

UNIVERSITY OF SOUTH AFRICA

**Honours BA and MA degrees in Applied Linguistics and in
TESOL (Teaching English to Speakers of Other Languages)**

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1. IMPORTANT NOTE ON THE SEPARATION OF THE HONOURS BA AND MA DEGREES

From 2007 the MA with specialisation in Applied Linguistics and the MA with specialisation in TESOL will no longer be offered as single integrated degrees in which Part 1 led to a Hons BA exit qualification and Part 2 was the full dissertation MA. The degrees have been separated into their component parts so that those Hons BA exit qualifications and MA's by full dissertation are now offered as whole qualifications. These are formal changes only that do not affect the curricula in any way.

New students must register from 2007 for the Honours BA with specialisation in Applied Linguistics or the Honours BA with specialisation in TESOL, but students who have already completed modules in Part 1 may continue to register under the integrated MA qualification code for outstanding modules until 2008. After that, this qualification lapses and all students registering for modules must do so under the code for the Honours BA degrees.

2. DEPARTMENT OF LINGUISTICS: HONOURS BA DEGREE WITH SPECIALISATION IN APPLIED LINGUISTICS (Degree code: 0513-4)

Please consult **Part 1 of the Calendar** regarding the general rules for admission to postgraduate studies, documents that must accompany admission applications, fees, reregistration, duration of study and other general administrative matters.

PURPOSE

The purpose of the Honours BA in Applied Linguistics is to provide teachers of an additional language (i.e. a second- or foreign language) and others who are involved in language education with postgraduate-level knowledge, insight and skill in a variety of areas of applied linguistics. Graduates will be able to apply the insights and skills acquired to the particular problems and opportunities associated with the discipline of applied linguistics and its key area of application: language education.

ADMISSION REQUIREMENTS

The minimum admission requirement for this qualification is a Bachelor's degree (or equivalent) with 60% in a language or Linguistics major.

CURRICULUM OVERVIEW

The curriculum comprises **ten modules (all are year modules)**.

All of the following **six core modules must be taken**:

1. Issues in applied linguistics (MAPP01-S)
2. Individual factors in language learning (MAPP02-T)
3. Foundations in sociolinguistics (MSLFND-L)
4. Language learning and teaching (MAPP04-V)
5. Language assessment (MAPP05-W)
6. Text and discourse analysis (MAPP06-X)

Two or three of the following **alternative core modules must be taken**:

7. Reading in an additional language (MAPP08-3)

8. Writing in an additional language (MAPP09-4)
9. Language planning in education (MAPP12-V)

The **one or two modules** remaining may be chosen from the following **electives**:

Honours BA modules or papers (papers are equivalent to two modules) from language and linguistics departments, including those offered in the **Hons BA with specialisation in TESOL** and the **Hons BA with specialisation in Sociolinguistics**.

DURATION OF STUDY

Students are advised to spread their studies for this degree over at least two years.

TRANSITIONAL ARRANGEMENTS

New students must register from 2007 for the Honours BA with specialisation in Applied Linguistics (05134), but students who have already completed modules in Part 1 may continue to register under the integrated MA qualification code (09628) for outstanding modules until 2008. After that, this qualification lapses and all students register under the code for the Honours BA.

SYLLABUSES

Information on the content of the core and alternative core modules is given below.

Module 1: Issues in applied linguistics (MAPP01-S)

This module starts by introducing the discipline of applied linguistics and then focussing in some detail on one key

issue: the similarities and differences between the processes of first language and additional language acquisition. One of the most important questions the module addresses is how research has helped us to gain a better understanding of these similarities and differences and what relevance this research has for the language classroom.

Module 2: Individual factors in language learning (MAPP02-T)

Much of the attention and energy in applied linguistics has gone into exploring what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. Yet despite our best theories, methods and intentions, we are still faced with individual differences between language learners. Some students are very successful in learning an additional language, some achieve only moderate success, while others do badly. Why? The focus in this module is on individual factors (i.e. factors internal to the students) that affect language learning ability. These include maturational, cognitive and affective factors.

