Strathclyde Institute of Education
PGT Programmes

Contents

Induction Event Details:

MSc TESOL & Intercultural Communication

This induction event will be led by Dr Alan Huang.

This induction event provides a broad overview of MSc TESOL & Intercultural Communication including the curriculum, staff team and academic support.

INDUCTION EVENT DETAILS

DATE: Tuesday 13 January 2026

TIME: 10am – 3pm

LOCATION: Lord Hope 104 a & b & c.

Induction Event Details

iPGCE

Your induction event will be led by Dr Alan Huang.

This induction event provides a broad overview of iPGCE including the curriculum, staff team and academic support.

INDUCTION EVENT DETAILS

DATE: Monday 12 January 2026

TIME: 12 noon – 1pm

ZOOM DETAILS:
Meeting URL: https://strath.zoom.us/j/81992492721?from=addon
Meeting ID: 819 9249 2721
Password: 814985

Key Dates: For a list of University key dates, please visit our website.

Welcome week: 12 January 2026

Course start date: 19 January 2026

Semester 2 start date: 14 September 2026

Each class has its own set of assessments and submission dates, these will be made available online via MyPlace.

Programme details

MSc Education Studies

Reading list (Recommended Reading)
Compulsory Modules
Elective classes

MEd Education Studies (part-time)

Reading list (Recommended Reading)
Compulsory Modules
Elective classes

MSc Educational Leadership (online)

Reading list (Recommended Reading)
Compulsory Modules
Elective classes

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

MSc TESOL & Intercultural Communication

Reading list (Recommended Reading)

Language Learning

Baker, C., & Wright, W. (2021). *Foundations of bilingual education and bilingualism* (7th ed.). Multilingual Matters.

Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal,* 100 (Supplement 2016): 19-47.

Grosjean, F. (2019). *A journey in languages and cultures: The life of a bicultural bilingual.* Oxford University Press.

Lightbown, P., & Spada, N. (2013). *How languages are learned.* (4th ed.). Oxford University Press.

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). Routledge.

Pavlenko, A. (2014). *The bilingual mind.* Cambridge University Press.

Language Teaching

Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics, 35*(3), 243–262. https://doi.org/10.1093/applin/amt011

Goh. C.C.M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly, 40*(1), 109–131. https://doi.org/10.2307/40264513

Hall, G. (2016). *The Routledge Handbook of English language teaching*. Routledge.

Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *Modern Language Journal, 98*(1), 296–311. https://doi.org/10.1111/j.1540-4781.2014.12057.x

Lantolf, J. & Poehner, M. (2008). *Sociocultural theory and the teaching of second languages*. Equinox.

Leung, C., & Scarino, A. (2016). Reconceptualizing the nature of goals and outcomes in language/s education. *The Modern Language Journal, 100*(S1), 81–95. http://doi.org/10.1111/modl.12300

Long, M.H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.

Long, M.H. (2016). In defense of tasks and TBLT: Nonissues and real issues. *Annual Review of Applied Linguistics, 36*(2016), 5–33. https://doi.org/10.1017/S0267190515000057

Richards, J. & Rodgers, C. (2014). *Approaches and methods in language teaching* (3rd Ed.) Cambridge University Press.

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

The University of Strathclyde is a charitable body, registered in Scotland, number SC015263.

Compulsory Modules

X3841 Contemporary Issues in Language Teaching (X2918_JAN)

Module Leader: Alan Huang / tbc

This module offers students the opportunity to develop a critical understanding of key issues related to second and foreign language education. Students will reflect on their own language learning and/or teaching experiences, and debate the prevalent ideas in the field of language teaching. Students will also develop the practical skills of analysing, evaluating and designing innovative language teaching materials. The module has a particular focus on exploring the impact of sociocultural theory on language education.

Indicative topics
1. Communicative language teaching & lesson planning
2. Task-based language learning and teaching
3. Content and language integrated learning
4. Sociocultural theory and language education
5. Developing listening and speaking skills
6. Developing reading and writing skills
7. TESOL material development
8. Wrapping & assessment

Learning outcomes
By the end of the module, students will develop:

- an awareness of theories and practices relating to language teaching;
- a critical and analytical understanding of the pedagogical benefits of, and limitations to, the different conceptual frameworks relating to language learning and teaching;
- the ability to apply language teaching theories into practice in their own contexts;
- the ability to integrate new knowledge and skills as prospective or practising language educators in the multilingual society.

