



Academic year 2022/2023

Assessment Plan

Master Linguistics

Master's track Applied Linguistics - TEFL

1 / Vision of teaching and assessment¹

The educational vision of the Master's programme Linguistics, and hence the Master's track Applied Linguistics, can be summarized in four central notions that are the basis of the learning and teaching in our programme. They fully agree with the faculty's educational vision² where the importance of teaching informed by research, the dialogue between students and staff and between cultures, and active learning in groups is emphasised. These concepts are small-scale learning communities, internationalisation, research-based teaching, and active learning. While these different notions are tightly interwoven in the daily educational practice of our teachers, the following paragraphs will address them separately and illustrate them with representative examples.

Small-scale learning communities

Students profit from learning in smaller groups. They promote more contact between students and with teachers, a more lively learning atmosphere, and better community-forming and identification with the programme. In the Master's programme, this is implemented in the overall setup of the programme as well as the organisation of the different tracks. In spite of the average total intake of about 100 students per year, large-scale, teacher-centred classes practically do not exist. The division of the programme into four specialised tracks leads to smaller student communities that are bound together by their shared interest for the orientation of their track of choice. Within the tracks, virtually all courses contain seminar-style classes (e.g., werkcolleges) which often break down the student numbers even further, and challenge the students to participate actively. An example within the Applied Linguistics track is the module 'Theory of Second Language Development', which contains seminars in which students work in small groups on practical assignments that follow from a theory or model discussed that week.

Internationalisation

Internationalisation contributes to a rich learning environment. One aspect of internationalisation is the International Classroom. Classes with students with different, international backgrounds afford possibilities both for students and instructors. Students in such settings can profit by getting to know each other's values and learning from each other's experiences, and by developing inter-cultural sensitivity in this way. By respecting and taking into account the diversity in the classroom, instructors, on the other hand, can try to foster the same attitude also in the students themselves. Also, instructors gain the opportunity to use the different backgrounds of the students as a resource for their teaching and to increase inclusion in the classroom. Applied Linguistics attracts students from all over the world as well as Dutch students, often in a ratio of about 50/50. Combined with the small learning communities mentioned above, this creates a setting in which students with different backgrounds routinely work together and learn from each other. Smaller groups are always composed in such a way that students from different international backgrounds work together. Additional extracurricular activities are organized to give students the opportunity to get to know each other and to explore and discuss cultural differences. The annual event "Applied Linguistics on Ice" is a clear example of this. After a skating session on the ice rink, students are invited for a typically Dutch dinner at one of the staff member's houses.

¹ This section is largely based on the self-evaluation report written by Dr R. Steinkrauss (secretary of the Programme Committee for the Master's programme in Linguistics) in 2019 for the purpose of the NVAO-application for the reaccreditation of the programme

² See <https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>



Research-based teaching

Teaching at the university, especially on the level of a Master's programme, should be firmly anchored in research. In the Master Linguistics, the aim is not only to provide the students with a solid knowledge of theory and research, but also with the skills to apply their knowledge. This endeavour is visible in all tracks and all classes and underpinned by making use of instructors who are active researchers themselves, nearly all hold a PhD degree, and frequently use their research as resource in their teaching. An illustrative example of the interwoven nature of research and teaching may be the course "Theory of Second Language Development", in which the latest conference papers and recent developments are discussed on Complex Dynamic Systems Theory approaches to second language development. In addition, students of Applied Linguistics are required to attend several of the research talks (by invited research or staff) in the LANSPAN colloquium.

Active learning

In our vision, teaching should be student-oriented. This entails that teaching should be activating the students to take ownership of their own learning process, both within classes and in their choice of classes. The first is achieved by offering small-scale learning communities where active student involvement is fostered, and by using activating forms of teaching such as hands-on activities. The second aim is achieved by offering the students several electives, shared across tracks, and the possibility to do an internship. Thereby, students with different backgrounds and goals can follow their own individual learning trajectories.

