MA English Language Education (in Guangdong) (full-time)
For students entering in 2015/6

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	12 months
Date of specification:	21/Aug/2015
Programme Director:	Dr Daguo Li
Programme Advisor:	Prof Jeanine Treffers-Daller
Board of Studies:	Advanced Taught Programmes
Accreditation:	

Summary of programme aims

The purpose of the programme is to enable primary and secondary school teachers to deepen their understanding of issues related to the teaching and learning of English as a Foreign Language in schools in the People's Republic of China. This is achieved by encouraging students to explore the practical applications of the research literature relating to education, English language teaching and second language acquisition, and also drawing upon their own experience of teaching and/or learning languages. Graduates of the programme will acquire an in-depth understanding of the underlying principles of English language education and their application. This will enable them to develop their own pedagogical effectiveness and research capability. It is envisaged that graduates of the programme will be able to play leading roles in innovation and reform in English language education and sharing innovative practice in the institutions in which they teach.

Transferable skills

Students will develop the following transferable skills:
* to use library and other academic resources effectively;
* to conduct a literature search and a literature review;
* to communicate effectively in written English, applying the conventions of academic writing where appropriate;
* to make effective oral presentations in English.

Programme content

The programme consists of the following modules. Students take five compulsory and one optional modules (see Table below):

Code	Title	Credits	Level
EDM084	Second Language Teaching and Learning	40	7
EDM096	Academic English and Study Skills	20	7
EDM101	Assessment and measurement	20	7
EDM102	Research methods in English language education	20	7
EDM097	English Language Education Dissertation	60	7
Either			
EDM095	Developing expertise in teaching	20	7
Or			
EDM103	Leadership and management in English language education	20	7

Part-time or modular arrangements

The programme is not available as a part-time option.

Progression requirements

Summary of Teaching and Assessment

The programme is delivered in Guangzhou, China, jointly by the University of Reading and the Guangdong University of Foreign Studies. The medium of instruction and communication will be English, as is the norm in the Faculty of English Language and Culture.

Teaching and supervision are by a variety of methods including lectures, seminars, individual tutorials (both face-to-face and electronically) and written feedback.

Except for one module (EDM101 Assessment and measurement) taught solely by the staff of the Faculty of English Language and Culture of Guangdong University of Foreign Studies, all other modules are delivered jointly by the University Reading and Guangdong University of Foreign Studies.

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 qualify for Distinction, students must gain an overall average of 70 or more over 180 credits and a mark of 60 or more for the dissertation, and must not have any mark below 40.
To qualify for Merit, students must gain an overall average of 60 or more over 180 credits and a mark of 50 or more for the dissertation, and must not have any mark below 40.
To qualify for Passed, students must gain an overall average of 50 or more over 180 credits and a mark of 50 or more for the dissertation. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Diploma
To qualify for Distinction, students must gain an overall average of 70 or more over 120 credits and must not have any mark below 40.
To qualify for Merit, students must gain an overall average of 60 or more over 120 credits and must not have any mark below 40.
To qualify for Passed, students must gain an overall average of 50 or more over 120 credits. In addition, the total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits.

For PG Certificate
To qualify for a Postgraduate Certificate, students must gain an overall average mark of 50% or more over 60 credits and have no mark below 40%.

Admission requirements
Entrants to this programme are normally required to hold the equivalent of an upper second class degree (as determined by UK NARIC). A minimum IELTS score of 6.5 (or equivalent) is normally required.

Admissions Tutor: Professor Jeanine Treffers-Daller & Dr Daguo Li

Support for students and their learning
University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Support for students offered by Guangdong University of Foreign Studies (GDUFS)

GDUFS occupies three sites. The Faculty of English Language and Culture is based on the North Campus, occupying a large building which houses both teaching, administrative and library facilities.

The teaching facilities available reflect those of a large campus-based institution. The main teaching blocks used by the Faculty of English Language and Culture have a variety of teaching spaces for various class sizes. In the smaller classrooms - for approximately 40 students - equipment for multimedia teaching has been installed including laptop and projector facilities.

Library facilities for the students of the Faculty of English Language and Culture are provided through the main library facility and the specialist research library for postgraduate students located within the Faculty itself. The main university library is housed in a new 22,000m² building on the Northern Campus. It houses over 800,000 books, 1,300 periodicals, 140 newspapers, nearly 2,000 cassette tapes and videotapes and 100 microfiches in business, economics, foreign trade, foreign languages, information technology, law, and management in 11 foreign languages: English, French, German, Indonesian, Italian, Japanese, Korean, Russian, Spanish, Thai, and Vietnamese. The library has 37 databases, 26 of which are purchased externally and 11 developed by GDUFS.

In addition, the Centre for Applied Linguistics, part of the Faculty of English Language and Culture, hosts a specialist research library contained within the main Faculty building. This houses over 11,000 volumes of linguistics and applied linguistics materials including more than 7,000 imported volumes. There are 55 English periodicals, 44 Chinese periodicals and more than 500 electronic books either in Chinese or English. It is one of the most comprehensive and updated specialist research libraries in linguistics and applied linguistics in the country.

ICT facilities are managed by the Educational Technology Centre (ETC) of the University, including over 1,500 PCs, and 50 server/terminals. The campus network covers both the teaching buildings and student dormitories and staff residential areas. ETC aims to be a leader in the Chinese Higher Education sector in the innovative use of broadband multimedia teaching system (IPTV) in the classroom. The system is integrated with the Blackboard system to form the Digital TV Teaching System. Students have access to the network on campus (including in their dormitories).

