

# MA TESOL



UNIVERSITY OF  
**BATH**

Teaching English to Speakers of Other Languages



The MA TESOL is a full-time specialist degree for people who wish to enhance their career prospects in the field of teaching English as a second, foreign or additional language. It provides the tools and resources that you need in order to develop your teaching skills, reflect upon your professional practice and conduct your own research.

### Why study the MA TESOL at Bath?

- Enhance your employability in a range of fields, including English language teaching, bilingual education, language teacher education, intercultural communication and business communication skills
- Develop knowledge of the latest practice, theory and policy of international language education
- Learn how to apply knowledge to the teaching of English in a variety of contexts around the globe
- Develop understanding of current issues in the English language teaching profession
- Critically analyse the role of English as the world's major international language
- Learn how to use research to inform your daily practice and decision making as a language educator
- Contribute professionally and academically to the rapidly changing world of international English language education.



### About the programme

The MA TESOL is a one-year, full-time course which prepares you for a career in the field of teaching English as an international language. It's a highly-competitive programme that integrates the latest developments in TESOL research and practice.

In addition to core units, you will attend specialised teacher training workshops to gain expertise in relevant classroom procedures and complete a critical reading and writing course. You will also have opportunities to share experience with educators from a range of backgrounds and to establish an international network of professional contacts.

### Programme structure

#### Core units

- Language awareness
- Second language acquisition
- Language policy, curriculum and methodology
- Teaching and assessing English as an international language
- Research methods for second language education 1 & 2
- Dissertation

Within each of these units of study you will study a range of different topics and choose assignment tasks to suit your professional learning needs (please see the following page).

### Careers

You will be able to apply your knowledge of the latest theory, policy, and practice of international English language education to a variety of global professions, such as:

- Director of Studies of a language school or department
- English language teacher or lecturer
- Language teacher trainer
- Lecturer in English for academic purposes
- Trainer in intercultural communication and business communication skills



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The MA TESOL involves the following areas of study. From each area, you will study a range of different topics and choose assignment tasks to suit your needs.

**Second Language Acquisition includes:**

- Theories of second language acquisition
- Psycholinguistics
- Bilingualism, multilingualism and plurilingualism
- Identity and second language learning
- Individual influences on second on second language development: physical, psychological, affective, cognitive and environmental

**Language Awareness includes:**

- Language in its social context
- Text, discourse and conversation analysis
- Pragmatics and sociocultural awareness
- Literacies
- English as an international language
- Native-speakerism

**Language Policy, Curriculum and Methodology includes:**

- The policy and politics of TESOL
- Content and language integrated learning (CLIL) and English Medium Instruction (EMI)
- Methods and post-methods in second language teaching
- Curriculum and syllabus design
- Course and materials evaluation and design
- Context appropriate pedagogies

**Teaching and Assessing English as an International Language includes:**

- Teaching the language skills in an international context
- Teaching grammar, phonology and vocabulary in an international context
- Teaching English for Specific Purposes (ESP)
- Teaching Young Learners English (TYLE)
- Teaching intercultural competences
- Language testing and assessment
- New technologies for language learning
- Teacher development and reflective practice

**Research Methods in Second Language Education 1 & 2 include:**

- Approaches and methods in second language education research
- Survey, case study and teacher research
- Quality and ethics in second language education research
- Researching language learners and teachers
- Researching language and culture
- Designing a small-scale research project

**Dissertation (15,000 words)**

To conclude your MA TESOL programme, you will design, conduct and evaluate a small-scale research project. The dissertation can be on any topic, provided that it is grounded in the field of TESOL. You will learn to critically engage with research literature, analyse and interpret data, and draw appropriate conclusions for your professional practice.



## Teaching team

**Dr Hugo Santiago Sanchez**

Santiago has worked as a TESOL teacher, lecturer, teacher educator and researcher in the UK, Argentina and Brazil for over 20 years. His teaching and research interests include teacher cognition, teacher language awareness, teacher research, and teacher development and education. He is a co-editor of *International Perspectives on Teacher Research* (2015, Palgrave Macmillan) and has published articles in *Language Awareness*, *System*, *Teaching in Higher Education* and *Assessment and Evaluation in Higher Education*. Santiago is a Fellow of the Higher Education Academy.

**Dr Trevor Grimshaw**

Trevor has worked as a language teacher, teacher educator, translator and curriculum consultant in Europe, East Asia and the Middle East. His interests include intercultural communication, language and identity, and English as an International Language. He is a co-editor of *Teaching Language & Culture in an Era of Complexity* (2011, Peter Lang) and has published in journals such as *Educational Studies*, *Language and Intercultural Communication*, and *Teachers and Teaching: Philosophy & Practice*.

