cultures (Ghent University, Belgium), Masters in African Languages and Cultures (Ghent University, Belgium), Masters in Ethnicity and Nationalism (University of Antwerp, Belgium), PhD in Linguistics and Literature (University of Antwerp, Belgium)

Tineke specialises in language testing and assessment. She is particularly interested in the testing of reading and listening, and language for academic purposes. In her recent research, she has explored topics such as diagnosing second language proficiency, and the role of task and test-taker characteristics in second language assessment. She regularly conducts language test development work, teacher training and consultancies on language testing for professional and educational bodies

around the world.

Dana Gablasova, MA in English Language & MA in Political Science (Charles University, Prague, Czech Republic), MA in Teaching English (Charles University, Prague, Czech Republic), PhD in Linguistics (The University of Auckland, New Zealand)

Dana is a Senior Research Associate at the ESRC Centre for Corpus Approaches to Social Science. Before joining Lancaster University in 2013, Dana taught general English, academic English as well as linguistic courses in the Czech Republic, New Zealand and in the UK. Dana's research interests are in learner corpora (used for research as well as pedagogic purposes), second language pragmatics, spoken production, bilingual education and vocabulary acquisition. Recently, she co-developed a New General Service List, a list of core English vocabulary which contains the most frequent 2500 words of the English language. She has been involved in the development of a large spoken learner corpus that will contain speech from learners of three different proficiency levels and will cover a variety of first language backgrounds.

Harding, BA (Hons) in History and English (University of Melbourne, Australia), Masters of Applied Linguistics (University of Melbourne, Australia), PhD in Applied Linguistics (University of Melbourne, Australia)

Luke came to Lancaster University in 2010 to take up a lecturing position. He has a background as an English language teacher, teacher trainer and language test developer in Japan and Australia. Luke's research interests are in language testing, particularly in the areas of listening assessment, pronunciation and intelligibility, and assessor decision-making. He has also been involved in research on language teaching and learning in connection with the Adult Migrant English Program in Australia. Luke's work has appeared in international peer-reviewed journals, and he is the author of a book, *Accent and listening assessment: A validation study of the use of speakers with L2 accents on an academic English listening test*, which was published through Peter Lang in May, 2011.

Judit Kormos MA in English and History (Eötvös University, Budapest, Hungary) PhD in English Linguistics (Eötvös University, Budapest, Hungary) Habilitation in Linguistics (Eötvös University, Budapest, Hungary)

Before taking up the job of university lecturer, Judit worked as a language teacher in private language schools and in a teacher training college in Hungary. At university level, Judit taught academic writing, language development, applied linguistics, statistics and research methodology for 10 years in Hungary. She joined the Lancaster team in 2008 and has been teaching courses on second language acquisition, statistics and research methodology. Judit's main research interests are 1) psychological aspects of second language learning, 2) language learning motivation and 3) language learners with special educational needs. In addition to those subjects she would be interested in supervising research into cognitive processes of L2 learning and the role of cognitive and affective variables in L2 learning. She has published papers in *Modern Language Journal*, *Applied Linguistics*, *Innovation in Language Teaching and Learning* and *Language Learning*. She is a National Teaching Fellow of the UK Higher Education Academy and with the Dystefl team she won the British Council's ELTon award in the category of course innovation.

Alison Sealey MEd English in Education (University of Birmingham, UK), PhD (University of Warwick, UK)

Alison joined the department in 2014, having previously held posts at the universities of Warwick, Reading, Aston and Birmingham. Before becoming an academic, she taught English and English as a Second Language in schools in London and Birmingham. She has a wide range of interests in applied linguistics, including the connections between social theory and empirical research, which influence the perspective taken in the book she co-authored with Bob Carter, 'Applied Linguistics as Social Science', and her textbook on 'Researching English Language'. Alison has published in journals such as *Applied Linguistics*, *Critical Discourse Studies*, the *International Journal of Applied Linguistics*, *Language Awareness* and the *Journal of Sociolinguistics*. She is the Book Reviews and Forum editor of *Applied Linguistics*, and has been part of a team researching the discursive representation of animals with a grant from the Leverhulme Trust. She is interested in supervising projects that involve discourse analysis, language policy and its implementation, and the use of corpus linguistic methods in language learning contexts.

APPENDIX C - ASSESSMENT SCALE AND REGULATIONS FOR CALCULATION OF RESULTS

ASSESSMENT SCALE

In addition to markers' detailed feedback on your written work you will also receive a numerical mark. The descriptive criteria provided here should help you get a sense of what is involved at each level of achievement.

70 + (distinction)

A piece of written work in the 70+ range is one of exceptional quality, requiring a high level of conceptual ability and an extremely thorough and conscientious approach to study. Work in this range will clearly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

- A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research, leading to a reasoned conclusion fully supported by the foregoing material.
- A capacity to relate consistently the theoretical and empirical material to the conceptual framework.
- Substantial evidence of independent research.
- The absence of irrelevant or extraneous material.

Understanding

- A thorough understanding of the topic and its implications.
- A clear and consistent focus on the issues raised by the question/topic.
- An insightful argument showing signs of originality.