X3842 Language Learning in a Multilingual World (X2917_JAN)

Module Leader: Joanna McPake / tbc

Everyone taking this class has learned at least one language (your 'first' language or 'mother tongue') and almost certainly others, at school, college or university. Perhaps you or your family moved from one place to another, requiring the learning of a new language. Perhaps you have lived in an area where several languages are widely used. Perhaps you decided to learn a new language on your own, using a 'teach yourself' book or an app or other resources, to discover a new language and a new culture. In this class we consider what it means to learn and use different languages in an increasingly multilingual world, reflecting on our own experiences as language learners and considering how these experiences influence the language teachers we plan to become.

The class is based on our shared reading of one important recent journal article[1] which reviews key ideas relating to second language acquisition (SLA). Each week we will look at a different set of issues raised in this article and consider how these help us to think about contexts for language learning, learning processes, goals and outcomes. Lectures will introduce these issues and in the seminars we will explore them in more detail, through discussion and through reflections on our own experiences in blog format.

[1] Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal,* 100 (Supplement 2016): 19-47.

Topics (This is a provisional list: some changes are possible.)
1. *What is multilingualism?* Becoming bilingual. Social multilingualism. Multilingualism and superdiversity.
2. *What is second language acquisition?* A short history of the field. Range of interests and approaches. Language acquisition and language learning. Issues of age and time.
3. *A model of language development.* Micro, meso and macro levels. Five constructs: community, norm, choice, identity, agency.
4. *Meaning-making.* Complex, dynamic and holistic language competences. Semiotic resources.
5. *Contexts for learning and using languages.* Situated learning. Multimodality. Change.
6. *Classroom learning.* Language Instruction. Literacies.
7. *Motivation and investment.* Identity. Agency. Ideology.
8. *Neurobiological mechanisms.* Cognition. Emotion and affect.

Learning outcomes

By the end of the module, students will:
- connect and integrate their existing expertise in language learning with the new knowledge and skills they are acquiring for current or future use as languages educators;
- reflect on their own experiences of learning and using another language with reference to theories concerning language learners' motivation, identities and experiences;
- develop critical perspectives on the value of language learning and the benefits of bi- and multilingualism in contemporary society.

QQ976 Introduction to Intercultural Communication

Module Leader: Elspeth Jajdelska

This class critically applies the linguistic theory of communication, and theoretical approaches to culture, to a range of problems in intercultural communication. We explore what a culture is, and whether cultures differ systematically. We learn about the linguistic theory of communication, and approaches to discourse and conversation, and speech acts, including ways in which these differ between cultures. We consider how face and politeness can be theorized, and how they differ between cultures. We look at how languages differ, and whether differences in language lead to differences in thought. We look at the self, and identity, and their relation to culture and cultural difference, and we see how mobilities relate to intercultural communication.

Topics
1   Cultural items, cultures and nations
    What is culture? Culture and cultures. Classifications of cultures.
2   Culture, cultural difference, communication
    A cognitive approach to culture (Dan Sperber). Cultural differences between people. Language and communication.
3   Indirect communication
    Indirectness. Grice: the cooperative principle and the maxims. Metaphor.
4   Conversation and discourse
    Conversation analysis. Other aspects of conversation and talk. Discourse analysis.
5   Facework and politeness
    Facework. Politeness theory. Politeness across cultures.
6   Speech acts, and genres of communication
    Speech acts. Frames and performance. Speech styles.
7   Identity and contact
    Identity. Music and identity. Independent and interdependent self. Intercultural contact and intercultural competence. Movement. Liminality.
8   Languages ; Literature and interculturality
    Languages in contact. Differences between languages. Language and thought. The varieties of literature. Literature and other cultures. Literature and place.

Learning outcomes

L Obj 1: To critically apply technical skills in the analysis of discourse, conversation and other types of verbal behaviour, in the context of a theoretical understanding of the general principles in the communication of meaning.

L Obj 2: To study in depth how interculturality is manifested in verbal behaviour, from a descriptive and theoretical perspective.

L Obj 3: To reach a critical understanding of the theoretical issues around the use of English by nonnative speakers, including questions of identity and native/foreign, in the context of the new mobilities paradigm.

L Obj 4: To study in depth the historical and contemporary situation of languages in contact, including the emergence of trade languages.