**Dr Janina Iwaniec**

Janina has worked as an EFL teacher, EAP tutor, applied linguistics tutor and TESOL lecturer in Poland and the UK. Her main research interests include language learning motivation in foreign and second language contexts, and the roles of gender and contextual factors in language learning. She has published in *System*, *Journal of Multilingual and Multicultural Development* and *European Journal of Applied Linguistics*.

**Dr Katie Dunworth**

Katie has been involved in higher education for over 25 years in Australia and the UK. Her interests include language awareness, academic literacy and language assessment. She co-edited *Critical Perspectives in Language Education: Australia and the Asia Pacific* (2014, Springer) and has published in such journals as *TESOL Quarterly*, *Quality in Higher Education*, and *Assessment and Evaluation in Higher Education*. Katie is a Senior Fellow of the Higher Education Academy.

**Dr Harry Kuchah Kuchah**

Harry has been involved in TESOL research and teacher education in the UK and Sub-Saharan Africa for over 18 years. His research interests include teaching English to young learners, English Medium Instruction, context-appropriate methodology and teacher education. He is co-editor of *International Perspectives on Teaching English in Difficult Circumstances* (forthcoming, Palgrave Macmillan) and has published in *Innovation in Language Learning and Teaching*, *Issues in Educational Research*, *ELT Journal* and *Comparative Education*.

**Dr Jim McKinley**

Jim came to Bath in January 2016. He has been teaching in various higher education programs for nearly 20 years in Japan and Australia, and was a visiting academic in Ireland and Uganda. His interests include L2 writing instruction, L2 writer identity, English medium instruction, and Global Englishes language teaching. He is a co-editor of *Doing Research in Applied Linguistics* (2017, Routledge), and has published in journals such as *Applied Linguistics*, *RELIC*, *The Journal of Asia TEFL*, and *Critical Inquiry in Language Teaching*.





*"Before starting the MA TESOL programme I worked in the local government in China. I decided to further my studies because I am enthusiastic about education and want to become an educator in the future. The MA TESOL is a good starting point for me because it introduces the latest practice and theory of international language education."*

*The MA TESOL has raised my awareness of critical thinking. Tutors introduce different theories from different perspectives whilst delivering lectures, inviting and encouraging us to think independently and critically."*

*This programme has not only confirmed my ambition of becoming an educator, but also educated me to be a better person with high moral values. I would strongly recommend the MA TESOL programme at the University of Bath to those who want to improve their personal and professional development in language education."*

**Ting Ting Chen**

MA Teaching English to Speakers of Other Languages graduate

*"I have been teaching for eight years and wanted to study MA TESOL to expand my knowledge of the industry and learn new things about teaching English. I think the programme is useful for a pre-service teacher, a teacher who has just started teaching or an experienced teacher. The programme covers many different aspects of TESOL and the variety of different units make the programme very interesting. The teaching staff are very experienced, in many different areas, and this really enriches the programme."*

*"I think the MA will help me in the future because it is a widely recognised qualification which can help with future employment. You can tell employers that you have completed an intensive, informative and practical masters degree. I would also like to study a PhD or an EdD in the future, and the MA TESOL is a step towards entering one of these research degrees."*

### David Evans

MA Teaching English to Speakers of Other Languages, 2015

*"I chose the MA Teaching English to Speakers of Other Languages (MA TESOL) programme because of its flexibility and my interest in the variety of units offered. The units allowed me to gain better insight towards different education systems, and a deeper understanding towards language teaching methodologies and current perceptions on language teaching."*

*"I really appreciated how academics have embraced and supported our ideas and opinions throughout the programme, allowing us to develop our own views and perspectives of language teaching. Moreover, the in-class discussions were very useful and interesting hearing different opinions from people of different backgrounds. My time here at Bath has made me certain that English language teaching is the career I will pursue."*

### Noel Kwan

MA Teaching English to Speakers of Other Languages graduate

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## Entry requirements

Our students on this popular programme bring a diversity of academic and professional backgrounds. Studying here will be academically challenging, but our community is also friendly and fun.

**To enrol on the MA TESOL programme you should demonstrate the following:**

- A good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university.
- An academic reference (e.g. from a university tutor).
- An acceptable level of English. If English is not your first language, please refer to our web pages for the most up to date information on entry requirements.

## Contact us

For further information and how to apply, please visit the website:

[www.bath.ac.uk/education/postgraduate/](http://www.bath.ac.uk/education/postgraduate/)

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