

## **MA in English Language Teaching (MAELT)**

### **For students entering in 2005**

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Arts & Humanities	
Programme length:	12 months (full-time)
Date of specification: November 2005	
Programme Director:	Mr Alan Tonkyn
Board of Studies:	MA in English Language Teaching

#### **Summary of programme aims**

The MA in English Language Teaching (MAELT) programme is designed especially for those currently working or intending to work in the field of English as a second / foreign language, and has courses in language description, and in pedagogy-and administration-related fields with this audience in mind. Students are given an up-to-date knowledge of principles and issues in areas of importance to language learning and assessment, and investigate their practical implications. They receive a thorough grounding that will help them to develop their career as a teacher, trainer, researcher or manager.

#### **Transferable skills**

In addition to those skills which all students are expected to have developed by the end of their degree programme, it is envisaged that MAELT students will have developed or enhanced the following more specific transferable skills:

- analysing and categorising – and hence evaluating – language at different levels;
- designing curricula and syllabi on the basis of data provided;
- synthesising, analysing and evaluating information and theoretical claims in specialist literature;
- giving well-organised, clear oral presentations to a specialist or semi-specialist audience;
- producing well-structured and clearly-written academic and professional papers;
- collaborating with others in research, problem-solving and/or the development of plans and recommendations;
- using time efficiently while carrying out reading, research and related writing activities.
- (for dissertation-track students) designing and conducting a research project, including a clear statement of research aims, identifying and searching relevant bibliographical sources, conducting an empirical or library-based investigation, and analysing and interpreting results in relation to established theory and professional concerns;
- (for portfolio-track students) observing critically and analysing classroom events, designing lesson plans and materials for language learners, delivering and evaluating micro-teaching practice sessions.

## Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules from which students must make a selection (the option modules).

The MAELT programme allows students some freedom to suit their own needs, but with a shared foundation of compulsory core modules. The latter combine with option modules which may be selected from a range of available subjects within the School. A special feature of the programme is that it has three tracks, with dissertation (referred to as the 'dissertation track'), with modules in place of the dissertation (the 'taught track'), and by way of language teaching portfolio (the 'portfolio track'). In addition, there is a distance study version of the taught track and dissertation tracks permitting study entirely away from Reading, or a combination of distance and campus-based study. [A separate programme specification is available for the distance study programme.]

The **compulsory modules** are divided into three areas: English language description, language teaching/learning, and (for dissertation track) research, or (for portfolio track) teaching observation and practice. The English language description modules run in the Autumn term, and language learning and teaching modules in the Autumn and Spring terms. The research area comprises a research design and basic statistical methods (taught in the Spring Term) and the dissertation, of 15,000 words, on a topic in the field of English Language Teaching, broadly defined. Research for, and the writing of, the dissertation take place in the Summer term and the Summer vacation. The teaching portfolio comprises a number of assessments related to the observation of classroom practice, design and development of language teaching material, and reflective accounts of experiences delivering materials in classroom contexts.

The **option modules** cover a wide range of pure and applied areas (with an emphasis on the latter) and, together with the dissertation, provide flexibility and the opportunity for specialisation in the greater part of the programme.

The following profile states which modules must be taken (the compulsory modules), together with lists of modules from which students must make a selection (the option modules). In consultation with their programme adviser, students must choose 3 option modules (each of 20 credits) if following the dissertation or portfolio tracks, and 6 option modules (each of 20 credits) if following the taught track, to make a total of 180 credits when combined with the other programme modules and the dissertation or teaching portfolio (where relevant). The number of credits for each module is shown after its title.

### Masters Level (three terms)

*Credits Level*

#### *Compulsory modules*

#### **Autumn term**

LSMPH1	<i>Foundation Phonetics &amp; Phonology</i>	10	M
LSMDGL	<i>Description of English Grammar and Lexis</i>	10	M
LSMDT	<i>Discourse Analysis for Language Teachers</i>	10	M

For Taught-track and Dissertation track:  
 LSMSL      *Second Language Learning Principles*                      20              M

For Portfolio-track  
 LSMSLT      *Second Language Teaching and Learning*                      20              M

**Spring term**

For Taught-track and Dissertation-track  
 LSMLC      *Language Curriculum Design*                      10              M

For Portfolio track  
 LSMELT      *Core Issues in ELT*                      10              M

**Spring and Summer term and Summer vacation**

For Dissertation-track only

LSMDIF      *Research Design and Dissertation (MAELT)*                      60              M

For Portfolio-track only

LSMDIP      *Language Teaching Portfolio*                      60              M

*Option modules*

Students select three (dissertation-track and portfolio-track) or six (taught-track) options from the following.

