



Linking university study to the world of work

- Applied Linguistics and TESOL

UNIVERSITY OF
NEWCASTLE UPON TYNE



School of Education, Communication and Language Sciences

Is this the right course for you?

Do you want to find out:

- What is the most effective way to teach/learn a second/foreign language?
- What is the most effective way to manage second/foreign language classroom interaction?
- How ICT can help second/foreign language teaching/learning?
- How to develop other social and cognitive skills while learning a second/foreign language?
- How to develop and evaluate a second/foreign language curriculum?
- Different models of bilingual and second/foreign language education?
- Different styles of learning and communication?
- The role of language and language learning in cross-cultural communication?

If your answer is **Yes** to any of the above questions, then you will find our postgraduate programmes interesting and relevant.

What programmes do we offer?

You can choose from a range of taught programmes, research degrees, and programmes which combine taught modules with research work.

Taught Degree Programmes:

- MA in Applied Linguistics and TESOL
- MA in Cross-Cultural Communication and Applied Linguistics

Research Degree Programmes:

- MRes in Applied Linguistics
- MPhil
- IPhD Educational and Applied Linguistics (Integrated PhD)
- PhD



Why the University of Newcastle upon Tyne?

The University of Newcastle upon Tyne has grown from a School of Medicine and Surgery, established in 1834, to become one of Britain's leading research-led universities, with a strong and vibrant interdisciplinary base. It was voted by The Sunday Times as University of the Year in 2000-1.

Over 16,000 students from some 110 different countries are attracted to the university's taught programmes each year, including over 4,200 postgraduate students. The University has a reputation for high standards in both teaching and research, which has been recognised through success in external assessments conducted by the Quality Assurance Agency (QAA) and the 2001 Research Assessment Exercise (RAE).



The University offers exceptional education experiences, providing students with a sound academic and personal grounding for whatever career they decide to pursue. The University has an excellent record for graduates going on to further study or research or in gaining employment.



alongside the nineteenth-century elegance of Grey Street, and the Quayside by the River Tyne.

Newcastle city itself was the people's choice of European City of Culture in 2003. The city offers fantastic social and leisure opportunities to suit all tastes. Newcastle has a reputation for having a lively and friendly nightlife. There is a huge variety of entertainment on offer, from comedy to clubbing, bars, international restaurants, cinema, theatre, live music and cabaret. There are extensive shopping facilities including the city centre and the nearby MetroCentre. In addition, there is a wide range of museums and art galleries and excellent sports facilities. The city is also situated within easy reach of stunning countryside and coastline while Newcastle provides excellent air, rail and sea connections.

Why the city of Newcastle?

Newcastle is the capital city and cosmopolitan centre of the North East of England and an historic city of impressive architectural grandeur and heritage sites. These include the Tyne Bridge, Gateshead Millennium Bridge, Sage Centre (a concert hall), BALTIC Centre for Contemporary Art, Norman castle, medieval cathedral and other historic churches that stood



MA in Applied Linguistics and TESOL

The University of Newcastle has been offering Masters degrees in Applied Linguistics and TESOL for over forty years. Building on that experience the University can now offer a wide range of specialist options on a single degree course, which is open to both experienced teachers and to students with little or no teaching experience who would like to become teachers.

Programme Content

The degree is especially attractive to those wishing to gain expertise in the new approaches and techniques for teaching English as a second or foreign language, and offers a wide range of modules in TESOL and Applied Linguistics, as well as options in Linguistics and Education.

For language graduates with little or no teaching experience, the degree offers introductory modules in TESOL which will provide you with a thorough grounding in the practical skills and knowledge which are of interest and importance to language teaching and learning.



Other modules are specially designed for graduates who are experienced language teachers and who wish to acquire the knowledge, understanding, skills and aptitudes necessary to develop their careers in language teaching in an international context.

The two groups (experienced teachers and those with little/no teaching experience) will follow different routes through the programme, though most modules are open to all students.



