

Programme Specification

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| Awarding Body/Institution | Queen Mary, University of London |
| Teaching Institution | Queen Mary, University of London |
| Name of Final Award and Programme Title | Master of Arts (MA) in Applied Linguistics for English Language Teaching / Postgraduate Diploma (PG Dip) / Postgraduate Certificate (PG Cert) in Applied Linguistics for English Language Teaching |
| Name of Interim Award(s) | Postgraduate Diploma (PG Dip) / Postgraduate Certificate (PG Cert) in Applied Linguistics for English Language Teaching |
| Duration of Study / Period of Registration | 1 calendar year (full-time); 2 calendar years (part-time) |
| QM Programme Code / UCAS Code(s) | Q4S1 (FT), Q4S2 (PT) |
| QAA Benchmark Group | N/A |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | N/A |
| Date Programme Specification Approved | |
| Responsible School / Institute | School of Languages, Linguistics & Film |

Schools which will also be involved in teaching part of the programme

N/A

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

Programme Outline

The MA in Applied Linguistics for English Language Teaching is aimed at graduates with a Bachelor's degree (or equivalent) who wish to gain a postgraduate qualification to enable them to teach English in a range of international contexts, including university. The programme provides students with detailed knowledge of theories, approaches and methods of language teaching and learning, as well as opportunities to observe language teaching, gain experience of being a language learner, and put the theoretical knowledge into practice. Note that there is also a PGDip and a PG Cert pathway (see: "How is the programme structured?")

In detail, the programme consists of:

a) COMPULSORY & CORE MODULES

- EAL7201: Approaches and Methods in English Language Teaching, Semester 1, 30 credits (compulsory)
- EAL7202: Second Language Acquisition, Semester 2, 30 credits (compulsory)
- EAL7203: Dissertation in English Language Teaching (Standard Research Pathway), Semester 3, 60 credits (core) OR

Programme Title: Applied Linguistics for English Language Teaching

- EAL7204: Dissertation in English Language Teaching (Professional Qualification Pathway), Semester 3, 60 credits (core)

The MA's two compulsory modules, EAL7201 and EAL7202, run in semester 1 and 2 respectively. Module EAL7201 provides students with an up-to-date overview of current approaches, methods, trends and issues in English language teaching; while module EAL7202 explores issues related to the theory and practice of second language acquisition. Modules EAL7203 or EAL7204 are the core modules leading to the MA dissertation.

b) OPTIONAL MODULES

- EAL7205: Research Methods in Applied Linguistics, Level 7, Sem 2, 15cr.
- EAL7206: Curriculum Design and Materials Evaluation, Level 7, Sem 1, 15 cr.
- EAL7207: Description of Language, Level 7, Sem 1, 15 cr.
- EAL7208: Multimedia Materials Development, Level 7, Sem 2, 15 cr.
- EAL7209: Teaching English in Professional and Academic Settings (TEPAS), Level 7, Sem 2, 15 cr.
- EAL7210: Methods of Text and Corpus Analysis, Level 7, Sem 1, 15cr.

MA Students choose optional modules worth a total of 60 credits according to their interests or career plans. Students may also be offered a number of carefully chosen MA Linguistics options, which fit into the MA in Applied Linguistics for English Language Teaching.

MA Students presenting with the Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages) or Trinity House Diploma in ELT may request Advanced Standing (recognition of prior learning) for the 30 credits represented by EAL7201 Approaches and Methods in English Language Teaching. The DELTA or Trinity Diploma in ELT must have been awarded within 5 years of the date of entry onto the MAELELT programme. Request for Advanced Standing/Recognition of Prior Learning must be made at the time of application to the programme.

Aims of the Programme

This programme aims to:

- meet national, EU-wide, and international needs in the teaching of English as a foreign language.
- prepare students for the prosecution of research ;
- prepare students for employment;
- widen access to postgraduate higher education;
- encourage the pursuit of independent study in the area.

There is an increasing demand for teachers of English worldwide and the sector is no longer dominated by native English speaking teachers. We expect candidates for this programme to come from a range of international contexts and educational backgrounds, and we thus expect to widen access to postgraduate education for those who may not hitherto have sought a master's qualification. As the programme is practice-based, we expect graduates who attain this master's qualification to be better prepared for employment in the sector, not only as English language teachers, but also prepared for careers in syllabus design, educational technology and consultancy. The programme will also prepare students to continue to doctoral study if they so wish. Much of the programme is centred around independent and reflective study, and we expect students to progress by doing and reflecting, both on theory and on practice.