For Taught-track and Dissertation-track:

**Spring term**

LSMTP	<i>Language Testing Principles</i>	20	M
LSMWL	<i>Written Language (Reading &amp; Writing)</i>	20	M
LSMCA	<i>Corpora in Applied Linguistics</i>	20	M
LSMES	<i>English for Specific Purposes</i>	20	M
LSMST	<i>Teaching Literature in the Language Classroom</i>	20	M

**Summer Term**

LSMIC	<i>Intercultural Communication</i>	20	M
LSMSP	<i>Spoken Language (Listening &amp; Speaking)</i>	20	M
LSMYL	<i>Teaching Young Learners</i>	20	M
LSMIT	<i>Information Technology for Language Teaching</i>	20	M

For Portfolio-track

**Autumn Term**

LSMCL	<i>Child Language Development</i>	20	M
-------	-----------------------------------	----	---

**Spring term**

LSMEW	<i>English in the World</i>	20	M
LSMTP	<i>Language Testing Principles</i>	20	M
LSMCA	<i>Corpora in Applied Linguistics</i>	20	M
LSMES	<i>English for Specific Purposes</i>	20	M
LSMST	<i>Teaching Literature in the Language Classroom</i>	20	M

**Summer Term**

LSMIC	<i>Intercultural Communication</i>	20	M
LSMIT	<i>Information Technology for Language Teaching</i>	20	M
LSMYL	<i>Teaching Young Learners</i>	20	M

The assessment of those modules running entirely in the Autumn term will be by assignments and an examination to be completed either before or over the Christmas vacation; assessment of those modules running entirely, or completed, in the Spring term, will be by assignments to be completed over the Easter vacation. Modules running entirely, or completed, in the Summer term will be assessed by assignments to be submitted by the beginning of the fourth week of the summer vacation. The dissertation / teaching portfolio will be submitted by 20<sup>th</sup> September.

**Part-time/Modular arrangements**

The programme is offered on a part-time basis, normally over a period of up to 24 months, and on a modular basis normally over a period of 3 to 4 years, but with a maximum of 6 years. These arrangements are normally as follows:

Part-time (24 months):

Year 1: 3 compulsory taught modules and 1-2 option modules (dissertation and portfolio track) or 2-3 option modules (taught track);

Year 2: 4 compulsory taught modules (including Research Design) and 1-2 option modules + dissertation (dissertation track) or portfolio (portfolio-track), or 3-4 option modules (taught track).

Modular (3-4 years)

Years 1-3: Dissertation and portfolio track: 1-2 compulsory modules p.a., including Research Design in year 3 for dissertation track, and 1 option module p.a.; Taught track: 1-2 compulsory modules p.a., and 1-2 option modules p.a.;

Year 4: Dissertation and portfolio track: dissertation/teaching portfolio Taught track: 1-2 option modules.

## Programme Outcomes

### *Knowledge and Understanding*

#### **A. Knowledge and understanding of:**

1. How the sounds of English are produced and described.
2. The main features of the grammatical system of English as described in a modern reference grammar, together with implications for second/foreign language (L2) learning.
3. The lexical systems of English, and implications for L2 learning.
4. The systems underlying the production of appropriate, coherent and cohesive English text, and the ways of describing these.
5. Theories of L2 acquisition relating to learning in general, to interlanguage, and to environmental and individual factors.
6. The history of approaches to L2 curriculum design and their implications for pedagogy.
7. Theory and pedagogical implications derived from at least three further sub-fields from within the broad areas of:
  - the four language skills,
  - language use and learning in specific domains or circumstances
  - socio-educational language policy,
  - language assessment
  - teacher education
  - information technology
  - programme management and evaluation
8. (Dissertation track only) Different types of research, requirements of effective research, techniques of data-gathering, basic descriptive and inferential statistical methods, requirements of academic dissertations in the field.
9. (Portfolio track) Approaches to classroom observation; issues in lesson planning, materials design and execution; approaches to self-reflection in teacher education..

#### **Teaching/learning methods and strategies**

Lectures  
Seminars, with occasional student presentations  
Tutorials for assignment guidance

#### *Assessment*

Mainly by assignments requiring essays of different lengths but also by examinations of different lengths in two cases.