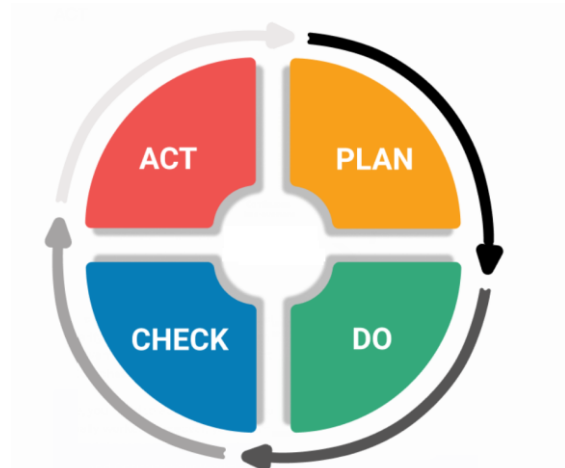
Within the Applied Linguistics track, the course 'Theory of Second Language Development' is a central module that is illustrative of how the teaching-learning environment is given shape. This module covers the different theoretical aspects of second language learning and discusses a contemporary, dynamic view on language development from a historical perspective. Research plays a central role. The students are introduced to several original key texts from the field which they are trained to read critically with step-by-step reading assignments, and the assessment of this class consists of a portfolio of assignments, one of which is a 6000-word, article-style report on an original empirical study carried out by each student. In addition, the course offers seven 2-hr modules on Academic Writing to prepare this report and the thesis. This results in a very thorough introduction to the theory of second language development, as well as the skills to translate this knowledge to own research and to communicate this knowledge. A specific aspect of this track is also that the teaching takes place in a very international setting, and that the track takes several distinctive measures facilitating that the learners form a community, feel connected to the study and can learn from each other. Examples are social events and the involvement of students (and staff) in the programme in an informal 'Programme Committee' for this track.

In sum, these measures lead to rich and enriching learning environments where students are enabled to learn from the instructors and from each other, and to develop individually.

2 / How to follow the assessment cycle (from design to evaluation and optimisation)



The programme aligns itself with the protocols of the Faculty of Arts for designing, evaluating and optimising its assessments, following the PDCA-cycle, as depicted in the figure below:



3 / Assessment dossier

a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.

All the examiners of a degree programme must provide the Board of Examiners with an 'assessment dossier' containing the following:

- a. the syllabus
- b. the list of marks, comprising all marks that count towards the final mark
- c.
 - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key;
 - for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and the completed assessment forms
 - for final assignments: the completed assessment forms and the work submitted (with or without the lecturer's comments)
- d. the assessment blueprint, minutes of peer-support meetings and/or intervision, evaluations and self-evaluations of course units, etc., if available.

b. Parties involved

The following parties are involved in fulfilling duties related to the assessment dossier:

- Programme coordinator: is responsible for formulating the assessment plan of the programme and/or track.



- Examiner (lecturer and/or course coordinator): is responsible for formulating the syllabus, based on the syllabus format of the faculty, and designing the assessments based on the matrix learning outcomes (see appendix 1) of the programme. The examiner is also responsible for adding all necessary (links to) files belonging to the assessment dossier of their course on Nestor in the assigned folder.
- Cluster Board: is responsible for assessing the assessment plan and for gathering assessment dossiers.
- Expert Team / Board of Examiners: is responsible for assessing the assessment plan, (a selection of) assessment dossiers, and for discussing potential issues with the responsible examiners.
- Faculty Board: is responsible for formalising the assessment plan as an attachment to the TER of the programme on the basis of advice from the Board of Examiners, the Programme Committee, and the Faculty Council.

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier	Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'**X**', i.e. bold, is used for summative³ assessments at the level specified in the programme-level learning outcomes
 'X' for summative assessments at lower performance levels

³ Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).



'fx' for formative⁴ evaluations at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.

In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).

Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

b. Safeguarding of assessment quality at course unit level

The Board of Examiners aims to evaluate the assessments of a reasonable number of course units of the program each year, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is also evaluated.

6 / Archiving

⁴ Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).





Lecturers archive the Assessment Dossiers of their courses in the respective course environment folders created on Nestor for the purpose of evaluations by the Expert Team / the Board of Examiners and future accreditation procedures.

7 / List of documents relevant to assessment

Faculty vision of teaching and assessment – see

<https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>.

Rules and Regulations – the internal regulations of the Board of Examiners.

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*) – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

Matrix of learning outcomes – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

Placement manual – a manual for the placement course unit.

Syllabus – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

Assessment Plan – a document that is enclosed as an appendix with the TER and is therefore legally binding.

Assessment programme – a schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways (previously known as the ‘assessment plan’).

Assessment protocol – the implementation of the TER, Part A, Article 8.7.



Appendix 1. Learning outcomes of the degree programme + Ma

The Master's degree level in line with the Dublin Descriptors	Learning outcomes for the Master's degree programme Applied Linguistics
<p>1. Knowledge and understanding</p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>1.1 specialist <i>knowledge and understanding</i> of concepts and acquisition and second-language teaching.</p> <p>1.2 The ability to make connections between theory/analysis acquisition and second-language teaching.</p> <p>1.3 Familiarity with the most recent developments in the field acquisition and second-language teaching .</p> <p>1.4 Familiarity with the broad spectrum of methods and techniques research, ranging from traditional statistics to dynamic a</p> <p>1.5 The ability to independently develop new ideas for research and language teaching.</p> <p>1.6 specialist knowledge of interactions between applied ling</p>
<p>2. Applying knowledge and understanding</p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2.1 The ability to combine information from different sources and questions in the field of second-language acquisition information.</p> <p>2.2 The ability to identify social issues and problems, especially civil society organizations, and to generate descriptions, this.</p> <p>2.3 The ability to independently design a series of foreign language insights from language acquisition research.</p> <p>2.4 The ability to conduct independent research in one of the</p>
<p>3. Making judgements</p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>3.1 The ability to understand and compare multiple views on language acquisition and language teaching.</p> <p>3.2 Understanding of the nature and function of applied linguistics between the various subfields.</p> <p>3.3 The ability to develop a well-founded judgement in the field applications in second-language teaching.</p>