In addition, the wide range of options on offer will allow you to specialise in areas which are of particular interest to you, including:

- TESOL
- TESOL for Young Learners
- Computers, Video, Multimedia and the Internet for language learning
- Second-Language Acquisition
- Bilingualism and Bilingual Education
- Psycholinguistics
- Discourse Analysis
- Cross-Cultural Communication
- Thinking Skills



COMPULSORY MODULES

For students with at least two years' teaching experience

- TESOL Theory and Practice

For students with less than two years' teaching experience

- Introduction to TESOL
- Core Issues in Second Language Acquisition

Research Methods

DISSERTATION or SOFTWARE PORTFOLIO

All students must do a Dissertation or Software Portfolio to the value of 60 credits:

SPECIALIST OPTIONS

Take a combination of the following modules to the value of 80 credits (students with at least two years' teaching experience), or 60 credits (students with less than two years' teaching experience) All modules are worth 20 credits.

APPLIED LINGUISTICS

TESOL

- Pedagogical Grammar and Lexis
- Curriculum Design and Evaluation

Media Technology

- Computer Assisted Language Learning
- Video in Language Teaching

Second Language Acquisition/Psycholinguistics

- Core Issues in Second Language Acquisition
- Psycholinguistics and Language Development
- Linguistic profiling and language testing

Cross-Cultural Communication

- Language in Society: Sociolinguistics and the Social Psychology of Language
- Language & cross-cultural communication
- Bilingualism and Bilingual Education

Young Learners

- TESOL for Young Learners
- Young Learners and Their Development

Thinking Skills

- Developing Thinking Through Language Learning
- Developing Thinking Skills

Discourse Analysis

- Understanding Second Language Classroom Interaction
- Spoken and Written Discourse Analysis

Writing

- The English Writing System

EDUCATION

Modules are available in:

Counselling: *Evidence-Based practice in Counselling and Pastoral Care, An Introduction to Counselling, Counselling Theory and Practice, Counselling Children and Young People*;
 Educational Management: *Human Resource Management in Education, Leadership and Strategic Management in Education, Middle Management in Education, The Management of Change in Education, Policy, Planning and School Effectiveness*;
 Educational Development: *Emotional Intelligence and Leadership*;
 Curriculum Planning: *Curriculum Development and Learning*

LINGUISTICS

Modules are available in: *Syntax, Phonetics and phonology, Morphology, Semantics, Pragmatics, Corpus linguistics and Translation*

Note: some modules may not be available every year

Candidates who reach a high standard in their taught modules may be able to progress to the Integrated PhD in Educational and Applied Linguistics subject to a successful interview. Candidates may transfer some credits to the IPhD.

Programme length

12 months full time; 24 months part time.

Entry Requirements

Applicants wishing to study for this degree should have a first degree in a relevant subject area. If your first language is not English you should have a minimum of IELTS 6.5 with at least 6 in writing, or TOEFL 575 (Computer TOEFL 233) or equivalent.



MA in Cross-Cultural Communication and Applied Linguistics

This programme is specifically designed for people who are interested in cultural issues in language learning and teaching and who wish to develop cross-cultural communication skills for professional practice.

Core modules (20 credits)	Specialist modules (choose to a total of 60 credits)	Research Portfolio (60 credits)
<ul style="list-style-type: none"> Language and Cross-Cultural Communication 	<ul style="list-style-type: none"> Discourse Analysis Pedagogical Grammar and Lexis TESOL for Young Learners TESOL theory and Practice Introduction to TESOL Core issues in Second Language Acquisition Understanding Second Language Classroom Interaction Developing Thinking Through Language Learning Psycholinguistics and Language Development 	<ul style="list-style-type: none"> a set of country files where you discuss the core cultural values of a target country and their implications for cross-cultural communication
Optional modules (choose to a total of 40 credits)		
<ul style="list-style-type: none"> Language in Society: Sociolinguistics and the Social Psychology of Language Professional Communication Interpersonal Communication Bilingualism and bilingual education 		

Programme length

12 months full time; 24 months part time

Entry Requirements

You should have at least a good second-class Honours degree, or equivalent, in any subject,

although language and linguistics, communication studies, TESOL, translation, education are preferred. Applicants whose first language is not English should have a minimum of IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

MRes in Applied Linguistics Programme

interdisciplinary insights into the study of applied linguistics (in accordance with the ESRC's postgraduate training guidelines) and prepare candidates for further research leading to doctoral degrees.