Dissertation

Portfolio

### *Skills and other attributes*

#### **B. Intellectual skills** – able to:

1. develop a coherent and logical discussion or argument in speech or writing
2. analyse and solve problems
3. operationalise abstract concepts for testing of hypotheses
4. assimilate rapidly-evolving concepts and models of language and language learning
5. synthesise and evaluate information from different sources
6. generalise knowledge and methods from one area of study to others
7. apply theoretical concepts and research-based information to the handling of pedagogical problems and issues.
8. plan, carry out and present an extended independent investigation of a research topic
9. plan, carry out and critically evaluation delivery of teaching materials.

#### **Teaching/learning methods and strategies**

Lectures  
Seminars, with occasional student presentations  
Tutorials

#### *Assessment*

Mainly by assignments requiring essays of different lengths but also by examinations of different lengths in two cases.

Dissertation

Portfolio

#### **C. Practical skills** – able to:

1. perceive the phonological features of spoken English and transcribe them using an IPA-based phonetic alphabet.
2. analyse and describe written English sentences at the levels of clause, phrase and word.
3. analyse and describe samples of English discourse, using one or more descriptive frameworks.
4. design a syllabus and materials for a group of language learners, on the basis of a needs analysis and assessment of resources and other contextual factors.

In addition, depending on modules taken and / or research undertaken, some students will be able to:

5. design a language test for a specified group of test-takers.
6. design and administer a language-oriented survey, involving a questionnaire or interview.
7. carry out a statistical analysis of language or language-related data, using appropriate descriptive and/or inferential statistics
8. derive information from electronic linguistic corpora
9. observe and critically evaluate language lesson and materials
10. reflect on own performance as a language teacher

#### **Teaching/learning methods and strategies**

Lectures, seminars and tutorials.

#### *Assessment*

Practical sections in assignments and examinations  
Relevant sections in the dissertation/  
portfolio

**D. Transferable skills** – In addition to Intellectual skills in C above:

able to:

1. use IT (word processing, using standard and statistical software)
2. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time

**Teaching/learning methods and strategies**

Lectures, seminars and tutorials, including special Study Skills classes.

*Assessment*

Items 1, 5 and 6 are assessed under the organisation and presentation criteria for marking assignments and the dissertation. Item 2 is assessed by research proposal and dissertation.

Item 4 is assessed in the work produced for an examination taken for one module.

***Please note:*** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.

### *Skills and other attributes*

**B. Intellectual skills** – able to:

1. develop a coherent and logical discussion or argument in speech or writing
2. analyse and solve problems
3. operationalise abstract concepts for testing of hypotheses
4. assimilate rapidly-evolving concepts and models of language and language learning
5. synthesise and evaluate information from different sources
6. generalise knowledge and methods from one area of study to others
7. apply theoretical concepts and research-based information to the handling of pedagogical problems and issues.
8. plan, carry out and present an extended independent investigation of a research topic

**Teaching/learning methods and strategies**

Lectures  
Seminars, with occasional student presentations  
Tutorials

*Assessment*

Mainly by assignments requiring essays of different lengths but also by examinations of different lengths in two cases.

Dissertation

**C. Practical skills** – able to:

1. perceive the phonological features of spoken English and transcribe them using an IPA-based phonetic alphabet.
2. analyse and describe written English sentences at the levels of clause, phrase and word.
3. analyse and describe samples of English discourse, using one or more descriptive frameworks.
4. design a syllabus for a group of language learners, on the basis of a needs analysis and assessment of resources and other contextual factors.

In addition, depending on modules taken and / or research undertaken, some students will be able to:

5. design a language test for a specified group of test-takers.
6. design and administer a language-oriented survey, involving a questionnaire or interview.
7. carry out a statistical analysis of language or language-related data, using appropriate descriptive and/or inferential statistics
8. derive information from electronic linguistic corpora

**Teaching/learning methods and strategies**

Lectures, seminars and tutorials.

*Assessment*

Practical sections in assignments and examinations  
Relevant sections in the dissertation

**D. Transferable skills** – In addition to Intellectual skills in C above:

able to:

**Teaching/learning methods and strategies**

Lectures, seminars and tutorials, including special Study Skills classes.



1. use IT (word processing, using standard and statistical software)
2. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans

*Assessment*

Items 1, 5 and 6 are assessed under the organisation and presentation criteria for marking assignments and the dissertation. Item 2 is assessed by research proposal and dissertation. Item 4 is assessed in the work produced for an examination taken for one module.

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.