

## Course Specification

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<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Humanities		
<b>Course Code(s):</b>	TS002J01UV TS002J31UV	Full-time Part-time	3 Years 6 Years
<b>Course Title:</b>	BA (Hons) Linguistics and Teaching of English for Speakers of Other Languages		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Linguistics and Teaching of English for Speakers of Other Languages Bachelor of Arts Linguistics and Teaching of English for Speakers of Other Languages Diploma of Higher Education Linguistics and Teaching of English for Speakers of Other Languages Certificate of Higher Education Linguistics and Teaching of English for Speakers of Other Languages University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	10/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2021/2		

## Academic Staff

<b>Course Leader:</b>	Ms Deborah Orpin
<b>Head of Department:</b>	Dr Frank Wilson

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

- CCC from 'A' levels
- BTEC QCF Diploma grade DD
- BTEC QCF Extended Diploma grade MMM
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)
- Trinity requires trainees to have as a minimum, qualifications for entry to higher education (tertiary level) in the UK, and a level of C1 in English in reading, writing, listening and speaking, which is IELTS 7.0 or above.
- Successful completion of the [International Foundation Year in Social Sciences](#) or [International Foundation Year in Arts](#)

### Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course.

### Distinctive Features of the Course:

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TESOL & Linguistics cohorts are relatively small, with the result that the students get to know each other and the teaching staff very well, and regard their lecturers as friendly and approachable. The students benefit hugely from this close interaction, which enables progress to be carefully monitored. TESOL & Linguistics undergraduates come from a range of backgrounds, and all individuals are encouraged to make the best of their abilities.

A distinguishing feature of the course is the expertise and enthusiasm of the teaching staff in face-to-face contact with students. The interactive and communicative methodology used ensures that a clear group identity is quickly established. Students are encouraged to work together throughout the course in order to support each other, build confidence and develop cooperative skills. The innovative nature of our assessments has been highlighted as a particular strength.

TESOL & Linguistics graduates from our School are gaining an excellent reputation locally, nationally and globally. They are regarded as professional, confident, committed, independent and resourceful with a high degree of practical and theoretical knowledge. They are highly employable, and those who progress to a PGCE or equivalent have an advantage over students from a non-teaching background.

Although not specifically accredited by Trinity College London, the TESOL part of the course matches the elements specified in the Trinity College London guidelines for initial teacher training, and on completion of the course students have the option to undertake an oral examination to qualify for the Trinity College London Cert. TESOL.

The Linguistics & TESOL degree is an academic qualification, not a recognised teaching qualification. To make the transition to teaching easier, the curriculum/assignments are matched to curriculum/assignments required for the Trinity College London Cert. TESOL. Students who make good progress & show commitment to the teaching profession may then be given the opportunity to be entered for the Certificate in Level 6 (and for which a fee is charged). You will be informed of your progress through regular tutorials. Commitment includes regular attendance at lessons.

However, the honours degree and the Certificate remain two separate qualifications. Each one is moderated by the two individual institutions. Successful completion of the degree does not automatically entitle you to the Trinity Certificate, or even to be put forward for moderation.

### Educational Aims of the Course:

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The Linguistics & TESOL course aims to develop your understanding of the nature of language and how it works. This includes the processes involved in language learning; the main features of the English language systems; the formal, sociological, psychological and applied perspectives of systematic language study; the applicability of current language teaching approaches; a range of technologies; appropriate learning objectives for different materials, and areas of cultural diversity.

The course seeks to equip you with the practical and theoretical knowledge and skills, and the personal and professional values needed to achieve success. Many of our students opt for a career using ESOL, and eventually take on leading roles in local, national and global communities. Others choose a related career path requiring an in-depth knowledge of language, including forensic linguistics, computational research, speech and language therapy, publishing etc.

The course also provides a solid foundation from which to undertake continuing professional development after graduation.

We welcome students from a wide range of backgrounds and we make no assumptions about your prior experience of the study of Linguistics or the teaching of English in the ESOL classroom.