This course will provide research training and

Compulsory research training modules (60 credits)	Discipline specific training (60 credits)	Research Project (60 credits)
<ul style="list-style-type: none"> Introduction to information skills Nature of enquiry and explanation for Social Sciences Qualitative methodology Quantitative methodology 	<ul style="list-style-type: none"> Bilingualism and bilingual education Language and cross-cultural communication Understanding Second Language Classroom Interaction Discourse analysis TESOL Language acquisition and disorders 	<ul style="list-style-type: none"> Complete a research project



Programme length

12 months full time; 24 months part time.

Entry Requirements

You should be a graduate of linguistics or a language-related subject; work experience in a language-related profession is desirable, although not essential. If you wish to apply for an ESRC studentship, you should also fulfil the requirements laid down by the ESRC. Applicants whose first language is not English should hold IELTS 6.5 with at least 6 in writing, TOEFL 575 (Computer TOEFL 233) or equivalent.

Further Information

UK/EU students - we are recognized by the Economic and Social Research Council (ESRC) for 1+3 studentship awards. Interested students should contact us by 15 March. Applicants must apply by using the ESRC Postgraduate Studentship Application form (www.esrc.ac.uk).

International students can apply for international scholarships. Applicants must apply by using the University's standard Postgraduate Application Form.

I PhD Educational and Applied Linguistics (Integrated PhD) Programme

This programme aims to help you to achieve a critical conceptual understanding of practice, thought, evidence and theory relating to recent developments in language teaching and learning and to other areas of educational and applied linguistics and communication studies and to apply this professionally.

Compulsory modules (80 credits)	Optional modules include (chosen to a total of 20 credits)	Research Project (340 credits)
<ul style="list-style-type: none">■ Introduction to academic practice or Introduction to academic publishing■ Introduction to information skills■ Nature of enquiry and explanation for Social Sciences■ Qualitative methodology■ Quantitative methodology	<ul style="list-style-type: none">■ Understanding Second Language Classroom Interaction■ Bilingualism and bilingual education■ TESOL theory and practice■ TESOL for young learners■ Language and cross-cultural communication■ CALL■ Language acquisition■ Language disorders■ Spoken and Written Discourse Analysis	<ul style="list-style-type: none">■ Research project written up as a 40-50,000 word thesis

Programme length

36-48 months full time; 48-84 months part time. (Note: 3 years fees are payable. 100 credits can be transferred from a masters degree)

Entry Requirements

A good first degree in a relevant subject, or entry via MRes in Applied Linguistics or MA in Applied

Linguistics and TESOL. Some relevant work experience is desirable but not essential. Applicants whose first language is not English should have a minimum of IELTS 6.5 with at least 6 in writing, TOEFL 575 (Computer TOEFL 233) or equivalent. For further information see www.ncl.ac.uk/integratedphd/edling

M Phil and PhD Programmes

The PhD and MPhil degrees are "by research" only, i.e. they are awarded on the basis of satisfactory theses. For the MPhil degree, candidates must submit a thesis of 40-60,000 words. For the PhD, candidates submit a thesis of 80-100,000 words. Candidates also take research methods modules. These degrees are suitable for candidates who have a clear idea of a particular research area, which they wish to research in depth.

Programme length

MPhil: 12 months full time; 24 months part time. PhD: 36 months full-time; 60 months part-time study.

Entry Requirements

A good first degree in a relevant subject or overseas equivalent, or entry via MA in Applied Linguistics and TESOL, M Ed. or MRes. Some relevant work experience is desirable but not essential. Applicants whose first language is not English should have a minimum of IELTS 6.5 with at least 6 in writing, TOEFL 575 (Computer TOEFL 233) or equivalent.



Who are the staff involved in the programmes?