Module 3: Foundations of sociolinguistics (MSLFND-L)

The basic underlying principles and theories which govern the field of sociolinguistics will be examined in this module. Since sociolinguistics concerns the study of the use of language in society, a fundamental issue of debate focuses on how language and society impact upon each other within the multiplicity of environmental factors which characterise each situation. In our multilingual South African society and also beyond its borders we have dynamic and rich sources for sociolinguistic research.

Module 4: Language learning and teaching (MAPP04-V)

In this module attention will be focussed on a number of different language teaching methods. However, before a detailed study of any particular method, students will have the opportunity to examine some of the principles and theories that have informed both the study of language acquisition and learning and the development of different language teaching methods. Students will then critically compare and examine aspects of a number of different methods with a view to evaluating their relative weaknesses and strengths for particular situations with which they are familiar. The main objective here is to make students aware of the importance of following a principled approach in deciding on the method and procedures to be used in the classroom.

Module 5: Language assessment (MAPP05-W)

Many changes have been proposed for education in South Africa and in this module we draw attention to some of these changes, especially those that will play a role in language teaching and assessment. The major change is to outcomes based education (OBE), which represents a shift of emphasis from teacher input to learner achievement. To a great extent the aim of this module is to prepare students for the challenges envisaged by this change. For this module, students have to think about language testing against the background of the new language policy and assessment framework.

Module 6: Text and discourse analysis (MAPP06-X)

Most language or linguistics students are familiar with the more formal, sentence-based approach to language, and less familiar with the underlying structure and function of language when it occurs as spoken or written discourse, i.e. in stretches of language longer than a sentence. The ability to use language as discourse in order to communicate successfully is known as *discourse competence*. Brown (1994:228) defines this as the ability to “connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances”. This module explores what it means to acquire discourse competence in a language. Attention is focussed on the structure and function of language beyond the sentence, that is, the way in which spoken language (typically referred to as *discourse*) and written language (typically referred to as *text*) is used in coherent and meaningful ways.

Module 7: Reading in an additional language (MAPP08-3)

Most of the world's information and knowledge is stored in the written word, either as printed texts or as electronic texts. The ability to read gives one access to this information and knowledge, and in today's world, information is power. During the first two or so years of schooling, children learn to read and write, i.e. they are taught what the written symbols of language stand for and how to convey meaning via written symbols. Once children have learned to read, they are expected to read to learn. In other words, texts – the written word – become an important source for the acquisition of new knowledge and for learning. If students understand what they read, they can become independent learners. Yet there are many students who have problems really understanding what they read, and hence they also have problems reading to

learn. Research has established that the most important skill needed in the learning context is the ability to read with understanding. This is especially true for learners who study through the medium of a language other than their first language (English is often the relevant medium). The focus in this module is on reading ability, especially reading in an additional language, at primary, secondary and tertiary level.

**Module 8: Writing in an additional language
(MAPP09-4)**

Many of the tasks we have to perform in the learning or the work context involve writing, yet not everyone writes equally well and coherently. What does it mean to produce a coherent piece of writing, be it a letter of complaint, a history essay, a memo at work, a research article or a summary of decisions taken at a meeting – or a master's dissertation? The quality of written language being meaningful and unified is referred to as text coherence. The focus in this module is on the ability to write coherently, especially on writing coherently in an additional language.

**Module 9: Language planning in education
(MAPP12-V)**

In this module students will have the opportunity to study and be involved in the debate about one of the most contentious issues in South African education, namely the medium of instruction. UNESCO argues on psychological and pedagogical grounds that children should receive at least initial instruction through the medium of their first language. Many other researchers argue that this position ignores political, economic and social considerations

which dictate that children should be introduced to a language of wider communication as early as possible.

3. DEPARTMENT OF LINGUISTICS: MA DEGREE WITH SPECIALISATION IN APPLIED LINGUISTICS (Degree code: 0962-8)

Please consult **Part 1 of the Calendar** and the brochure: **Master's and Doctor's Degrees: General Information** regarding the general rules for admission to postgraduate studies, documents that must accompany admission applications, fees, reregistration, duration of study and other general administrative matters.

