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Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MA in English Language Teaching
Name of interim award(s):	Graduate Diploma in Humanities and Social Sciences Graduate Certificate in Humanities and Social Sciences
Duration of study / period of registration:	2 calendar years (full-time)
QMUL programme code(s):	
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 / Institutes which will also be involved in teaching part of the programme:

N/A

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

Programme outline

The MA in English Language Teaching (2-year) 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 combines the one-year MA in English Language Teaching with a tailored preparation year to provide a smooth transition for international and EU students who do not currently meet the requirements for direct entry onto the one-year programme.

The first year prepares you for the challenge of addressing the theories, concepts, and practice of the second year MA programme, and familiarises you with the requirements of UK higher education. The second year provides you 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.

The MA in English Language Teaching (2-year) is ideal if your prior education, and/or English language proficiency, does not enable you to apply for direct entry to the one-year MA in English Language Teaching programme. The subject content and teaching methodology employed in Year 1 builds a skills set and provides a platform for successful participation in Year 2. Upon

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completion, you will be well placed to enter careers in English language teaching, education, and the voluntary sector.

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 to undertake original 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 critically reflective study, and we expect students to progress by doing and reflecting both on theory and on practice.

What will you be expected to achieve?

The programme provides students with opportunities 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 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:	
A1	Ability to demonstrate knowledge and understanding of theories, concepts, and techniques of English language teaching and learning.
A2	Ability to demonstrate understanding of the relationship between the theory and practice of English language teaching and learning.
A3	Ability to critically reflect on the application of theories to practice.

Disciplinary Skills - able to:	
B1	Through analysis of the different approaches and methods in language teaching, ability to synthesise various aspects of theoretical knowledge to meet practical needs in the English language teaching and learning environment.
B2	Ability to critically evaluate approaches and methods in English language teaching.

Attributes:

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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 will acquire both the independent and team learning skills necessary to continue their professional development in a changing world.
C 3	Students 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 will gain confidence in applying theory to practice through planning and implementing tasks at a professional level.

How will you learn?

Teachers will use a range of teaching and learning techniques tailored to the learning outcomes of the different modules. These will include: lectures; student-led seminar discussions; teaching observation; peer / micro - teaching; student and teacher-led workshops; directed readings; practical tasks; materials development; library-based research and original research; presentations; group work; reflection through reflective learning logs, and knowledge transfer activities. Individual module outlines list further details of teaching and learning procedures.

How will you be assessed?

Teachers will use a range of assessment techniques to include: essays; formative assessment; reflective learning diaries; oral presentations; project work; and practical tasks such as materials development. Individual module proposal outlines list further details of assessment practices.

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The MA in English Language Teaching is a full time 2-year September start programme. Students may not study this programme on a part-time basis or start the programme in January.

Year 1 of the MA ELT (2-year) is the level 6 programme Graduate Diploma in Humanities and Social Sciences. Students take the following 120 credits:
30 credit core module IFP6000 English Language and Study Skills
15 credit compulsory module IFP6011 Introduction to Research Methods for Humanities and Social Sciences
15 credit compulsory module IFP6012 Humanities and Social Sciences Independent Research Project
15 credit compulsory module EAL6207 Description of Language
45 credits optional modules. 15 credits of these optional modules must be at level 6 and up to a maximum of 30 credits can be at level 4 or level 5.

Year 1 credits do not contribute to the final award, however students must satify the following progression hurdle in order to

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progress onto Year 2 of the programme:

- 60% in the compulsory module: English Language and Study Skills;
- 55% in the Humanities and Social Sciences Independent Research Project;

Students who fail to qualify for progression to Year 2 of the programme, but who meet the requirements for the alternative exit qualification of either Graduate Diploma or Graduate Certificate in Humanities and Social Sciences shall be awarded that qualification.

The final award of the Master of Arts in English Language Teaching is based exclusively on the 180 credits of Year 2 of the programme. This is structured as follows:

a) COMPULSORY & CORE MODULES
• EAL7200 Approaches and Methods in English Language Teaching, Sem1, 30 cr (compulsory)
• EAL7202 Second Language Acquisition, Sem 2, 30 cr (compulsory)
• EAL7213 Research Methods in Language Teaching, Semester 2, 15 cr (compulsory)
EITHER
• EAL7203 Dissertation in English Language Teaching, Standard (Research) Pathway, Sem 3, 60 cr (core).
OR
• EAL7204 Dissertation in English Language Teaching, CELTA Pathway, Sem 3, 60 cr (core)

The MA's two compulsory modules, EAL7200 and EAL7202, run in semester 1 and 2 respectively. Module EAL7200 provides students with an up-to-date overview of currents approaches, methods, trends and issues in English language teaching; while module EAL7202 explores issues related to the theory and practice of second language acquisition. The compulsory module EAL7213 is a pre-requisite module for both dissertation modules. Modules EAL7203 and EAL7204 are the core modules leading to the MA dissertation, either on the standard (research) pathway, or on the professional CELTA pathway.

b) ELECTIVE MODULES
• EAL7209 Teaching English in Professional and Academic Settings (TEPAS), Sem 2, 15 cr
• EAL7210 Methods of Text and Corpus Analysis, Sem 1, 15 cr
• EAL7211 Curriculum Design and Materials Evaluation for English Language Teaching, Sem 1, 15 cr
• EAL7212 Multimedia Materials Development for English Language Teaching, Sem 2, 15 cr
• EAL7214 Assessment in English Language Teaching
• LIN7002 Sociolinguistic Theory Sem 1, 15 cr

Students choose three optional modules worth a total of 45 credits according to their interests or career plans. All optional modules count for 15 credits. The optional modules run over one semester and are offered either in semester 1 or 2.