Professor Li Wei, Professor of Applied Linguistics was born in Beijing, China. He studied English language and literature at Beijing Normal (Teachers) University and taught English for two and a half years. He came to Newcastle University in 1986 to teach Chinese language and culture in the then newly established East Asia Centre. Later he worked with Lesley Milroy on a series of sociolinguistic projects on language maintenance and language shift in the Chinese communities in the North East of England. He holds an MA in English Language Studies and a PhD in Linguistics, both from Newcastle. He was made Professor in 1998. Between 1999 and 2002, he was Director of the Centre for Research in Linguistics at Newcastle University. Since 2002, he has been Head of School of Education, Communication and Language Sciences. Li Wei's research interests include bilingualism and cross-cultural pragmatics. His main publications include *Three Generations Two Languages One Family*, *The Bilingualism Reader*, *Opportunities and Challenges of Bilingualism and Bilingualism: Beyond Basic Principles* He is currently editing *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* and *Handbook of Applied Linguistics*, Vol. 5: *Multilingualism* He is also Editor of the International Journal of Bilingualism (Kingston Press) and the book series Child Language and Child Development (Multilingual Matters).



Prof. Vivian Cook, Professor of Applied Linguistics worked as a lecturer in EFL in Ealing Technical College, then as Director of the Language Service at North East London Polytechnic and as Reader at Essex University. He has been Professor of Applied Linguistics at the University of Newcastle since 2004. Professor Cook is author/editor of 10 academic books and 8 textbooks. Amongst these, *Chomsky's Universal Grammar* has gone into a third edition and has Japanese, Italian, Korean and Chinese translations; and *Second Language Learning and Language Teaching* also has a third edition with Japanese and Chinese translations. He is founder and first President of the European Second Language Association and maintains extensive websites on second language acquisition. He has worked in several areas of first and second language acquisition, language teaching methodology, linguistics and EFL and is currently concentrating on work with writing and cross-writing system acquisition, and on the multicompetence theory of second language acquisition.



Prof. Manfred Pienemann, Professor of Applied Linguistics was previously Professor of Applied Linguistics at the Australian National University and Director of the Language Acquisition research Centre at the University of Sydney. He currently shares his time between Newcastle and the University of Paderborn, where he also has a professorship in Applied Linguistics. He is founder of PacSLRF, the Second Language Acquisition Forum of the Pacific. He is on the editorial board of *Second Language Research*, *Language Teaching Research*, and *Bilingualism: Language and Cognition* and is author/editor of several books including *Modelling and Assessing Second Language Development*, *Language Processing and Second Language Development*. He has also authored a number of computer programmes for language testing and profiling. Professor Pienemann's main areas of research are linguistic profiling, second language acquisition research and psycholinguistics.



Dr Paul Seedhouse, Senior Lecturer is Postgraduate Research Director for the School of ECLS and Degree Programme Director for the Integrated PhD in Educational and Applied Linguistics. He has held a number of posts in the UK and abroad, including Thailand, and is a former head of the Centre for International Studies in Education in the School of Education at Newcastle. His main research interests are the analysis of institutional interaction using Conversation Analysis methodology. He has published in a number of journals, including the *Journal of Pragmatics*, *International Review of Applied Linguistics* and *English Language Teaching Journal*. His other publications include *Applying Conversation Analysis*, which he co-edited, and which is published by Palgrave Macmillan.



Mr Scott Windeatt, Senior Lecturer has been at Newcastle since 1990, initially in the Language Centre, and since 2000 in the School of Education Communication and Language Sciences, where he is currently head of the Applied Linguistics group. He has a BA in French and Spanish, a PGCE in TEFL, and an MSc in Applied Linguistics. He taught at the University of Lancaster from 1979 until moving to Newcastle and has also taught in Finland, at the University of Bucharest in Romania, and at Klagenfurt University in Austria, as well as in a secondary school in London. He has given lectures and workshops in many



countries, including Denmark, France, Germany, Hong Kong, Indonesia, Italy, Japan, Malaysia, the Netherlands, the Philippines, Qatar and Spain. His main research interests are Computer-Assisted Language Learning, the use of the internet and multimedia for language learning, teacher training - especially using technology to train teachers, or training teachers to use technology - and testing. He is co-author of *The Internet: A Resource Book for Teachers*, published by OUP.