In addition to the library and ICT facilities, students will have access to other support services at GDUFS, including accommodation, study advice, counselling, and careers advice. Students will be allocated a student services practitioner (which is similar to personal tutor in the UK), responsible for their welfare and general academic progress. Necessary ongoing academic support will be offered by staff at GDUFS teaching on the programme.

Support for students offered by the University of Reading

Teaching and learning is supported by e-learning technology such as Blackboard and Mediasite. The library website of the University of Reading provides access to a large number of e-resources including online databases in Education (e.g. the British Education Index and the Education Resources Information Centre ERIC). The Institute of Education is continuously investing in the further expansion of e-resources to facilitate off-campus access to these for staff and students.

If occasionally students elect to spend a short period of time at Reading, arrangement will be made in advance with relevant support services to ensure they are supported at a level appropriate for study abroad students.

Career prospects

It is envisaged that the programme will greatly enhance the career prospects of the graduates in English language teaching in China at whatever level. For practising teachers, it will improve their prospects of promotion to leadership or management roles or positions in teacher education.

Opportunities for study abroad or for placements

Opportunities are provided for students to spend periods of intensive study in parts of the spring or summer terms in Reading. According to the timing, this may be for independent study or may be an opportunity to access an optional module from the Institute's other Master's-level offerings (e.g. MA in Education specialist pathways). This arrangement will need to be agreed in advance by the Programme Directors at Reading and GDUFS procedures for which will be outlined in the programme handbook.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Advanced concepts and theories relating to	1. Module EDM084.

English language education.
2. Key issues affecting English language learning of young people.
3. How to develop their classroom skills and consistently improve them.
4. The research process and what counts as evidence.
5. Ethical issues in research.
6. The conventions of academic writing.
7. The principles of educational assessment and how they apply to the English as a foreign language context.
8. Key global concepts in educational leadership and management theory and practice

2. Module EDM084.
3. Modules EDM084 and EDM095.
4. Modules EDM084, EDM096, EDM102, EDM097 and EDM103
5. Modules EDM096, EDM102, EDM103, tutorials and dissertation briefing.
6. Module EDM096.
7. Module EDM101.
8. Module EDM103

Assessment
Knowledge and understanding of the aspects listed in A will be assessed through the module assignments, tests and dissertation with full coverage across the modules. E.g.
EDM084: 1,2,3,4
EDM096: 4,5,6
EDM097: 4,5,6
EDM101: 7
EDM103: 4,8

Skills and other attributes

B. Intellectual skills - *able to:*

1. Use evidence-based reasoning in evaluating the theories, concepts, practices and policies of English language education.
2. Critically evaluate research specific to their expertise.
3. Make links between the theory and practice of English language teaching.
4. Design a small-scale research project capable of achieving its aims and draw appropriate conclusions from the results.

Teaching/learning methods and strategies

1. Modules EDM084, EDM095 and EDM097.
2. Modules EDM099, EDM100, EDM102, EDM096, EDM097 and EDM103.
3. Modules EDM084 and EDM095.
4. Modules EDM084, EDM096, EDM102, EDM097 and EDM103.

Assessment
Intellectual skills listed in B will be assessed through module assignments, module presentations, and dissertation, with full coverage across the modules. E.g.
EDM084 1,2,3,4
EDM096 2
EDM097 1,2,4
EDM103 2,4

C. Practical skills - *able to:*

1. Perform advanced searches for information relevant to specific topics within English language education.
2. Review and critique empirical research and theoretical writing on English language education.
3. Develop appropriate research instruments, collect and analyse qualitative and/or quantitative research data using appropriate computer software.
4. Conform to the policy of the Research Ethics Committee of the University of Reading, when conducting their own research.
5. Apply learning in the workplace in complex and unpredictable contexts.

Teaching/learning methods and strategies

1. Module EDM096 and EDM103.
2. Modules EDM084, EDM099, EDM096, EDM101 and EDM103.
3. Modules EDM096, EDM102 and EDM103.
4. Module EDM103.
5. Module EDM084.

Assessment
The practical skills listed in C will be assessed through module assignments and dissertation, with full coverage across the modules. E.g.
EDM084 2,5
EDM096 1,2
EDM097 1, 2,3,4
EDM103 1,2,3,4

D. Transferable skills - *able to:*

1. Communicate effectively and in good English both orally and in writing.
2. Plan and carry out a project.
3. Use IT where relevant and fit to purpose.
4. Understand the benefits and limitations of research methods.
5. Reflect on own and others' practice to identify improvements; effectively access learning resources.

Teaching/learning methods and strategies

1. Modules EDM084, EDM096, EDM095 and EDM103.
2. Modules EDM084, EDM096, EDM102 and EDM103 dissertation briefing, dissertation tutorials.
3. Modules EDM096, EDM102, EDM103
4. This is a theme running through all modules and dissertation support.
5. This is integral to all modules.

Assessment
Transferable skills listed under D will be assessed through written module assignments, oral presentations, and dissertation, with full coverage across the modules. E.g.
EDM084 1,2,3,4,5
EDM096 1,3,4
EDM097 1,2,3,4,5
EDM103 1,2,3,4,5

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.