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

X2857 Research Methodologies and Reasoning (X2912_JAN)

Module Leader: Allan Blake / tbc

Educational research addresses a wide variety of issues including education systems, processes and practices. It covers lifelong learning; it is often policy related and political. It is generally identified with the research approaches of the social sciences and its methodological influences are many, including psychology, sociology and anthropology. This module will offer participants studying education and related fields the opportunity to develop an understanding of the main research traditions or 'paradigms'; the related methodological assumptions and approaches to research design; the literature review as a research tool; and the use of research to inform practice and policy. It is designed to provide support in developing a critical and informed understanding of research design in relation to the dissertation project.

Indicative topics
- What is research?
- Research paradigms
- Reviewing research literature
- Design strategies in research
- Data collection
- (a) Qualitative data analysis
- (b) Quantitative data analysis
- Ethics and educational research

(*Values are approximate, and the structure may vary depending on whether you are planning an empirical, conceptual or literature-based

Learning objectives
By the end of the module you should be able to:
1. Demonstrate a critical understanding of education and social research, the main social research paradigms and evaluate the ways in which these inform theoretical and practical conceptualisations of inquiry;
2. Develop a critical understanding of the contribution of research to knowledge, policy and practice, well supported by evidence from critically reviewed literature;
3. Critically evaluate and synthesise the literature to conceptualise a problem or area of concern in the forefront of the professional environment that gives rise to worthwhile, original research;
4. Develop research aims and plans which can be defended in terms of professional and academic needs, and which will consolidate and extend understanding and practice in the area under investigation;
5. Write an informed, well-documented research proposal in an area of concern, showing an awareness of where the issue or area has been incompletely studied and identifying how to address the gap in knowledge.

X3815 Dissertation (X2936_JAN)

The Dissertation usually entails an in-depth study of a focused topic relating to the course and/or students' professional practice and future career aspirations. It is an extension of what has been covered in the other modules, or an area of personal/ professional interest. In this part of the course, students undertake supervised, individual or group project work, with the award of MSc being made on the basis of an acceptable dissertation submission (12,000 to 15,00 words). This component is valued at 60 PG credits.

Learning outcomes
- identify, conceptualise and define abstract problems and issues;
- critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline/sector;
- deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information;
- communicate with peers, more senior colleagues and specialists;
- apply a range of standard and specialised research or equivalent instruments and techniques of enquiry;
- plan and execute a significant project of research, investigation or development.

Elective classes

X3863 Digital Technologies in Language Teaching

Module Leader: Alan Huang

This class explores the use of digital technologies and Generative AI (GenAI) for language teaching. It gives students an overview of the key theories and pedagogical principles which underpin our current understanding of digital education. Students will develop the knowledge and practical skills of creating and working in a digital environment for language education. The module also considers ways to develop students' 21st Century skills both as a language user/learner and as a language teacher. The class develops practical skills as well as skills in research, analysis and critical thinking which are relevant for a broad range of careers.

Learning Outcomes

By the end of the class, students should be able to

- Demonstrate the knowledge and understanding of core theories, concepts, principles and terminology relating to digital technologies in language teaching,
- Apply the skills and techniques that students have acquired from this class to solve real-world problems,
- Show awareness of own and others' roles, responsibilities and contributions during the collaborative task and the follow-up reflection exercise,
- Convey complex information relating to the use of digital technologies in teaching to a range of audience.

Topics (indicative)

- Introduction to digital technologies and GenAI in language teaching
- Theoretical models in digital education
- Digital storytelling
- Online/ Blended learning, flipped classrooms
- Computer assisted language learning
- Digital Game Based Language Learning
- Augmented Reality
- Wrapping up & Assessment

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

X3859 Curriculum Development in TESOL

Module Leader: tbc

This module focuses on how TESOL can be organised at different levels of formal education (classroom, institution, official educational policies). The module provides theoretical and practical tools for evaluating, adapting, and designing a culturally responsive TESOL curriculum which is research-informed and context-situated. In this module teachers are seen as agents of change who participate in and contribute to top-down as well as bottom-up approaches to curriculum design and enactment. The module will also explore ways to introduce technologies in the curriculum and take affective dimensions into consideration.

Topics

- What is a curriculum? What can it do?
- Curriculum and syllabus: definitions.
- The L2 curriculum from a sociocultural perspective.
- Needs analysis and culturally responsive pedagogy.
- Principles, goals, contents, and sequencing.
- Curriculum evaluation.
- Innovation in language curriculum development.
- Curriculum change and teachers as curriculum developers.
- Researching curriculum development in TESOL.