	3.4 The ability to evaluate the soundness of applied linguistics methodology used.
<p>4. Communication</p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing in English on</p> <p>4.2 The ability to report, individually or as part of a group, on applied linguistics via the usual media (professional or academic) using applicable audiovisual and IT aids.</p>
<p>5. Learning skills</p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5.1 The ability to study independently with an eye to further research in linguistics upon completion of the degree programme.</p> <p>5.2 the ability to acquire new knowledge in the area of applied academic literature.</p> <p>5.3 the ability to follow developments within the discipline of applied linguistics and knowledge and understanding and develop new skills accordingly.</p> <p>5.4 the ability to start a PhD programme in the field of applied linguistics.</p> <p>5.1</p>

**Matrix of realized learning outcomes / course units in the Master's degree programme in Linguistics,
Master's track *Applied Linguistics***

Learning pathways	Field-specific knowledge						Field-specific skills							
	1. Knowledge and understanding						2. Applying knowledge and understanding				3. Making judgements			
YEAR 1, semester 1	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Course unit title														
Theory of Second Language Development	X	X	X		X	X	X			X	X	X		
Essential statistics		X		X				X		X		X		X
Research methodology for Language Development		X	X	X			X			X				X
Second language development, teaching and assessment	X	X	X		X	X	X	X	X		X		X	
YEAR 1, semester 2	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Course unit title														
MA Thesis in Applied Linguistics	X	X	X		X		X			X			X	
MA Placement in Applied Linguistics/TEFL								X						
CALL	X	X	X		X		X						X	

Appendix 2. Learning outcomes and their assessment

Appendix: Learning outcomes at course level and link to learning outcomes at Program Level

SEMESTER 1

Year 1 Semester 1				
Module	Code	Learning pathway	PLO	Course learning outcome
Theory of Second Language Development	LOX011M10	Field-specific knowledge	1.1	c. specialist knowledge and understanding of concepts and theories in the field of second-language acquisition and second-language teaching.
			1.2	d. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second language teaching.
			1.3	e. Familiarity with the most recent developments in the field of theories concerning second-language acquisition and second-language teaching .
			1.5	f. Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.
			1.6	g. specialist knowledge of interactions between applied linguistics and other disciplines.
		Field-specific skills	2.1	h. The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.
			2.4	i. The ability to conduct independent research in one of the subdisciplines of applied linguistics.
			3.1	j. The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching.
			3.2	k. Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields.
			4.1	9. The ability to report orally and in writing in English on ideas and research from applied linguistics.
Academic and				

		transferable skills	4.2	10. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.
Essential statistics	LOXo16Mo5	Field-specific knowledge	1.2	1. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.
			1.4	2. Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.
		Field-specific skills	2.2	3. The ability to identify social issues and problems, especially in relation to politics, language teaching and civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.
			2.4	4. The ability to conduct independent research in one of the subdisciplines of applied linguistics.
			3.2	5. Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields.
			3.4	6. The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used.
		Academic and transferable skills	4.2	7. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.
Research methodology for Language Development	LOXo17Mo5	Field-specific knowledge	1.2	1. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.
			1.3	2. Familiarity with the most recent developments in the field of theories concerning second-language acquisition and second language teaching.

			1.4	3. Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.
		Field-specific skills	2.1	4. The ability to combine information from different sources and disciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.
			2.4	5. The ability to conduct independent research in one of the subdisciplines of applied linguistics.
			3.4	6. The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used.
		Academic and transferable skills	4.2	7. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.
Second language development, teaching and assessment	LOX014M10	Field-specific knowledge	1.1	1. Specialist <i>knowledge and understanding</i> of concepts and theories in the field of second-language acquisition and second-language teaching.
			1.2	2. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.
			1.3	3. Familiarity with the most recent developments in the field of theories concerning second-language acquisition and second language teaching.
			1.5	4. The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.
			1.6	5. specialist knowledge of interactions between applied linguistics and other disciplines.
		Field-specific skills	2.1	6. The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.