ADMISSION REQUIREMENTS

- (a) An Honours Bachelor's degree in Applied Linguistics with an average of at least 60%. Students with an average of less than 60% may only be admitted in exceptional cases, with the permission of the Chair of the Department.
- (b) Students who hold an Honours Bachelor's degree in a language or Linguistics (without a specialisation in Applied Linguistics) and who passed with an average of at least 60% must complete modules 1-6 of the Hons BA with specialisation in Applied Linguistics before they can be admitted. Students in this category with an average of less than 60% may only be admitted in exceptional cases, with the permission of the Chair of Department.

CURRICULUM

This comprises a dissertation on an approved topic in the field.

Students are given training in research skills through assignments that guide them towards compiling their final research proposal before embarking on the writing of the dissertation.

COMPLETION OF CURRICULUM

Except with the permission of the Chair of Department, students may not register for a second year unless they complete a satisfactory research proposal in their first year of registration.

TRANSITIONAL ARRANGEMENTS

From 2007, students previously registered under the code DIS766-8 (the full dissertation part of the integrated degree) transfer to the new code for the full dissertation that is not part of the integrated degree.

**4. DEPARTMENT OF ENGLISH STUDIES:
HONOURS BA DEGREE WITH SPECIALISATION IN
TESOL (TEACHING ENGLISH TO SPEAKERS OF
OTHER LANGUAGES) (Degree code: 0583-5)**

Please consult **Part 1 of the Calendar** regarding the general rules for admission to postgraduate studies, documents that must accompany admission applications, fees, reregistration, duration of study and other general administrative matters.

PURPOSE

The Hons BA degree in TESOL provides graduates with postgraduate-level knowledge, skills and applied competence in a number of areas of applied linguistics and TESOL. For the graduate, the qualification enhances opportunities for personal intellectual growth, gainful economic activity and rewarding contributions to society. For society at large, the qualification provides badly needed high-level expertise, specialised skills and scholarly activity in applied linguistics and TESOL, with its main focus on the learning, teaching and assessment of English with respect to those for whom English is not their first language.

ADMISSION REQUIREMENTS

The minimum admission requirement for this qualification is a Bachelor's degree (or equivalent) with 60% in a language or Linguistics major, and 60% in at least English II or its equivalent.

CURRICULUM

The Curriculum comprises 10 modules (all year modules), as follows:

All of the following core modules:

- | | |
|-------------|---|
| 1. MAPP01S | Issues in Applied Linguistics |
| 2. MAPP02T | Individual factors in language learning |
| 3. MSLFNDL | Foundations in Sociolinguistics |
| 4. MAPP04V | Language learning and teaching |
| 5. MAPP05W | Language assessment |
| 6. MAPP06X | Text and discourse analysis |
| 7. MTES01U | English as a language of learning |
| 8. MTES02V | English grammar and TESOL |
| 9. MTES03W | English literature and TESOL |
| 10. MTES04X | English for specific purposes |

DURATION OF STUDY

Students are advised to spread their studies for this degree over at least two years.

TRANSITIONAL ARRANGEMENTS

New students must register from 2007 for the Honours BA with specialisation in TESOL, but students who have already completed modules in Part 1 may continue to register for modules under the integrated MA qualification code until 2008. After that they must register under the code for the Honours BA.

SYLLABUSES

Information on the content of the core modules is given below, but for detail on the first 6 modules consult the section of this brochure that deals with the **MA with specialisation in Applied Linguistics**.

Module 1: Issues in applied linguistics (MAPP01-S)

Module 2: Individual factors in language learning (MAPP02-T)

Module 3: Foundations of sociolinguistics (MSLFND-L)

Module 4: Language learning and teaching (MAPP04-V)

Module 5: Language assessment (MAPP05-W)

Module 6: Text and discourse analysis (MAPP06-X)

Module 7: English as a language of learning (MTES01-U)

Starting out from a basic understanding of the implications of using a second language as a language of learning, students will be required to investigate in depth specific educational, social and political aspects of using English as a language of learning in sub-Saharan Africa, and in South Africa specifically. In this regard the reasons for, and consequences of, the hegemonic position of English in post-colonial societies will be taken into account. The module will consider English as a language of learning in relation to aspects such as: curriculum planning and implementation, teacher training and performance, and the interface

between society, school and home, in circumstances where English is not predominantly the mother tongue. Students will consider issues such as