Learning outcomes

By the end of the module, students will

- develop a holistic understanding of formal language teaching and learning at institutional level;
- be able to understand the processes underpinning curriculum design in TESOL;
- evaluate and design culturally responsive TESOL courses for different educational levels and needs;
- develop organisational, planning, and sequencing skills;
- approach professional development and professional career paths from a wider and more critical perspective;
- connect situated language teaching practices to wider frameworks related to education and policy.
- develop research capacity.

X3868 Re-imagining TESOL in the 21st Century

Module leader: Tomasz John

The class stresses TESOL in the global context and contributes to the understanding of intercultural communication through the medium of English. This class focuses on the social justice aspects of language teaching aimed at supporting English-medium instruction in international and intercultural contexts and further complements other programme's modules.

Learning Outcomes
By the end of the class, students should be able to
- demonstrate critical understanding of the theories related to Global Englishes
- explore the relationship between Global Englishes research and ELT
- critically evaluate ELT practice in relation to Global Englishes
- critically analyse relevant research studies and their implications for pedagogy
- critically analyse students' own teaching context in relation to Global Englishes and develop context-specific approaches to raise students' awareness of Global Englishes

Topics
- The history of English and the global spread of English + Critique of English in the Inner and Outer circles and World Englishes
- English in global contexts and English as a Lingua Franca
- Models for Teaching English as an International Language
- Testing and Assessing English as a Global Language
- Attitudes to English and Linguistic Imperialism / Politics of English
- Global Language and Identity: Learners' attitudes to EIL and Teachers of English as a Global Language
- The Future of English and increased demand for intercultural communication; Initiating Change: An Invitation to teachers, teacher educators and researcher-practitioners
- Wrapping up and assessment

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

QQ910 The Made project

Module Leader: Jessica Widner

This module encourages experimentation across literary forms, genres and media, with opportunities to work collaboratively or individually on a substantial project. This course adds diversity to students' writing portfolios, while also developing core researcher skills in organisation, engagement and project management. From editing to publication, archival visits to web design, adaptation to broadcasting and performance, this is an eclectic module which offers the chance to work creatively with new approaches, methods and materials. Students will apply critical and practical skills to a 'made project' which shows awareness of its readership/audience, literary contexts, process and potential circulation. Classes will involve student-led planning sessions and peer feedback, a field trip, visiting speaker, small group work, guest speakers and supervisions. The Made Project consists of two assignments: a critical commentary, and a final 'made project' developed in discussion with your course tutor over a number of weeks. Previous made projects have included works such as short films, handmade books, graphic novels, a recipe book, a deck of tarot cards, ekphrastic works and visual poems.

Potential Topics
- Critical and Creative Response
- Creative Commissions
- Ekphrasis
- Multi-media forms
- Zine-making
- Interactive Storytelling
- Audio Storytelling
- Visual Storytelling
- Project Management
- Editing and Redrafting

Learning outcomes
- To plan, complete, and promote a creative project in a specific medium, either digital or non-digital.
- To write for a specific medium and adapt creative work to fit it.
- To respond critically to existing literary or artistic works.
- To give and receive constructive criticism in a workshop setting and implement feedback.
- To explore unusual or non-traditional forms, medias, and genres.

PG Certificate Education (International)

Reading list (Recommended Reading)

Capel, S., Leask, M., & Younie, S. (Eds.), (2018). *Learning To teach in the secondary school a companion to school experience* (8th ed.). Routledge. https://doi.org/10.4324/9781315142401

Cowley, S. (2018). *The ultimate guide to differentiation: Achieving excellence for all*. Bloomsbury Education.

Cremin, T. & Burnett, C. (2018). *Learning to teach in the primary school* (4th ed.). Routledge.

Dix, P. (2017). *When the adults change, everything changes: Seismic shifts in school behaviour*. Independent Thinking Press.

Falmer. Pollard, A., (2014). *Reflective teaching in schools*. (4th ed.) Bloomsbury.

Pavlenko, A. (2014). *The bilingual mind*. Cambridge University Press.

Scottish Government. (2011). *Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment*. https://education.gov.scot/media/zexgg4ky/btc5-reporting.pdf

Wiliam, D. & Leahy, S. (2015). *Embedding formative assessment*. Learning Science International.