Dr Jan Abd-Kadir Hardman, Lecturer was born in Malaysia and educated in Malaysia, Canada, the United States of America and the UK. She has taught in institutions of higher education in Malaysia, the United States, the United Arab Emirates and the UK. She has an Executive MBA from the University of Newcastle, UK, a PhD in English Applied Linguistics from the University of Birmingham, an MSc in TESOL from California State University, Los Angeles, USA, and a B.A in English from Chapman University, California. She has been Degree Programme Director for the Newcastle TESOL MA and for the Dubai In-Country Delivery MEd TESOL Programme. Her research interests are Classroom Interaction, Written Discourse Analysis, Textlinguistics, Contrastive Rhetoric, Academic Genre, TESOL Pedagogy, and Distance Learning.



Dr Hua Zhu, is Degree Programme Director, MA in Cross-Cultural Communication programmes. She has a BSc, an MA and a PhD from the University of Newcastle. Her main research interests include speech & language development and disorders of children, pragmatics, conversation analysis and cross-cultural communication. She is author of *Phonological Development in Specific Contexts*, co-author of *Differential Evaluation and Assessment of Phonology*, and co-editor of *Phonological development and disorders: A Multilingual Perspective*. She has published extensively on child language (*Journal of Child Language*, *Clinical Linguistics and Phonetics*, *International Journal of Language and Communication Disorders*) and Cross-cultural pragmatics (*Journal of Pragmatics*, *Multilingua*, *Language and Intercultural communication*)



Dr Mei Lin, Lecturer joined the School of Education, Communication and Language Sciences in 1995. She has taught at both secondary school and university level in China. She has an MA in English Linguistics and English Language Teaching and a PhD in Education from the University of York, UK. Her main research interests are in pedagogy and teacher education focusing on enhancing understanding of the learning and teaching process and its implications for positive learning outcomes. In particular, she is interested in classroom interaction, teacher questions and learner talk, autonomous learners, bilingual education, and developing thinking skills and language learning in different cultural contexts.



Dr Nikhat Shameem, Lecturer has worked in applied linguistics and language teacher education in New Zealand, Fiji, Samoa and the UK She has B.A in Education from the University of the South Pacific, a PhD in Applied Linguistics and a Dip TESL from Victoria University of Wellington) She was Programme Leader for Language Teacher Education at UNITEC in New Zealand, Director of Studies for the English Language Programme at the Academic Colleges Group in New Zealand, Lecturer in Applied Linguistics at the University of Auckland, and at Victoria University of Wellington in New Zealand, a Language and education consultant for NZAID, and has worked as a secondary school teacher. Her main research interests are in multilingual education, minority languages, language maintenance, ESOL, teaching young learners, refugee education, literacy, curriculum development and language assessment.



Mr Tony Young, Lecturer has worked in Applied Linguistics and English language education in the UK, USA, Malaysia, Italy and Spain. His professional roles in English Language Teaching have included teaching, school management and curriculum and syllabus design for various organisations including the Bell Educational Trust, the British Council and for various non-governmental organisations. He has lectured in Applied Linguistics at Birkbeck, University of London, as well as at Newcastle. His main research interests are cross and intercultural communication in language teaching, an area in which he has published widely, as well as cross-cultural communication in general, and social psychological approaches to individual learner differences.



What are the research opportunities?

If you are interested in furthering your academic development after graduation, we offer taught doctoral programmes (Integrated PhD in Education and Communication and in Educational and Applied Linguistics, and MRes) as well as research PhDs (MPhil and PhD) to cater for your needs.

Our staff specialize in research supervision in the fields of language learning (first, second and bilingual), applied and educational linguistics, TESOL, and cross-cultural communication. Specific areas of supervision include:

- Second Language Acquisition (Professor Vivian Cook and Professor Manfred Pienemann), Learning styles and social psychological approaches to individual differences among learners (Mr T Young);
- Socio-interactional approach to language learning (Dr P Seedhouse, Professor Li Wei and Dr Zhu Hua), Classroom Interaction (Dr J Abd-Kadir Hardman), Conversation Analysis (Dr P Seedhouse and Professor Li Wei), Written Discourse Analysis and Contrastive Rhetoric (Dr J Abd-Kadir Hardman);
- Cross-cultural communication (Professor Li Wei, Dr Zhu Hua and Mr T Young);
- Intercultural Communicative Competence in Language Teaching and Learning (Mr. T Young)
- Bilingual and cross-linguistic studies of language acquisition (Dr Zhu Hua, Dr C Letts and Dr G Khattab), Bilingual and multilingual education (Dr M Lin, Dr N Shameem and Professor Li Wei);
- Language maintenance and shift (Dr N Shameem and Professor Li Wei);
- Computer-assisted language learning (CALL), Teacher-training for CALL (Mr S Windeatt);
- Thinking skills in language teaching and learning (Dr M Lin);

