MA/Postgraduate Diploma/Postgraduate Certificate in English Language Teaching (MAELT)
For students entering in 2009

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:	
Programme Director:	Dr Alan Tonkyn
Board of Studies:	MA in English Language Teaching
Accreditation:	N/A

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	*Foundation Phonetics & Phonology**	10	7
LSMDG	*Descriptive English Grammar*	10	7

*   Portfolio-track students who have studied Phonetics & Phonology at University-level before may choose to study LSMDT instead of LSMPH1, with permission from the Programme Director

For Taught-track and Dissertation track:

LSMDT	*Discourse Analysis for Language Teachers*	10	7
LSMSL	*Second Language Learning Principles*	20	7

For Portfolio-track

LSMELT	*Core Issues in Language Teaching*	10	7
LSMSLT	*Second Language Teaching and Learning*	20	7

Spring term

For Taught-track and Dissertation-track

LSMLC	*Language Curriculum Design*	10	7

For Portfolio track

LSMTLS	*Teaching the Language Skills*	10	7

Spring and Summer term and Summer vacation

For Dissertation-track only

LSMDIF	*Research Design and Dissertation (MAELT)*	60	7

For Portfolio-track only

LSMDIP	*Language Teaching Portfolio*	60	7

Option modules

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

For Taught-track and Dissertation-track:

Spring term

LSMTP	*Language Testing Principles*	20	7
LSMWL	*Written Language (Reading & Writing)*	20	7
LSMCA	*Corpora in Applied Linguistics*	20	7
LSMES	*English for Specific Purposes*	20	7
LSMEPH	*Experimental Phonology for Language Teachers*	20	7

Summer Term

LSMIC	*Intercultural Communication*	20	7
LSMSP	*Spoken Language (Listening & Speaking)*	20	7
LSMYL	*Teaching Young Learners*	20	7
LSMIT	*Information Technology for Language Teaching*	20	7

For Portfolio-track:

Autumn Term

LSMCL	*Child Language Development*	20	7

Spring term

LSMEW	*English in the World*	20	7
LSMTP	*Language Testing Principles*	20	7
LSMCA	*Corpora in Applied Linguistics*	20	7
LSMES	*English for Specific Purposes*	20	7

Summer Term

LSMIC	*Intercultural Communication*	20	7
LSMIT	*Information Technology for Language Teaching*	20	7
LSMYL	*Teaching Young Learners*	20	7

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 22nd 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: 3 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.

Note: Dissertation-track students may switch from full-time to modular status at the end of the Spring term to complete the dissertation. They will then have one year to complete the dissertation, and any option modules not taken by that point.

Progression requirements
 N/A

Summary of teaching and assessment
Modules are taught by lectures, seminars and small group practical work. The dissertation module additionally is supported by individual supervision. Most modules are assessed wholly by coursework, but there may also be assessment by examination: details are given in the module descriptions.

 The University's taught postgraduate marks classification is as follows:

 Mark Interpretation
 70 – 100% Distinction
 60 – 69% Merit
 50 – 59% Good standard (Pass)
 Failing categories
 40 – 49% Work below threshold standard
  0 – 39% Unsatisfactory Work

For Masters Degrees
To pass the degree of Master students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 in compulsory modules LSMPH1, LSMDG, LSMDT, LSMSL and LSMLC for the dissertation- and taught-tracks and LSMPH1, LSMDG, LSMELT, LSMSLT and LSMTLS for the portfolio-track. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation or language teaching portfolio and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation or language teaching portfolio and have no mark below 40 will be awarded eligible for a Merit.

For Postgraduate Diplomas
 To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in compulsory modules LSMPH1, LSMDG, LSMDT, LSMSL and LSMLC for the dissertation- and taught-tracks and LSMPH1, LSMDG, LSMELT, LSMSLT and LSMTLS for the portfolio-track. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For Postgraduate Certificates

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40 in modules LSMPH1, LSMDG, LSMDT, LSMSL and LSMLC for the dissertation- and taught-tracks and LSMPH1, LSMDG, LSMELT, LSMSLT and LSMTLS for the portfolio-track. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have a good first degree, preferably in a language- or language/education-related subject, and at least two years' full-time language teaching experience, or equivalent professional (language-related) experience.

Non-graduates may exceptionally be admitted to the programme if they have
-a diploma level teaching qualification, or its equivalent in in-service teaching qualifications
-several years of teaching or other language-related professional experience, with evidence of a high level of professional activity in areas such as conference attendance and presentations, the production of teaching materials and the writing of professional / academic papers.