Compulsory Modules

X9653 Learning, Teaching and Professionalism in International Contexts

Module Leader: Amanda Corrigan

This module supports students in developing their knowledge and understanding of the myriad factors that teachers must manage as they strive to teach effectively. It will provide the opportunity for students to develop their pedagogical skills in the classroom on an ongoing basis. Reflection will be at the heart of the module as the student takes responsibility for developing and establishing new approaches to teaching in their own setting which expand the experiences, the quality of the teaching and the purposefulness of the learning environment for their own students.

Topics
- The reflective practitioner
- Theories of learning
- Lesson planning
- Pupil engagement and organisation
- Assessment
- Teaching and evaluation
- 21st century learners
- Thinking about thinking
- Assignment briefing

Learning objectives
By the end of the module you should be able to:
- Critique and discuss selected learning theories and paradigms of learning relating to your own teaching and the experiences of the students you teach;
- Provide extensive evidence of content knowledge and pedagogical content knowledge for your own subject or sector by creating clear learning intentions and key teaching points that allow for quality teaching and effective assessment;
- Demonstrate a range of specialised research-informed pedagogic approaches in your teaching and be able to reflect on the effectiveness of these within your particular context;
- Develop effective peer relationships to create online support networks for professional learning;
- Demonstrate autonomy and effective leadership in the pursuit of meeting the module objectives.

X9651 Practitioner Enquiry for Professional Learning

Module Leader: Dr Alan Huang

This module develops students' dispositions of systematically scrutinising their knowledge and understanding about the complex relationship between theory and practice. Students will learn how to conceptualise, design, conduct and report a small-scale project in their own classroom. They will also develop the capacity to reflect on ways of evidencing the impact of practitioner enquiry on teacher professional learning and on innovation in the classroom.

Topics

- Practitioner enquiry and teacher research
- Conceptualising a PE project
- Designing a PE project
- Educational data: collection
- Educational data: analysis
- Linking theory to practice
- Writing up and dissemination
- Wrapping up & Assignment Q&A

Learning objectives

By the end of the module you should be able to:

- Demonstrate your knowledge and understanding of key concepts about and approaches to practitioner enquiry;
- Develop a significant range of the principal professional skills and techniques associated with enquiring into your own practice for professional learning;
- Apply and translate their knowledge, skills and understanding acquired in this class to authentic classroom scenarios in the local context;
- Exercise substantial autonomy and initiative in planning, undertaking and reflecting a small-scale practitioner enquiry project.

THE QUEEN'S ANNIVERSARY PRIZES 2019, 2021 & 2023
For Higher and Further Education

UNIVERSITY OF THE YEAR 2012 & 2019
Times Higher Education

UNIVERSITY OF THE YEAR 2024 RUNNER-UP
Daily Mail University of the Year Awards

SCOTTISH UNIVERSITY OF THE YEAR 2024
Daily Mail University of the Year Awards

EUROPEAN ENTREPRENEURIAL UNIVERSITY OF THE YEAR 2023
Triple E Awards

X9652 International Education: Issues, Debates and Challenges

Module Leader: Dr Iain Moore

This module explores the aims, purposes and values of education in the students' own country using examples of other international contexts for comparison. The module draws on current research and allows students to critically evaluate and discuss the impact of educational policy on learning and teaching. Students will debate the complexities of education through an international and comparative lens.

Topics
- Understanding education
- Policy and legislation
- Governance and leadership
- Values
- Child protection and safeguarding
- Inclusion: barriers and strategies
- The United Nations and education
- Course recap

Learning objectives
By the end of the module you should be able to:
- Reflect critically on the aims, purposes and values of education internationally and identify some of the major themes in the historical development of educational approaches. Make informed judgements about how these appear in or impact on contemporary education provision in the country in which the student teaches.
- Describe the main structures of policy-making and governance in the education system in which the student teaches and reflect critically on the impact of these structures on teaching and learning.
- Demonstrate knowledge and understanding of the main elements of current legislation, innovation and guidance in the country in which the student teaches.
- Demonstrate in practice a professional commitment to all learners' intellectual, social and emotional growth and to the inclusion of all pupils.
- Identify groups at risk of marginalisation. Demonstrate a critical awareness of issues that lead to marginalisation and develop innovative inclusive approaches to address these issues.
- Critically review current educational research to support learning, showing a growing independence in the selection and synthesis of the most relevant information.

Elective classes (n/a)