### Intakes:

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September

### Major Source of Funding:

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Office for Students (OFS)

### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

<b>Year</b>	<b>Status</b>	<b>Mode</b>	<b>Amount</b>
2017/8	H	Full Time / Sandwich	£9250.00
2017/8	EU	Full Time / Sandwich	£9250.00
2017/8	Overseas	Full Time / Sandwich	£11475.00
2017/8	H	Part Time	£2835.00
2017/8	EU	Part Time	£2835.00
2017/8	Overseas	Part Time	£5738.00
2018/9	H	Full Time / Sandwich	£9250.00
2018/9	EU	Full Time / Sandwich	£9250.00
2018/9	Overseas	Full Time / Sandwich	£11700.00
2018/9	H	Part Time	£2925.00
2018/9	Overseas	Part Time	£5850.00
2018/9	EU	Part Time	£2925.00
2019/0	H	Full Time / Sandwich	£9250.00
2019/0	EU	Full Time / Sandwich	£9250.00
2019/0	Overseas	Full Time / Sandwich	£12000
2019/0	H	Part Time	£2975.00
2019/0	Overseas	Part Time	£6000
2019/0	EU	Part Time	£2975.00
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	EU	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2020/1	EU	Part Time	£3050.00

PSRB:

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None

Course Structure:

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## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4LN001	Language in Use	20	SEM1	Core
4EN003	How English Works	20	SEM1	Core
4LN002	Language Patterns	20	SEM2	Core
4TS001	Introduction to TESOL	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

4HU003	From Student to Scholar	20	SEM1
4WL002	Basic Language	20	SEM1
4WL003	Elementary Language	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

4SL011	Volunteering in the Community	20	SEM2
4HU003	From Student to Scholar	20	SEM2
4WL002	Basic Language	20	SEM2
4WL003	Elementary Language	20	SEM2

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5TS003	Methodologies and Skills for TESOL	20	SEM1	Core
5TS004	Work Placement for TESOL	20	SEM2	Core
5LN004	Sounds and Structure	20	SEM2	Core

**For this option group you must choose a minimum of 40 credits and a maximum of 40 credits**

5LN001	Language and Society	20	SEM1
5LN003	Pragmatics and Conversation	20	SEM1
5LN005	Language and Meaning	20	SEM1
5WL001	Basic Language	20	SEM1
5WL002	Elementary Language	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5LN002	Research Methods for English Language, Linguistics and TESOL	20	SEM2
5EN005	Stylistics: Stories and Style	20	SEM2
5SL008	Volunteering in Action	20	SEM2
5WL001	Basic Language	20	SEM2
5WL002	Elementary Language	20	SEM2

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6TS005	The Language Learner and Language Awareness	20	SEM1	Core
6TS002	TESOL: Materials Evaluation and Design	20	SEM2	Core
6LN002	Independent Study (Linguistics)	20	SEM2	Core

**For this option group you must choose a minimum of 40 credits and a maximum of 40 credits**

Students must take a minimum of two LN coded modules at Level 6

6LN001	Language Variation and Change	20	SEM1
6LN005	Language and the Mind	20	SEM1
6EN003	Gender, Sex and Language	20	SEM1
6WL001	Intermediate/Advanced Language	20	SEM1
6WL002	Elementary Language	20	SEM1

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

Students must take a minimum of two LN coded modules at Level 6

6HU001	Humanities Business and Community Link	20	SEM2
6LN004	Morphology	20	SEM2
6EN016	Communication, Cooperation and Conflict	20	SEM2
6LN006	Meaning and Interaction	20	SEM2

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

Section 1.2.5 - Exemption to permit less than 33% differentiation (no less than 80 credits overall) between named undergraduate degree programmes in Humanities as follows;

BA (Hons) Creative and Professional Writing & English/BA (Hons) Creative and Professional Writing.

BA (Hons) English Language and Linguistics/BA (Hons) English Language and Literature.

BA (Hons) English Language and Linguistics/BA (Hons) English Language and Media.

BA (Hons) English Language and Linguistics/BA (Hons) Linguistics and TESOL.

APPROVED (by Chair's Action on 11/9/2019 for a maximum of two academic years or until the next Curriculum Review).

## Reference Points:

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Quality Code - Part A: Setting and Maintaining Academic Standards. Including :

Qualifications Frameworks

Characteristics Statements

Credit Frameworks

Quality Code - Part B: Assuring and Enhancing Academic Quality

University Policies and Regulations

Equality Act 2010

• Trinity Cert TESOL Course Content <http://www.trinitycollege.co.uk/site/?id=201>

• QAA subject benchmark statement for Linguistics:  
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics.asp>.

• QAA subject benchmark statement for Education studies  
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>

## Learning Outcomes:

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.