- Autonomous learning and self-assessment (Mr S Windeatt), Language assessment (Dr N Shameem and Mr S Windeatt);
- Curriculum design (Dr N Shameem);
- TESOL for young learners (Dr N Shameem), TESOL pedagogy (Dr. J Abd-Kadir Hardman, Mr.S Windeatt);
- Writing systems (Professor Vivian Cook)
- Psycholinguistics (Professor Manfred Pienemann)
- Linguistic Profiling (Professor Manfred Pienemann)

Other staff in the School are pleased to offer research supervision in areas of language in education, pedagogy, thinking skills, special needs education, and educational management. For further information on staff interests, see www.ncl.ac.uk/ecls/.



What are the career opportunities?

Our programmes of study will prepare you well for a career in:

- university teaching and research
- teaching in schools
- teaching in the United Kingdom and overseas
- working for national professional bodies and overseas agencies



Why the School of Education, Communication & Language Sciences?

The School of Education, Communication and Language Sciences (ECLS) is a large, multidisciplinary school in the Faculty of Humanities and Social Sciences. ECLS has:

- over 40 years' experience of training language teachers, communication specialists and speech and language therapists for both the UK and other parts of the world;
- over 100 years' experience of teacher training and meeting the needs of educators from a wide range of countries;
- high quality, innovative taught programmes attracting a large number of home, European and overseas students. Our speech programmes received full marks (24/24) in the most recent national teaching quality assessment;
- an international reputation as a centre of excellence for our interdisciplinary research, and received the top grade (5) under Linguistics in the most recent national Research Assessment Exercise;
- an international team of teaching, research and support staff who are experienced in providing the best learning environment for students;
- dedicated postgraduate offices with computing facilities, a multimedia laboratory, a computer-assisted language analysis laboratory, on-site speech and language therapy clinics, an audio-visual room, a TESOL dissertation library, and an education resource centre;
- further training in professional/key skills provided by the Humanities and Social Sciences Graduate School.

Comments from previous students



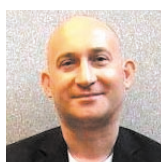
Ling Zhuang

“ I had been teaching a Listening and Speaking module in Soochow University, China for several years. I found the MA programme at Newcastle University, and especially the Media Technology and TESOL modules, specifically suited my needs in both academic and practical areas.

The quantity of hands-on practice in this programme deepens and enlarges my software, web design and hardware knowledge, which is very beneficial to my English teaching career. The technologies learned here apply to the teaching environment and cater for the needs of Chinese English learners.

I think my strength is still in TESOL, especially after learning these useful knowledge and skills. I will return to my school to continue my teaching career and do some practical research while teaching. ”

Ling Zhuang



Richard

“ I had been teaching for around six years when I applied for the MA in Media Technology for TESOL course at Newcastle. I felt the time was right to develop my teaching in certain areas in which I had little or no experience - video production projects - for example. The course also gave me the chance to augment and improve my knowledge in other areas, such as TESOL for young learners.

The practical side of the course really attracted me; the idea of creating a software portfolio really appealed. I'm currently working in a teacher training institute in South Korea, where I teach uses of educational technology to Secondary School English teachers. ”

Richard



Kui Wang

“ My first degree is B.A in English Literature from Guizhou Ethnic University in China I was attracted to this programme as the University of Newcastle has a strong reputation in the linguistic field which is the professional aspect I am seeking to improve. I teach in a university where this professional knowledge is extremely highly regarded. Also, education is my career and this school is famous for education as well.

The TESOL theory and practice modules are very useful for me as a teacher. I benefit a lot because I find the English language can be taught in such a professional and functional way.

After I have completed my degree I will go back to my university in China to continue to be a teacher there. I am sure I can use what I have learned here to improve my teaching when I go back. ”

Kui Wang



