

Programme Title: MA in Language Teaching



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 / PGDip / PGCert in Language Teaching
Name of interim award(s):	N/A
Duration of study / period of registration:	1 calendar year (full-time); 2 calendar years (part-time)
QMUL programme code(s):	PMAF-QMSLLF1 PSLTE
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:

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Institution(s) other than QMUL that will provide some teaching for the programme:

N/A

Programme outline

QMUL's MA in Language Teaching is a prestigious degree suitable for students who wish to obtain an academic award in language teaching. The qualification is increasingly relevant because of growing demand for language teachers worldwide. It is useful for students who wish to teach their mother tongue or any language in which they are proficient. It focuses mainly on theoretical aspects of language teaching and critical self-reflection, which is recommended for professional language teachers. Students of the MA in Language Teaching will gain a thorough theoretical foundation to teach language. They may also work in areas such as Educational Technology or Language for Specific Purposes, depending on their choice of options (see programme specification).

Aims of the programme

Details concerning the broad purpose for offering the programme are included in the 'Programme Outline' above.

This includes:

- the meeting of national, EU-wide, and international needs;
- preparation for undertaking research;

- preparation for employment;
- widening access to higher education;
- encouraging the pursuit of independent study in the area.

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in language teaching. The programme outcomes are referenced to the relevant QAA benchmark statement(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	Able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
A 2	Able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
A 3	Able to continue to advance their knowledge and understanding, and to develop new skills to a high level

Disciplinary Skills - able to:

B 1	A systematic understanding of knowledge and a critical awareness of current problems and new insights concerning language teaching and learning theory, much of which is at, or informed by, the forefront of their academic field of study / academic discipline
B 2	A comprehensive understanding of techniques applicable to their own research in the area of language teaching and learning
B 3	Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry in the area of language teaching and learning are used to create and interpret knowledge in the discipline
B 4	Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the area of language teaching and learning
B 5	Conceptual understanding that enables the student to evaluate methodologies in the area of language teaching and learning and develop critiques of them and, where appropriate, to propose new hypotheses.

Attributes:

C 1	Critically evaluate the reliability of different sources of information
C 2	Use information for evidence-based decision-making and creative thinking

C 3	Adapt their understanding to new and unfamiliar settings
C 4	Exercise of initiative and personal responsibility
C 5	Decision-making in complex and unpredictable situations
C 6	Independent learning ability required for continuing professional development

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, seminar discussions, directed readings, practical tasks, material development, library-based research, presentations, group work and knowledge transfer activities. Further details of assessment practices can be found in the individual module descriptions.

There is also a substantial component of private study and reading.

Learning will be supported by:

- coherently designed and effectively delivered modules
- detailed module outlines, providing learning outcomes and guided reading for each module, identifying the structure of each module.
- the provision of key materials in libraries or through electronic resources
- individual feedback on written work
- appropriate assessment exercises within each module
- use of electronic teaching materials including Powerpoint, QMPlus and online reading lists
- encouraging active participation by students in small group discussions
- research methods training
- appropriate use of AV teaching technologies

Students have access to a wide range of learning resources within the University and the wider London area. These include: the QMUL Library, the University of London Library at Senate House and the first rate resources of other libraries with substantial linguistics collections (e.g. the British Library, UCL Institute of Education Library); a range of IT resources and electronic learning resources (e.g. electronic academic journals).

How will you be assessed?

A wide range of assessment techniques will also be used, including a written dissertation of 10,000-12,000 words. Assessment techniques will include essays, portfolios, continuous assessment, presentations, practical tasks, material development. Further details of assessment practices can be found in the individual module descriptions.

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

FT MA students:

In addition to the compulsory modules EAL7300 and EAL7302 (30 credits each) and EAL7213 (15 credits), and the core dissertation module (60 credits), full-time students will choose elective taught modules worth a total of 45 credits, mostly according to their interests and/or career plans. In addition, they may also choose to take non-credit bearing modules.

PT MA students:

Part-time students must take the two compulsory modules EAL7300 and EAL7302 (30 credits each) in their first year, and take one compulsory module (EAL7213 15 credits semester 2) and three optional modules (15 credits each) in their second year. The dissertation core module (60 credits) is for semester 3 in their second year. In addition, they may also choose to take non-credit bearing modules.

FT PGDip students must take 120 credits over 2 semesters. In semester 1, students must take the compulsory module EAL7300 (30 credits) and two elective modules (15 credits each). In semester 2, students must take the compulsory module EAL7302 (30 credits) and two elective modules (15 credits each). In addition, they may also choose to take non-credit bearing modules. Module EAL7213 is not compulsory for PGDip students but can be taken as an elective module.

PT PGDip students must take 120 credits over 4 semesters. They must take the two compulsory modules EAL7300 and EAL7302 (30 credits each) in their first year, and chose four optional modules (15 credits each) in their second year. In addition, they may also choose to take non-credit bearing modules. Module EAL7213 is not compulsory for PGDip students but can be taken as an elective module.

PGCert students:

FT PGCert students must take 60 credits in one semester: one compulsory 30 credit module (EAL7300) plus two optional modules (15 credits each). In addition, they may also choose to take non-credit bearing modules. Module EAL7213 is not compulsory for PGCert students but can be taken as an elective module.

PT PGCert students must take 60 credits over 2 semesters: one compulsory 30 credit module (EAL7300), plus two elective modules (15 credits each) in the following semester. In addition, they may also choose to take non-credit bearing modules. Module EAL7213 is not compulsory for PGCert students but can be taken as an elective module.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Teaching Languages: Approaches and Methods	EAL7300	30	7	Compulsory	1	Semester 1
Learning Languages: Second Language Acquisition	EAL7302	30	7	Compulsory	1	Semester 2
Dissertation in Language Teaching	EAL7303	60	7	Core	1	Semester 3
General Linguistics for Language Teachers	EAL7307	15	7	Elective	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Curriculum Design and Materials Evaluation for Language Teaching	EAL7311	15	7	Elective	1	Semester 1
Teaching Languages for Specific Purposes	EAL7309	15	7	Elective	1	Semester 2
Multimedia Materials Development for Language Teaching	EAL7312	15	7	Elective	1	Semester 2
Research Methods in Language Teaching	EAL7213	15	7	Compulsory	1	Semester 2
Multilingualism and Bilingualism	LIN6034P	15	6	Elective	1	Semester 2
Assessment in Language Teaching	EAL7314	15	7	Elective	1	Semester 1

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

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 Taught Programmes 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?

In addition to the huge range of support for students provided by QMUL (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.

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Programme-specific rules and facts

N/A

Specific support for disabled students

<p>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.</p> <p>Students can access advice, guidance and support in the following areas:</p> <ul style="list-style-type: none">• 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.
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Links with employers, placement opportunities and transferable skills

<ul style="list-style-type: none">• Links With Employers & Placement Opportunities = N/A• Transferable skills as outlined in "Learning Outcomes / Attributes", C1 - C6

Programme Specification Approval

Person completing Programme Specification:	<table border="1"><tr><td>Heather Heiner</td></tr></table>	Heather Heiner
Heather Heiner		
Person responsible for management of programme:	<table border="1"><tr><td>Dr Falco Pfalzgraf</td></tr></table>	Dr Falco Pfalzgraf
Dr Falco Pfalzgraf		
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	<table border="1"><tr><td>January 2021</td></tr></table>	January 2021
January 2021		
Date Programme Specification approved by Taught Programmes Board:	<table border="1"><tr><td></td></tr></table>	