- Education and English as a commodity for first world export
- Development aid and English
- The role of English in the establishment and maintenance of third world elites
- English and the homogenization of indigenous cultures in sub-Saharan Africa
- Neo-colonialism and multi-national educational publishing
- Cultural alienation and English as a language of learning

Module 8: English grammar and TESOL (MTES02-V)

This module examines both the theory and practice of the teaching of English grammar. It explores the nature of grammar, various grammars (prescriptive, descriptive and teaching grammars) and the concepts of appropriacy and correctness in relation to the teaching of grammar. It debates the successes and failures of various methods of language teaching, for example the grammar-translation method, the direct method, the audio-lingual method and other formalist approaches, and centres on the debate about the functions and value of formal grammar in the teaching of English and the relationship between formal grammar and writing. Students will be expected to read widely on topics such as the teaching of grammar in the communicative approach, the teaching of grammar in the context of writing, the teaching of grammar in thematic content-based instruction, and analysing and dealing with grammar errors in teaching English as an additional language. Students will be required to evaluate grammar

lessons in various existing ESL school textbooks and to design their own materials based on authentic texts such as newspaper and magazine articles, cartoons, jokes and advertisements.

Module 9: English literature in TESOL (MTES03-W)

This module will evaluate the role of English literature in a TESOL situation. Particular attention will be paid to how appropriate literature may function to improve students' linguistic, sociolinguistic and discourse competence. The module will also consider issues such as criteria for selection of texts in the classroom (the interest/relevance vs literary canon debate); teaching literature (a framework for structuring analysis and discussion of text which enables learners to appreciate and respond to textual codings of cultural and emotional experience) and conventions within textual analysis. The guiding premise for the module is the notion that literature is language in use.

Module 10: English for specific purposes (MTES04-X)

This module is designed to assist teachers to evaluate and design English for Specific purposes (ESP) courses and is thus intended to foster both critical and creative thinking. The course aims to provide students with insight into the concept and evolution of ESP, common misconceptions regarding ESP, and the role of the ESP teacher. In this module ESP is viewed as a learning-centred approach with particular emphasis falling on the needs of the student for whom English is an additional language. Attention will be given to the three factors affecting ESP course design: language descriptions (relating to the syllabus); learning theories (concerned with methodology); and needs analysis (concerned with the specific nature of the target learning situation). Students will also be required to evaluate ESP

material and to examine critically ESP journal articles of their choice.

5. DEPARTMENT OF ENGLISH STUDIES: MA DEGREE WITH SPECIALISATION IN TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) (Degree code: 0788-9)

Please consult **Part 1 of the Calendar** and the brochure: **Master's and Doctor's Degrees: General Information** regarding the general rules for admission to postgraduate studies, documents that must accompany admission applications, fees, reregistration, duration of study and other general administrative matters.

ADMISSION REQUIREMENTS

- (a) An Honours Bachelor's degree in TESOL (Teaching English to Speakers of other Languages) with an average of at least 60%. Students with an average of less than 60% may only be admitted in exceptional cases, with the permission of the Chair of the Department.
- (b) Students who completed at least English II or its equivalent and who hold an Honours Bachelor's degree in a language or Linguistics and who passed with an average of at least 60% must complete modules 1-6 of the Honours BA with specialisation in TESOL before they can be admitted. Students in this category with an average of less than 60% may only be admitted in exceptional cases, with the permission of the Chair of Department.

CURRICULUM

This comprises a dissertation on an approved topic in the field.

Students will be given systematic training in research skills through assignments that guide them towards compiling their final research proposal before embarking on the writing of the dissertation.

COMPLETION OF CURRICULUM

Except with the permission of the Chair of Department, students may not register for a second year unless they complete a satisfactory research proposal in their first year of registration.

TRANSITIONAL ARRANGEMENTS

From 2007, students previously registered under the code DIS768-A (the full dissertation part of the integrated degree) transfer to the new code for the full dissertation that is not part of the integrated degree.

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