



Doctor of Education (EdD) in TESOL  
AVAILABLE IN EXETER AND DUBAI



# The Programme

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The degree of Doctor of Education (EdD) in TESOL aims to provide experienced professionals within the field of language teaching with an opportunity to study at advanced level for a doctoral degree by means of a taught programme plus a thesis. The EdD in TESOL involves an in-depth examination of issues related to language learning and teaching and language teacher education. It also provides a solid grounding in research methodology appropriate for undertaking research at doctoral level.

The programme is suitable for experienced teachers of language who wish to enhance their careers, education officials, and those concerned with the training and supervision of language teachers and the organisation of teacher education programmes at pre-service and in-service levels. Entry requires a Masters degree in TEFL, TESOL, Applied Linguistics or a related field, together with at least three years of relevant professional experience. Since its launch, the programme has helped doctoral students publish academic papers and present at local and international conferences.

## Programme Content

The EdD will be awarded on successful completion of five taught modules and a research-based thesis of 40,000 to 50,000 words. The taught component consists of five modules, each involving input from lecturers as well as personal study. Each module is assessed by means of a 6,000 word assignment based on an aspect of research into ongoing professional practice. There are two modules covering research methodology and three content modules.

## Programme Delivery

The full-time programme can be completed with two years' registration; the part-time programme can be completed with four years' registration.

Thank you for offering such a quality programme in Dubai and for ensuring the continuity of its quality through participant feedback

*2008/09 EdD TESOL student, Dubai*



# Location and Structure

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## The EdD TESOL in Exeter, UK

The full-time and part-time EdD TESOL programmes are both available at St Luke's Campus in Exeter. On the full-time programme, taught modules are delivered within the first academic year of study. Course assignments and the dissertation are completed on campus in consultation with experienced tutors. The part-time programme entails two periods of taught input in July. Each period consists of 1-2 weeks intensive attendance over two successive years. Module assignments and dissertation work are completed through distance learning and individual study. The programme attracts an international group of ELT professionals employed in countries around the world, including Africa, Europe, the Gulf, North America, South America and South-East Asia. The structure and flexibility of the part-time programme helps doctoral students focus on their studies while continuing to work in their countries of residence. It is also possible for students to visit our Dubai Centre to attend a module and engage with its vibrant doctoral community.

For more information please contact:  
Dr Malcolm MacDonald  
[m.n.macdonald@exeter.ac.uk](mailto:m.n.macdonald@exeter.ac.uk)

Starting date Exeter (full-time): October  
Starting date Exeter (part-time): July

## The EdD TESOL in Dubai, United Arab Emirates

The part-time programme is also available at our well-equipped Dubai Centre. It entails a number of intensive weekends for the first two years. The remainder of the programme involves distance learning and individual study for completion of the thesis.

The programme attracts ELT professionals residing in the United Arab Emirates and other countries in the region. In addition to students based in the UAE, we currently have students from Bahrain, Oman, Saudi Arabia, Pakistan, Jordan, Kuwait, Qatar and Japan. The structure and flexibility of the programme helps doctoral students focus on their studies while continuing to work in their countries of residence. Students are also encouraged to visit the campus in Exeter whenever possible to attend a module or use our educational facilities and meet with tutors.

### Dubai Centre

The University of Exeter and the Graduate School of Education have a rich and long-standing association with the United Arab Emirates, and Dubai in particular. EdD TESOL modules are taught by lecturers from the Graduate School of Education who regularly visit the Centre. Excellent classroom and book collection facilities are available, as well as support from local tutors. Students also have access to online learning resources.

For more information please contact:  
Dr Salah Troudi  
[s.troudi@exeter.ac.uk](mailto:s.troudi@exeter.ac.uk)

Starting date in Dubai: October



# Modules

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## Research Modules

### 1. The Nature of Educational Research

This module provides an introduction to advanced research design and methodology. It offers a grounding in the essential differences between different research paradigms and the implications for action, particularly with regard to selecting appropriate methods of data collection as a means of investigating different kinds of research questions.

The module will contain the following units of study:

- Overview
- The nature of educational enquiry
- Contemporary debates in educational research
- Epistemological positions in educational research
- Learning from the literature and formulating a research question
- Ethics and educational research
- Taking an interpretative perspective
- Taking a scientific perspective
- Towards an integrative view (using a mixed methodological approach)
- Review

### 2. Doing and Using Educational Research

The main purpose of this module is to provide an introduction to different ways of analysing data of both a quantitative and qualitative nature. Hands-on experience will be provided in the application of such analytic procedures as SPSS and NUD\*IST and consideration will be given to the strengths and weaknesses of the different approaches. The emphasis will be upon understanding as well as application. Consideration will also be given to the presentation of research outcomes in both oral and written format.

The module will contain the following units of study

- Overview
- Questionnaires and surveys
- Interviewing
- Working with groups and forms of narrative inquiry
- Observation techniques
- Quantitative measures
- Qualitative data analysis (2 units)
- Quantitative data analysis (2 units)
- Styles of writing and presentation
- Review

## Content Modules

### Language Learning and TESOL Pedagogy

The aim of this module is to provide a review of current issues in language learning so that you can better understand the processes of language learning and teaching in your own classrooms. It also considers the field of language teacher training and development in order to enable you to apply the principles to your own educational context.

