Programme Title: MA / PG Dip / PG Cert in Applied Linguistic for English 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:	Master of Arts (MA) in Applied Linguistics for English Language Teaching; Postgraduate Diploma (PG Dip) in Applied Linguistics for English Language Teaching; Postgraduate Certificate (PG Cert) in Applied Linguistics for English Language Teaching
Name of interim award(s):	Postgraduate Diploma (PG Dip) in Applied Linguistics for English Language Teaching; 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) (MA programme)
QMUL programme code(s):	Q4S1 (MA FT), Q4S2 (MA PT), Q4S3 (PGDip FT) Q4S4 (PGDip PT) ; Q4S5
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:

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.

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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.

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:	
A1	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.
A2	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.
A3	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:	
B1	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.
B2	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.
B3	Students who successfully complete the programme will be able to demonstrate the ability to apply theory to practice.

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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; peer / micro - teaching; 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?
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.

FT MA students:
a) COMPULSORY & CORE MODULES
• EAL7201 Approaches and Methods in Language Teaching, Sem1, 30 cr (compulsory)
• EAL7202 Second Language Acquisition, Sem 2, 30 cr (compulsory)
• EAL713 Research Methods in Language Teaching, Semester 2, 15 cr (compulsory)
• EAL7203 Dissertation in English Language Teaching, Standard (Research) Pathway, Sem 3, 60 cr (core).
 • EAL7204 Dissertation in English Language Teaching, CELTA Pathway, Sem 3, 60 cr (core)

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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 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
• EAL7206 Curriculum Design and Materials Evaluation, Sem 1, 15 cr
• EAL7207 Description of Language, Sem 1, 15 cr
• EAL7208 Multimedia Materials Development, Sem 2, 15 cr
• EAL7209 Teaching English in Professional and Academic Settings (TEPAS), Sem 2, 15 cr
• EAL7210 Methods of Text and Corpus Analysis, Sem 1, 15 cr
• LIN7002 Sociolinguistic Theory Sem 1, 15 cr
• EAL6010 Languages in the Classroom 1: Theoretical Approaches to Teaching, Sem 1, 15 cr (level 6, prerequisite for EAL6012)
• EAL6012 Languages in the Classroom 2: Teaching and Reflective Practice, Sem 1, 15 cr (level 6)

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. 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.

PT MA students:
Part-time students must take the two compulsory modules EAL7201 and EAL7202 (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. We do not recommend the elective modules EAL6011 and EAL6012 (Languages in the Classroom 1&2) for PT MA students, although students may take this elective after consultation with the programme convenor.

PGDip students:
FT PGDip students must take 120 credits over 2 semesters. In semester 1, students must take the compulsory module EAL7201 (30 credits) and two elective modules (15 credits each). In semester 2, students must take the compulsory module EAL7202 (30 credits) and two elective modules (15 credits each). 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 EAL7201 and EAL7202 (30 credits each) in their first year, and chose four optional modules (15 credits each) in their second year. 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 (either EAL7201 or EAL7202) 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 (either EAL7201 or EAL7202) in either Semester 1 or 2, plus two electives (15 credits each) in the other semester. The elective modules EAL6011 and EAL6012 (Languages in the Classroom 1&2) are not available for PGCert students but non-credit bearing modules are. 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

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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
Dissertation in English Language Teaching, Standard (Research) Pathway	EAL7203	60	7	Core	1	Semester 3
Dissertation in English Language Teaching, CELTA Pathway	EAL7204	60	7	Core	1	Semester 3
Research Methods in Applied Linguistics	EAL7213	15	7	Compulsory	1	Semester 2
Curriculum Design and Materials Evaluation	EAL7206	15	7	Elective	1	Semester 1
Description of Language	EAL7207	15	7	Elective	1	Semester 2
Multimedia Materials Development	EAL7208	15	7	Elective	1	Semester 2
Teaching English in Professional and Academic Settings (TEPAS)	EAL7209	15	7	Elective	1	Semester 2
Methods of Text and Corpus Analysis	EAL7210	15	7	Elective	1	Semester 1
Languages in the Classroom 1: Theoretical Approaches to Teaching	EAL6011	15	6	Elective	1	Semester 1
Languages in the Classroom 2: Teaching and Reflective Practice	EAL6012	15	6	Elective	1	Semester 2
Sociolinguistic Theory	LIN7002	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 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/institutes 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/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 QMUL 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.

What academic support is available?

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.

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)
• Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

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; 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;

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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:	Heather Heiner
Person responsible for management of programme:	Kathryn Richardson/Falco Pfalzgraf
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	November 2018
Date Programme Specification approved by Taught Programmes Board:	

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