			2.2	7. The ability to identify social issues and problems, especially relation to politics, language teaching and civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.
			2.3	8. The ability to independently design a series of foreign language lessons in accordance with the latest insights from language acquisition research.
			3.1	8. The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching.
			3.3	9. The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.
		Academic and transferable skills	4.2	10. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.

Year 1 Semester 2

Module	Code	Learning pathway	PLO	Course Learning Outcomes
MA Thesis in Applied Linguistics	LOX999M20	Field-specific knowledge	1.1	1. Specialist <i>knowledge and understanding</i> of concepts and theories in the field of second-language acquisition and second-language teaching.
			1.2	2. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.
			1.3	3. Familiarity with the most recent developments in the field of theories concerning second-language acquisition and second language teaching.
			1.5	4. The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.

		Field-specific skills	2.1	5. The ability to combine information from different sources and disciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.
			2.4	6. The ability to conduct independent research in one of the subdisciplines of applied linguistics.
			3.3	7. The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.
		Academic and transferable skills	4.1	8. The ability to report orally and in writing in English on ideas and research from applied linguistics.
			4.2	9. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.
			5.1	10. The ability to study independently with an eye to further academic development in a field of applied linguistics upon completion of the degree programme.
			5.2	11. the ability to acquire new knowledge in the area of applied linguistics and independently find the relevant academic literature.
			5.2	12. the ability to follow developments within the discipline of applied linguistics and constantly revise their knowledge and understanding and develop new skills accordingly.
			5.4	13. the ability to start a PhD programme in the field of applied linguistics in the widest possible sense.
		MA Placement in Applied Linguistics/TEFL	LOX000M10 or LOX000Mo5	Field-specific skills
		Academic and transferable skills	4.2	2. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids

			5.1	14. The ability to study independently with an eye to further academic development in a field of applied linguistics upon completion of the degree programme.		
			5.2	15. the ability to acquire new knowledge in the area of applied linguistics and independently find the relevant academic literature.		
			5.2	16. the ability to follow developments within the discipline of applied linguistics and constantly revise their knowledge and understanding and develop new skills accordingly.		
			5.4	17. the ability to start a PhD programme in the field of applied linguistics in the widest possible sense.		
CALL	LOX015M10	Field-specific knowledge	1.1	1. Specialist <i>knowledge and understanding</i> of concepts and theories in the field of second-language acquisition and second-language teaching.		
			1.2	2. The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.		
			1.3	3. Familiarity with the most recent developments in the field theories concerning second-language acquisition and second language teaching.		
			1.5	4. The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.		
				Field-specific skills	2.1	5. The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information.
					3.3	6. The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.
				Academic and transferable skills	4.1	7. The ability to report orally and in writing in English on ideas and research from applied linguistics.
					4.2	8. The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the

Appendix 3. Schematic overview of the assessment

				usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and aids.
--	--	--	--	---

Assessment Plan for the Master's degree programme in Linguistics – *Applied*

Linguistics specialization, 2020-21

YEAR 1, semester 1		Block 1		
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10: exams/resits	Weeks 11-17: lect
Theory of Second Language Development	LOX011M10	Bi-weekly group assignments	Individual portfolio1 containing 3 worked out second language research mini projects that do not require empirical data collection	Bi-weekly group assignments
Essential Statistics	LOX016M05	individual assignments	Mid-term statistics test	
Research Methodology for Language Development	LOX017M05			Individual questi analysis ; individ transcription & a assignment
Second language development, teaching and assessment	LOX014M10	Mini quizzes administered through Nestor	Midterm theory test by means of a research paper	Group assignme working towards lesson plan for b secondary educa presenting that le plan
Total number of ECTS from examinations	30			

YEAR 1, semester 2		Block 3		
--------------------	--	---------	--	--

Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10: exams	Weeks 11-17: lect
Master's Thesis in Applied Linguistics	LOX999M20	<ul style="list-style-type: none"> - Work with supervisor on thesis - Mandatory attendance of and assignments related to the MA Thesis in Applied Linguistics workshops 	None	<ul style="list-style-type: none"> - Work with supervisor o - Mandatory attendance o assignments to the MA T Applied Lin workshops
Computer Assisted Language Learning (CALL)	LOX015M10	Weekly assignments, CALL evaluation essay	Computer-based exam	Course project (Application), pro and weekly repo project journal
Theory of Second Language Development (resit)	LOX014M10			
MA Work Placement in Applied Linguistics	LOX000M10 or LOX000M05			
Research Methodology for Language Development (resit)	LOX017M05		Resit opportunity: for variability paper and for data analysis	
Teaching Methodology & Second Language Development (resit)	LOX014M10		Resit opportunity: for lesson plan and presentation	
Total number of ECTS from examinations	30			