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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

an understanding of the structure and application of English in a variety of forms and contexts, and an ability to apply your knowledge practically and analytically in a variety of English Language/language learning environments.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

an appreciation of the nature of, and processes involved in, language learning and teaching, as well as issues relating to cultural diversity.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

an awareness of the applicability of current language teaching approaches in order to provide/manage appropriate learning environments, and identify/employ suitable learning objectives, methods, materials, activities & technologies.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

the capacity to think critically, argue convincingly, and express yourself clearly and coherently in spoken and written modes.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

the ability to manage and improve your own independent research and study skills to maintain currency of knowledge and improve efficiency of learning.

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Ordinary Course Learning Outcome 6 (ORDCLO6)

the expertise required to progress to related studies at postgraduate level, and the skills and knowledge necessary for successful employment.

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Honours Course Learning Outcome 1 (DEGCLO1)

a critical and sophisticated understanding of the structure and application of English in a variety of forms and contexts, and an ability to apply your knowledge practically and analytically in a variety of English Language/language learning environments.

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Honours Course Learning Outcome 2 (DEGCLO2)

a high-level appreciation of the nature of, and processes involved in, language learning and teaching, as well as issues relating to cultural diversity.

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Honours Course Learning Outcome 3 (DEGCLO3)

an advanced awareness of the applicability of current language teaching approaches in order to provide/manage appropriate learning environments, and identify/employ suitable learning objectives, methods, materials, activities & technologies.

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Honours Course Learning Outcome 4 (DEGCLO4)

the capacity to think in a nuanced and critical way, argue convincingly, and express yourself clearly and coherently in spoken and written modes.

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Honours Course Learning Outcome 5 (DEGCLO5)

the ability to manage and improve your own independent research and study skills to maintain currency of knowledge and improve efficiency of learning, as exemplified through the successful completion of a final-year project.

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Honours Course Learning Outcome 6 (DEGCLO6)

the linguistic and academic sophistication required to progress without major difficulty to related studies at postgraduate level, and the skills and knowledge necessary for successful employment.

Overview of Assessment:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
4EN003	How English Works	CHECLO1, CHECLO4, CHECLO5
4HU003	From Student to Scholar	CHECLO1, CHECLO4, CHECLO5
4LN001	Language in Use	CHECLO1, CHECLO4, CHECLO5
4LN002	Language Patterns	CHECLO1, CHECLO4, CHECLO5
4SL011	Volunteering in the Community	CHECLO4, CHECLO5
4TS001	Introduction to TESOL	CHECLO1, CHECLO2, CHECLO3, CHECLO5
4WL002	Basic Language	CHECLO2, CHECLO4, CHECLO5
4WL003	Elementary Language	CHECLO2, CHECLO4, CHECLO5
5EN005	Stylistics: Stories and Style	DHECLO1, DHECLO4, DHECLO5
5LN001	Language and Society	DHECLO1, DHECLO4, DHECLO5
5LN002	Research Methods for English Language, Linguistics and TESOL	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5
5LN003	Pragmatics and Conversation	DHECLO1, DHECLO4, DHECLO5
5LN004	Sounds and Structure	DHECLO1, DHECLO4, DHECLO5
5LN005	Language and Meaning	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SL008	Volunteering in Action	DHECLO4, DHECLO5
5TS003	Methodologies and Skills for TESOL	DHECLO2, DHECLO3, DHECLO4
5TS004	Work Placement for TESOL	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5WL001	Basic Language	DHECLO2, DHECLO4, DHECLO5
5WL002	Elementary Language	DHECLO2, DHECLO4, DHECLO5
6EN003	Gender, Sex and Language	DEGCLO1, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO5, ORDCLO6
6EN016	Communication, Cooperation and Conflict	DEGCLO1, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO5, ORDCLO6
6HU001	Humanities Business and Community Link	DEGCLO4, DEGCLO5, ORDCLO4, ORDCLO5
6LN001	Language Variation and Change	DEGCLO1, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO5, ORDCLO6
6LN002	Independent Study (Linguistics)	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6LN004	Morphology	DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO4, ORDCLO5, ORDCLO6
6LN005	Language and the Mind	DEGCLO1, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO4, ORDCLO5, ORDCLO6
6LN006	Meaning and Interaction	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6TS002	TESOL: Materials Evaluation and Design	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6TS005	The Language Learner and Language Awareness	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6WL001	Intermediate/Advanced Language	DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO4, ORDCLO5

## Teaching, Learning and Assessment:

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Learning largely takes place in interactive workshops/lectures that utilise an inclusive and communicative methodology. Learning activities include listening and note-taking, pair work, group work & whole class discussion. Data collection and analysis is a feature of most of the modules and individual or group presentation may form part of the work. Tutorial time is built into modules to ensure a degree of individual contact. Out of class, you are encouraged to meet to prepare teaching practice/assignments and to read widely. You will undertake sustained independent study in your final year.