All entrants to the programme will be required to meet the following English language proficiency standards. Where UK GCSE examinations in English (or their equivalent) have not been passed, these standards are normally represented by a minimum overall band of 6.5 on the IELTS test, with no sub-test band below 6, or TOEFL paper-based test: 580; computer-based test: 240; TWE: 4.5 but with the following conditions attached

a) Any applicant who achieves the minimum IELTS scores (or TOEFL equivalents) specified above will be strongly recommended to take at least 5 weeks of pre-sessional English instruction (although that will not be made a condition of acceptance).
b) Any applicant whose English score is at the levels shown in above on entry to the programme will be required to take a special dedicated in- sessional English course during the MA programme. Compliance with this would be a condition of remaining on the programme. This course will, as minimum, consist if six two-hour class sessions in the first term, with follow-up individual tutorials as needed over the next two terms.

Admissions Tutor: programme

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

Within the department, there are considerable computing and technical facilities, including a PC-based Corpus Facility, locally networked through Sun workstations and offering access to all well-known language corpora, e.g. the BNC, and databases such as the MRC Psycholinguistic Database, as well as a number of our own research databases; it also provides advanced computational techniques for stimulus presentation and response analysis. The School's computers host major statistical packages, such as Minitab and SPSS. Further PCs are located in the student common room for student use.

The School employs a technical officer, who deals with the purchase and maintenance of computers, software and audio-visual equipment. There is also a School Library, which houses 10,000 titles in ELT and other applied linguistic areas and subscribes to 50 journals. It contains elements of the former British Council English Teaching Information Centre library collection, and it is probably the largest collection of its kind in the country.

Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Languages and European Studies, and a range of useful information including advice on preparation and presentation of written work, especially the dissertation, dates of terms and examinations, and assessment procedures and criteria. Each student is also provided with a Catalogue of core and option modules available to them, giving outlines and assessment details. The Programme Director and/or Personal Tutors will advise students on selection of modules, and on general matters related to learning and assessment. In addition, a series of Study Skills classes is provided in the Autumn Term to give guidance on note-taking and assignment preparation and writing. Module lecturers will advise students on preparation for their assignments or examinations.

Career prospects
Students graduating from this programme are equipped to take up senior teaching and administration posts within the field of language teaching. Depending on their specialisms, they will also be equipped to take up positions in teacher training /

education, curriculum planning, language testing, publishing and other language-related professions.

Opportunities for study abroad or for placements
N/A

Educational aims of the programme
The MA programme in Applied Linguistics aims to introduce participants to current ways of describing the grammatical, lexical, phonological and discoursal systems of language; to examine the ways in which concepts from the disciplines of linguistics, education, sociolinguistics, psycholinguistics and psychology can contribute to our understanding of how languages are taught, learnt and used; to describe and critically evaluate current developments in language teaching, especially in course design, methodology, and assessment; and to develop expertise in undertaking and evaluating research in language use and language learning .

More specifically, the aims of the programme are:
• to introduce participants to current approaches to the description of the grammatical, lexical, phonological and discoursal systems of language (with specific reference to English);
• to examine the ways in which concepts from the disciplines of linguistics, education, sociolinguistics, psycholinguistics and psychology can contribute to our understanding of how languages are taught, learnt and used; • to describe and critically evaluate current developments in language teaching, especially in course design and management, methodology, and assessment;
• to develop expertise in undertaking and evaluating research in language use, language learning and teaching.

Programme outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	*Teaching/learning methods and strategies*
1. The production and description of the sound system of English. 2. The main features of the grammatical system of English as described in a modern descriptive reference grammar. 3. (Depending on Programme track) The systems underlying the production of appropriate, coherent and cohesive English discourse, and the ways of describing these. 4. Theories of L2 acquisition relating to learning in general, to interlanguage, and to environmental and individual factors. 5. Theories of curriculum design and their effect on programme development and teaching. 6. (Depending on programme track) Different types of research, requirements of effective research, techniques of data-gathering, basic descriptive and inferential statistical methods, requirements of academic dissertations / or reports in the field. Depending on choice of options / Track: 7. Theory and pedagogical implications derived from within the broad areas of: -the four language skills, -language use and learning in specific domains or circumstances -language assessment -information technology and computer-based language corpora -inter-cultural communication -phonology -English literature. -child language development.	Lectures Seminars, with occasional student presentations Tutorials for assignment guidance *Assessment* Mainly by assignments requiring essays of different lengths. Dissertation (Dissertation Track only) Language Teaching Portfolio (Portfolio Track only)

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.

Dissertation or
Language Teaching 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. (Depending on Track): analyse and describe samples of discourse, using one or more descriptive frameworks.

In addition, depending on modules / Track taken and / or research undertaken, students will be able to do some of the following:

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.
5. evaluate materials used in the teaching of English language skills.
6. design a language test for a specified group of test-takers.
7. create, organise and analyse a computer-based language corpus.
8. design and administer a language-oriented survey, involving a questionnaire or interview.
9. carry out a statistical analysis of language or language-related data, using appropriate descriptive and/or inferential statistics
10. develop and use an instrument for the evaluation of teaching during an observation.

Teaching/learning methods and strategies

Lectures, seminars and tutorials.

Assessment

Practical sections in assignments and examinations
Relevant sections in the Dissertation or Language Teaching 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
7. formulate and implement career plans | *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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.