Applicants who currently hold a Cambridge DELTA or Trinity Diploma in ELT (awarded within 5 years of the date of entry to the MAELELT programme) may request exemption from the compulsory module EAL7201 Approaches and Methods in English Language Teaching. This request must be made at the time of application to the programme.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in terms of academic and discipline content and transferable skills. The programme outcomes are referenced to the relevant QAA benchmark descriptor(s) (see above) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

| Academic Content: | |
|-------------------|---|
| A 1 | Students who successfully complete the programme will be able to demonstrate knowledge and understanding of various aspects of applied linguistics for English language teaching and learning. |
| A 2 | Students who successfully complete the programme will be able to demonstrate knowledge and understanding of the strengths and weaknesses of the theories in applied linguistics for English language teaching and learning, and reflect on their application in practice. |
| A 3 | Students who successfully complete the programme will be able to demonstrate understanding of the relationship between the theory and practice of applied linguistics for English language teaching and learning. |

| Disciplinary Skills - able to: | |
|--------------------------------|--|
| B 1 | Through analysis of the different approaches and methods in language teaching, students who successfully complete the programme will be able to synthesise various aspects of theoretical knowledge to meet practical needs in the English language teaching and learning environment. |
| B 2 | Students who successfully complete the programme will be able to demonstrate an ability to critically evaluate approaches and methods in applied linguistics for English language teaching. |
| B 3 | Students who successfully complete the programme will be able to demonstrate the ability to apply theory to practice. |

| Attributes: | |
|-------------|--|
| C 1 | Students will be given opportunities to demonstrate decision-making ability in the complex and unpredictable situations which arise in the language learning environment, and be able to demonstrate creativity in tackling and solving problems. |
| C 2 | Students who successfully complete the programme will acquire both the independent and team learning skills necessary to continue their professional development in a changing world. |
| C 3 | Students who successfully complete the programme will acquire communicative skills through discussion and oral presentations of research and/or reflection on practical learning situations, and acquire skills to present and defend their opinions through logical argument. |
| C 4 | Students who successfully complete the programme will gain confidence in applying theory to practice through planning and implementing tasks at a professional level. |

How Will You Learn?

A range of teaching and learning techniques will be used, tailored to the learning outcomes of the different modules. These will include: lectures; seminars; seminar discussions; teaching observation; workshops; directed readings; practical tasks; material development; library-based research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module forms list further details of teaching and learning procedures.

How Will You Be Assessed?

A wide range of assessment techniques will also be used. These will include: essays; formative assessment; learning log; presentations; and practical tasks such as materials development. Individual module proposal forms list further details of assessment practices.

How is the Programme Structured?

For the seven specific modules and their titles, please see below.

FT MA students:

In addition to the compulsory modules EAL7201 and EAL7202, and either of the core modules EAL7203 or EAL7204, full-time students will choose 4 elective modules worth a total of 60 credits, according to their interests and/or career plans. All elective modules are offered either in semester 1 or 2.

PT MA students:

Part-time students take the two compulsory modules EAL7201 and EAL7202 in their first year, and choose four elective modules worth a total of 60 credits in their second year. Either of the dissertation core modules EAL7203 or EAL7204 is for semester 3 in their second year.

Advanced standing / Recognition of Prior Learning: Applicants to either the FT or PT MA who currently hold a Cambridge DELTA or Trinity Diploma in ELT (awarded within 5 years of the date of entry to the MAALELT programme) may request exemption from the compulsory module EAL7201 Approaches and Methods in English Language Teaching. This request must be made at the time of application to the programme.

PGDip students:

FT PGDip students must take 6 modules (120 credits) in 2 semesters (ie 3 modules each semester) comprising the compulsory modules EAL7201 and EAL7202, and four modules from among the electives.

PT PGDip students must take 6 modules (120 credits) in 4 semesters (ie 'EAL7201+ 2 elective modules' or 'EAL7201 + EAL7202' in Year 1; 'EAL7202 + 2 elective modules' or 4 elective modules in Year 2).