Style

- Good grammar, punctuation, spelling and sentence construction.
- Thorough use of conventions of referring to other people's work

Marks within this classification may vary due to:

- An original capacity to develop arguments beyond those available in the literature.
- The depth and sophistication of the conceptual argument.
- The level of familiarity with the theoretical and research literature.

60-69 (Merit)

A piece of written work of a good to very good standard requiring clarity of thought and expression. It will display an ability to handle the relevant literature in an analytical manner. It will be more than a good description of the various theories and/or studies relevant to the question – it will demonstrate a marshalling of relevant information by means of analysis and interpretation. It will not necessarily have a water-tight argument, but it will be clearly structured and its conclusions will not take the reader by surprise. Such a piece of work will generally show less independence of thought and mastery of detail that is required for a mark of 70 or over. There may be some errors or misjudgements with regard to issues which are not central to the argument. Work in this range will normally demonstrate the capacity to proceed to a higher research degree.

It is distinguished by:

Argument

- A logical, coherent framework within which to answer the question or address the topic.
- An ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.

- A clearly expressed theme or argument developed from a critical consideration of relevant literature.

Understanding

- A good understanding of the topic and its implications.
- Familiarity with the relevant literature and empirical data.
- The avoidance of irrelevant or extraneous material.
- Evaluation of competing arguments.
- Conclusion supported by the body of the argument and evidence.
- Some evidence of independent research.
- Avoidance of unsubstantiated assertions.

Style

- Good grammar, punctuation, spelling and sentence construction.
- Good use of conventions of referring to other people's work

Marks within this category may vary due to:

- The clarity and cogency of the overall argument.
- The level of familiarity with the relevant literature and data.
- The depth and coherence of the answer.

50-59 (Pass)

A piece of written work of a moderate to good standard. It will be descriptively strong. It is distinguished from the 60-69 piece by the level of analysis displayed and by the coherence with which the material is organised. There may be some significant errors, misjudgements or omissions of important details. A mark in this range would not normally demonstrate the capacity to proceed to a higher research degree. It is characterised by:

Argument

- An attempt to answer the question or address the topic,
- A conclusion not entirely supported by or relevant to the body of the essay.
- A failure to adequately organise an answer into a coherent whole.

Understanding

- A reasonable understanding of the topic and its implications.
- A level of empirical knowledge and relevant reading which demonstrates a conscientious attempt to tackle the question/topic.
- The intrusion of some extraneous material.
- A failure to grasp at least some relevant points or address some relevant literature.

Style

- Adequate grammar, punctuation, spelling and sentence construction.
- Referencing that is incomplete or fails to observe some conventions for referring to other people's work.

Marks within this category may vary due to:

- The level of empirical and theoretical knowledge displayed.
- The seriousness with which an attempt has been made to answer the question or address the topic.
- The number of major points that have been covered.

- The coherence of the essay.
- The degree of unsubstantiated assertion.
- Written style (grammar, spelling, punctuation and sentence construction).

40- 49 (Fail - with the possibility of condonation in accordance with the Faculty regulations.)

A piece of written work in this category shows signs of engagement with the question or topic, but has inadequacies at Master's level. It signals a failure to give sufficient thought to the work in hand, displaying inconsistent argument, unsubstantiated assertions, and a patchy acquaintance with the relevant literature. It may lack a convincing conclusion and it is likely to include significant errors, omissions and misunderstandings. It is characterised by:

Argument

- A failure to order this material so as to provide an adequate answer to the question.
- An ability to pick out some of the points required for a satisfactory answer.
- Inadequate conclusion.

Understanding

- Some knowledge of appropriate empirical material.
- The intrusion of irrelevant material.
- An inadequate familiarity with relevant literature.

Style

- Sub-standard grammar, punctuation, spelling and sentence construction.
- Inadequate use of conventions of referring to other people's work

Marks within this category may vary due to:

- The level of empirical knowledge displayed.
- The extent to which an effort has been made to answer the question or address the topic.
- Evidence of conscientious effort.
- The degree of unsubstantiated assertion.
- Written style (grammar, punctuation, spelling and sentence construction).

Marks below 40 (Fail - without possibility of condonation.)

Marks in the 30 - 39 range indicate that the piece of written work is inadequate in every respect with pronounced errors and misunderstandings. It is characterised by:

- Some empirical knowledge.
- Some evidence of study in the area concerned.
- An inability to develop any but the flimsiest answer to the question.
- Problematic conclusion.

The above marks and their descriptors are given only for your guidance, and relate to the usual expected standards of M.A. work. The marks are subject to re-consideration/confirmation at the meeting of the Board of Examiners, which includes the External Examiner who may also scrutinise some of your work. You are welcome to discuss your work with a tutor after it has been evaluated. If you need further feedback, certainly request it. If, after this, there is still a dispute over marks, in some circumstances re-marking an assignment is possible. The ultimate arbiter is the External Examiner.

The detailed description of the assessment regulations is available from here:

<https://gap.lancs.ac.uk/ASQ/QAE/MARP/PGAR/Documents/PGT-Assessment-Regulation-Current-Version.pdf>