Formal sessions will cover:

- Participation, community and identity
- Identity, culture and multilingualism
- Scaffolding, mediation and activity
- Bilingualism
- Age and language learning
- Teacher beliefs
- Teacher Education

**Exeter celebrates history and embraces today...its lively cultural scene and rich history make it well worth a visit. This old city is young at heart thanks to a large student crowd and plenty of cafés, especially around the revitalised dock area.**

*Lonely Planet Guide to Great Britain, 2008*

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## Critical Issues in Language Teaching

This module aims to: raise awareness of critical issues in teaching English in different contexts; develop a good understanding of the role of EFL and ESL in various parts of the world; engage in an academic debate about key concepts, including centrally determined curricula in TESOL, teacher beliefs, teachers' roles and the place of research in curriculum development; critically evaluate complex TESOL curriculum issues and advanced research and to argue alternative approaches.

Based on work in critical applied linguistics and critical pedagogy, you will be able to critically reflect on a number of issues that are currently taken for granted. The module relates critical approaches to EFL/ESL to research approaches and methodologies.

The module aims to enable you to: revisit the role of EFL/ESL teachers; hidden curricula; foreign language policies; the dominance of English as a foreign language and a language of instruction; the native speaker as a model; the role of the non-native speaker teacher; issues of

inequalities in EFL/ESL; cultural considerations in materials design; what variety of English to teach; appropriate methodologies and a number of socio-political issues related to language education.

The main areas addressed in this module are:

- Critical applied linguistics and teaching methodology
- Language policy
- Critical language testing
- Curriculum in language education
- Curriculum theory
- Cultural issues in ELT
- Interaction in the language classroom
- Leadership and management

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## The Meaning and Practice of Professionalism

The aims of this module are to enable you to: engage, in theory and in practice, with the concept of 'professionalism'; address understandings of professionalism in educational and related practices; articulate personal values and ethical issues associated with your own professional role.

The specific aims are for you to: engage in informed and analytical debate about the nature and function of professionalism; understand the changing nature of professionalism in education and related practices; critically evaluate different approaches to professional practice; demonstrate an understanding of ethics and its relationships with professional practice; articulate a critical awareness of professionalism as lived experience.

Formal sessions will cover:

- The nature of professionalism, including the social and economic role of professionals in public service;
- Understanding the professional through personal narrative and embodied enquiry;
- Historical and philosophical underpinnings of 'critical reflective practice';
- Conceptualising criticality and 'evidence based practice';
- Ethical frameworks;
- Interfaces between professional praxis, ethics and policy

# About the School

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The Graduate School of Education is one of the most diverse and highly regarded in the UK.

- 4th for Education in *The Times Good University Guide 2010*
- 5th in the UK for world leading and internationally excellent research in Education\* and influencer of national education policy
- 3rd in *The Good Teacher Training Guide 2009*
- Recognised by the TDA and Ofsted as an outstanding provider of Early Years, Primary and Secondary teacher education
- ESRC-recognised outlet for part-time, full-time, distance learning and CASE research training
- ESRC quota for research studentships
- Partnership arrangements with over 300 schools
- International community with postgraduates from over 70 countries studying in the School over the last 5 years
- Home to one of the largest Education libraries in the UK

\*Research Assessment Exercise (RAE) 2008, based on the percentage of research categorised as 4\* and 3\*

In addition, the University of Exeter is situated in the South West of England, known for its breathtaking coastlines and beautiful scenery – and conveniently located just two and a half hours from London by train.

As one of the UK's leading schools of Education, we warmly welcome international students and firmly believe in the value gained by having a diverse student body. Further support is provided by the International Office with regard to all aspects of student welfare and accommodation.

## Areas of interest of academic staff in the EdD TESOL

**Jill Cadorath:** Teacher Education; Language Teaching Methodology; English for Specific Purposes

**Li Li:** Language Teacher Education (Cognition and Identity); Sociocultural Theory and Second Language Learning; Classroom Discourse; Research Methodology; New Technologies in Language Classrooms; Language Awareness

**Yongcan Liu:** Vygotsky and Sociocultural Theory; Community of Practice and Language Learning; Teacher Development; Classroom Ethnography; Narrative-Based Research

**Malcolm MacDonald:** Discourse Analysis; Critical Theory; Intercultural Communication; Second Language Acquisition; Literature for Language Teaching; English for Academic Purposes

**Sarah Rich:** Culture in Language Learning; Identity; Young Learners; Classroom-based Research

**Susan Riley:** Testing; Management and Leadership; Second Language Acquisition; Writing

**Salah Troudi:** Curriculum in TESOL; CALL and Blended Learning; Critical Applied Linguistics; TESOL Research Methodologies; Language Policies; Medium of Instruction; Education in the Arab World





### Entry Requirements

A Masters degree in TEFL, TESOL, Applied Linguistics or a related field, together with at least three years of relevant professional experience.

### 2010/11 Fees

#### EXETER

UK/EU students: £4,500 (full-time), £2,250 (part-time)

International students: £9,800 (full-time); £4,900 (part-time)

#### DUBAI (part-time)

UK/EU students: £5,500

International students: 5,500

### How to apply

To apply, you need to send the following:

- One letter of recommendation
- Copies of your degree certificates
- A Statement of Purpose explaining your reasons for joining the EdD
- An English language test score if English is not your first language

You can apply online or download an application form at [www.exeter.ac.uk/postgraduate](http://www.exeter.ac.uk/postgraduate)

**Note:** If you completed your Masters in an English-speaking university in the last two years, you do not need to provide a language score.