PGCert students:

FT PGCert students must take 60 credits in one semester: one compulsory plus two elective modules

PT PGCert students must take 60 credits over 2 semesters: two compulsory modules or one compulsory + 2 elective modules.

Advanced Standing/Recognition of Prior Learning is not available to PGDip or PGCert applicants.

Academic Year of Study

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|
|--------------|-------------|---------|-------|-------------------------|------------------------|----------|

Programme Title: Applied Linguistics for English Language Teaching

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|-------------|---------|-------|-------------------------|------------------------|------------|
| Approaches and Methods in Language Teaching | EAL7201 | 30 | 7 | Compulsory | 1 | Semester 1 |
| Second Language Acquisition | EAL7202 | 30 | 7 | Compulsory | 1 | Semester 2 |
| MA Dissertation in Applied Linguistics for English Language Teaching Traditional Research Pathway | EAL7203 | 60 | 7 | Core | 1 | Semester 3 |
| Curriculum Design and Materials Evaluation | EAL7206 | 15 | 7 | Elective | 1 | Semester 1 |
| Description of Language | EAL7207 | 15 | 7 | Elective | 1 | Semester 1 |
| Teaching English in Professional and Academic Settings (TEPAS) | EAL7209 | 15 | 7 | Elective | 1 | Semester 2 |
| MA Dissertation in Applied Linguistics for English Language Teaching Professional Qualification Pathway | EAL7204 | 60 | 7 | Core | 1 | Semester 3 |
| Multimedia Materials Development | EAL7208 | 15 | 7 | Elective | 1 | Semester 2 |
| Research Methods in Applied Linguistics | EAL7205 | 15 | 7 | Elective | 1 | Semester 2 |
| Methods of Text and Corpus Analysis | EAL7210 | 15 | 7 | Elective | 1 | Semester 1 |
| Critical Thinking and Writing for Applied Linguists | EAL7831 | 0 | 7 | Study only | 1 | Semester 1 |
| Critical Thinking and Writing for Applied Linguists: Dissertation Writing | EAL7832 | 0 | 7 | Study only | 1 | Semester 2 |
| Applied Linguistics: Critical Reflection | EAL7842 | 0 | 7 | Study only | 1 | Semester 2 |

What Are the Entry Requirements?

- Upper second-class honours (or overseas equivalent) in an undergraduate degree
- IELTS 7.0 with 7.0 in writing (or equivalent) required of overseas applicants whose first language is not English
- IELTS 7.0 with 6.5 in writing (or equivalent) required of overseas applicants whose first language is not English on agreement to study the non-credit modules EAL7831, EAL7832, and EAL7842

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate

Programme Title: Applied Linguistics for English Language Teaching

representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

In addition to the huge range of support for students provided by the college (the Dean and Deputy Dean for Students; the Student Finance and Bursary Officer; Queen Mary Advice and Counselling Service; Occupational Health Service; Student Health Service; Careers Service; Library Services; Disability and Dyslexia Service; Students' Union; Westfield Nursery; Chaplaincy, etc.), all MA students are supported by their individual advisors. Students will also attend postgraduate research training sessions held by SLLF during the first four weeks of the MA programme.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

• According to the TESOL Association, current job opportunities for graduates holding an MA in Applied Linguistics for English Language Teaching include: Corporate English Language Trainer; ESL Language Consultant; (Senior) Instructor in ESL/EFL;

Programme Title: Applied Linguistics for English Language Teaching

Technology Advisor in English Language; TESL/ TEFL Curriculum Developer; Assessment Specialist; (Assistant) English Language Lecturer; various leading positions in private English Language Institutes; Director of the English Programme; Coordinator of the ESL Programme; English Language Institute Director; Director - International Language School; Language Center Director; Director of Studies - ESL; Lead Coordinator; Teacher for Academic English in High Schools in Europe and around the world.

- Students will have the opportunity to learn more about employment opportunities in our guest lectures which will include information directly provided by employers.

- Transferable skills as outlined in "Learning Outcomes / Attributes", section C.

Programme Specification Approval

Person completing Programme Specification

Prof Kathryn Richardson

Person responsible for management of programme

Prof Kathryn Richardson, Director of the Language Centre (SLLC)

Date Programme Specification produced/amended by School Learning and Teaching Committee

2 Feb 2018

Date Programme Specification approved by Taught Programmes Board