Academic Year of Study   FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English Language and Study Skills	IFP6000	30	6	Core	1	Semesters 1 & 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Introduction to Research Methods for Humanities and Social Sciences	IFP6011	15	6	Compulsory	1	Semester 1
Humanities and Social Sciences Independent Research Project	IFP6012	15	6	Compulsory	1	Semester 2
Description of Language	EAL6207	15	6	Compulsory	1	Semester 1 or 2
International Politics 1: Ideas and Concepts	IFP6017	60	6	Elective	1	Semester 1
International Politics 2: Applications and Analysis	IFP6018	15	6	Elective	1	Semester 2
Film Studies: Introduction to Hollywood Cinema	IFP6003	15	6	Elective	1	Semester 1
Film Studies: Alternatives to Classical Hollywood	IFP6004	15	6	Elective	1	Semester 2
Introduction to Business and Management	IFP6009	15	6	Elective	1	Semester 1
Contemporary Issues in Business and Management	IFP6010	15	6	Elective	1	Semester 2
French Language and Culture 1 (a)	IFP4011	15	4	Elective	1	Semester 1 or 2
French Language and Culture 1 (b)	LAN4012	15	4	Elective	1	Semester 1 or 2
Spanish Language and Culture 1 (a)	IFP4021	15	4	Elective	1	Semester 1 or 2
Spanish Language and Culture 1 (b)	LAN4022	15	4	Elective	1	Semester 1 or 2
Japanese Language and Culture 1 (a)	IFP4041	15	4	Elective	1	Semester 1 or 2
Japanese Language and Culture 1 (b)	IFP4042	15	4	Elective	1	Semester 1 or 2
Modern Arabic Language and Culture 1 a)	IFP4051	15	4	Elective	1	Semester 1 or 2
Modern Arabic Language and Culture 1 b)	LAN4052	15	4	Elective	1	Semester 1 or 2
German Language and Culture 1 a)	IFP4001	15	4	Elective	1	Semester 1 or 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
German Language and Culture 1 b)	LAN4002	15	4	Elective	1	Semester 1 or 2
Italian Language and Culture 1 a)	IFP4071	15	4	Elective	1	Semester 1 or 2
Italian Language and Culture 1 b)	LAN4072	15	4	Elective	1	Semester 1 or 2
Spanish Language and Culture 1 a)	LAN4023	15	4	Elective	1	Semester 2

Academic Year of Study   FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Approaches and Methods in English Language Teaching	EAL7200	30	7	Compulsory	2	Semester 1
Second Language Acquisition	EAL7202	30	7	Compulsory	2	Semester 2
Research Methods in Language Teaching	EAL7213	15	7	Compulsory	2	Semester 2
Dissertation in English Language Teaching, Standard (Research) Pathway	EAL7203	60	7	Core	2	Semester 3
Dissertation in English Language Teaching, Professional Pathway	EAL7204	60	7	Core	2	Semester 3
Curriculum Design and Materials Evaluation for English Language Teaching	EAL7211	15	7	Elective	2	Semester 1
Multimedia Materials Development for English Language Teaching	EAL7212	15	7	Elective	2	Semester 2
Teaching English in Professional and Academic Settings (TEPAS)	EAL7209	15	7	Elective	2	Semester 2
Methods of Text and Corpus Analysis	EAL7210	15	7	Elective	2	Semester 1
Sociolinguistic Theory	LIN7002	15	7	Elective	2	Semester 1
Assessment in English Language Teaching	EAL7214	15	7	Elective	2	Semester 1

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What are the entry requirements?

Published Entry Requirements:
"A full first degree in a relevant subject at the equivalent of at least a pass in a UK undergraduate degree. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department;
OR a qualification in a relevant subject at the level of a UK HE Diploma (Level 5) with at least 55% overall or the overseas equivalent. Awards with failed modules in the final year of academic study will be considered on a case by case basis at the discretion of the academic department."

Evidence of English language proficiency:
IELTS overall 5.5, with a minimum of 5.5 in Writing, Reading, Speaking and Listening or equivalent.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate 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 operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the PTES and module evaluations.

What academic support is available?

For Year 1 of study:
Each student has a personal tutor, who is their main English language and study skills teacher. Individual tutorials are scheduled for 30 minutes fortnightly, but students can request to see their tutor additionally outside this schedule if required.
Students attend a compulsory one-week induction in Week 0 of Semester 1. During this, students are given help in enrolling and paying fees as well as attending sessions on programme details, academic options, health and safety and additional sessions offered by the Advice and Counselling Service.

For Year 2 of study:
In addition to the support for students provided by QMUL : Careers Service; Library Services, all MA students are supported by their individual academic advisors.

Programme-specific rules and facts

Students must enter the programme in September and may not enter in January.

Progression to Year 2 of study: Students need to pass the programme and to achieve
- 60% in the compulsory module: English Language and Study Skills ;
- 55% in the Humanities and Social Sciences Independent Research Project;

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Specific support for disabled students

QMUL 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

• Links With Employers & Placement Opportunities = N/A
• Transferable skills as outlined in "Learning Outcomes / Attributes", C1 - C6

Programme Specification Approval

Person completing Programme Specification:	Kathryn Richardson
Person responsible for management of programme:	Kathryn Richardson
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	January 2021
Date Programme Specification approved by Taught Programmes Board:	

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