TESOL modules also involve teaching practice. You will get the chance to work with a range of learners from fellow students at the University to ESOL in the community. The workload for TESOL is particularly demanding. In addition to the normal reading related to lectures, students are required to attend the university for several hours over and above the weekly lecture session (for which 100% attendance is required) in order to collaborate on planning and materials preparation. Although demanding, it is an invaluable experience as it prepares you for further study and the workplace; you know exactly what will be expected of you and, as a result, are highly employable.

Combining TESOL and LINGUISTICS means that you may have the possibility to spend a year abroad (usually between Levels 5 & 6), often in a teaching post, which will develop your maturity and resourcefulness, and enhance your independence and spirit of enterprise.

In all modules you will acquire digital literacy through a variety of tasks and activities and will develop reflective skills which will allow you to analyse concepts and theories and apply them to specific contexts.

Summary of learning activities designed to equip students with both subject-specific knowledge and a range of subject-specific and transferable skills:

Lectures

Seminars

Tutorials and supervisory meetings

Interactive workshops

Independent research

Individual and group student presentations

In-class quizzes and tests

Formal examinations

The use of digital resources for both assignments and in-class activities

On-line forums

On-line portfolios and blogs

Opportunities for work-based learning

Opportunities for study abroad

## Learning and Teaching Methods:

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This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	24	76	0
5	24	76	0
6	20	80	0

### Assessment Methods:

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This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	30	8	62
5	17	0	83
6	8	8	83

### Student Support:

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TESOL and Linguistics cohorts are relatively small, and as the staff team teach both Linguistics & TESOL, individual students are known to all members of staff and to each other, and programmes & progress are carefully monitored. There is a high level of duty of care and clear cohort identities. Students find the team extremely friendly and approachable. Staff are readily available as they tend to operate an open-door policy so students either drop in for advice or contact staff in class or through e-mails. Course materials and e-mails of support for teaching practice and assignments are regularly sent to students through Outlook or CANVAS. Progress tutorials are held at the end of each semester. The interactive and communicative methodology used in the classroom ensures that each cohort quickly gets to know each other and a clear group identity is established. Students are encouraged to work together throughout the course in order to support each other, build confidence and develop the ability to work in teams. As our students come from a range of academic backgrounds, a learning and teaching strategy is to ensure that each individual is encouraged to achieve the best of their own ability.

The Linguistics and TESOL joint offers students a wide range of learning support, including individual tutorials, in-class test preparation sessions, groupwork (preceding individual presentations and written assignments), a research methods module at level 5, and extensive written and oral feedback. Members of the Learning Centre are regularly invited to speak to students about accessing printed and electronic resources, and students are strongly encouraged to draw on the services of the School's study skills advisers. Each module also provides an extensive reading list and suggestions for web-based and other electronic resources. The University intranet system is widely used in all modules for a variety of pedagogical and more practical purposes relating to the dissemination of information and the submission of student work.

Dedicated Subject Pages allow students to explore key online information sources that are recommended for their studies: Creative & Professional Writing / English / Linguistics / Philosophy / Religious Studies  
[www.wlv.ac.uk/lib/subjects/humanities](http://www.wlv.ac.uk/lib/subjects/humanities)

### Employability in the Curriculum:

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TESOL & Linguistics graduates are highly employable, and have the ability to travel, teach, live or work in a different culture or society.

The TESOL award provides the fundamental training for entry to the TESOL profession in a variety of institutions in the U.K. and abroad. The optional Trinity College London certificate in TESOL is recognised internationally as the entry-level teaching qualification.

A degree in Linguistics gives you the perfect grounding for any career requiring critical thinking, literacy competence, and a range of analytical and presentation skills. Undergraduate students have recently gained work experience as transcribers on staff learning and teaching projects, and in computer program development.

A joint TESOL/Linguistics degree provides preparation for postgraduate study at Masters and Doctorate level. Many graduates have progressed to PGCE study in related areas such as Basic Skills for FE (Literacy); MFL, EAL and English, from Primary to Tertiary level.

TESOL & Linguistics graduates work in a variety of local, national or international institutions, as well as ELT/Languages publishing & materials writing, translating, journalism, training & development, management & administration, personnel, speech therapy, forensic Linguistics, NGOs etc.



THE UNIVERSITY OF OPPORTUNITY