

LEEDS BECKETT UNIVERSITY

# Course Specification

MA English Language Teaching  
2018-19 (MAELG)

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UNIVERSITY

## Department of Languages

**Award and programme title:** MA English Language Teaching.

**Level of qualification:** Level 7.

**Interim awards available:**

PG Dip English Language Teaching.

PG Cert English Language Teaching.

### Length and status of programme and mode of study

<b>Programme</b>	<b>Length (years) Status (FT/PT/SW)</b>	<b>Mode (campus- based / DL or other)</b>
MA English Language Teaching.	FT – 3 semesters (1 calendar year).  PT – 6-7 semesters (2-3 calendar years).  Distance PT – 8 semesters (2-3 calendar years).	Leeds Beckett University Headingley Campus/Distance Learning.

# Course Specification

## Overview and Aims

This course provides academic and professional development for English Language Teaching practitioners looking for career advancement in innovative teaching, curriculum and creative materials development, teacher education or training and other teaching-related activities.

There are two routes to the MA:

**Route 1** is for experienced teachers of English, typically with an initial teacher training qualification and a high level of English, and includes the opportunity to enter the Cambridge Delta modules.

**Route 2** is for less experienced teachers or those with an interest in teaching English.

Routes 1 and 2 are taught separately for the first three modules (semester 1 for full-time on-campus students) and come together for the later modules. The course structure is as follows:

<b>MA English Language Teaching Semester 1</b>	
<b>Route 1</b>	<b>Route 2</b>
Understanding Language, Methodology and Resources for Teaching 20 Credits	Language Awareness 20 Credits
Developing Professional Practice 20 Credits	Methodology and Second Language Acquisition 20 Credits
Extending Practice and ELT Specialism 20 Credits	Classroom Practice 20 Credits
<b>Semester 2, Routes 1 and 2</b>	
Multimedia Resources and Independent Learning	20 Credits
Methodology in Context	20 Credits
Materials Development	20 credits
Research In English Language Teaching	20 Credits
Dissertation	40 Credits

Many of the modules can be developed in relation to a specific teaching context, so teachers can pursue specialisms such as Teaching English for Academic Purposes, Teaching Young Learners, Teaching English for Specific Purposes, Teaching English as a Second or Other Language (ESOL), Bilingual Education, English Language Teaching Management, Methodology, curriculum and syllabus or Teacher Training/Education.

Successful completion of the course offers a variety of stimulating and rewarding career opportunities such as promotion to managerial or senior teacher roles, materials writing, or teacher training. For example, recent alumni are now working as Director/Assistant Director of Studies in prestigious schools, as English for Academic Purposes tutors in UK universities and as CELTA (Certificate of English Language Teaching to Adults) teacher trainers.

In addition to a high level of language awareness, the postgraduate will develop highly skilled organisational abilities, a critical approach to knowledge, excellent creative, communication and presentation skills and the ability to excel in group and teamwork, to mention just some of the personal and transferable skills and attributes which are essential prerequisites for a successful career. For example, in Classroom Practice, students may work in teams to plan and deliver practice lessons. Students present their work orally as part of some modules, and in doing so, develop creative and oral presentation skills which are highly relevant to a range of careers, but particularly relevant to high level professional contexts such as international conference presentations. Part of the course assessment involves writing a simulated academic journal article, which requires adhering to specific guidelines as well as incorporating appropriate style and content for an advanced readership.

Route 1 students who also pass the Cambridge Delta (Diploma in Teaching English to Speakers of Other Languages) qualification will have two of the most sought after qualifications for English language teachers. In the UK, for example, where full-time permanent jobs in private language schools, FE colleges and universities are relatively difficult to secure, applicants with the Cambridge Delta and the MA are in a strong position to apply for more secure jobs and positions of responsibility.

## Course Learning Outcomes

<b>Course Learning Outcomes</b>	
By the end of this course you will be able to:	
1	Select and critically evaluate theories of Second Language Acquisition, language systems and language teaching methodology and, where appropriate, propose new hypotheses.
2	Demonstrate originality and effectiveness in the application of theories related to English Language Teaching to a range of outcomes.
3	Competently select and apply a range of complex tools and techniques in, for example, research methods, planning and teaching.

4	Apply high level and appropriate communication skills for a wide range of tasks, purposes and audiences related to English Language Teaching.
5	Demonstrate original empirical research skills related to English Language Teaching.
6	Show autonomy in the progression and completion of an original, theoretically rigorous extended project related to the profession.

## Course Structure

The MA English Language Teaching is a full-time, part-time or online learning course. All modules are at level 7 and (with the exception of the 40-credit dissertation module) carry 20 credits. On-campus modules follow the standard university calendar, and online modules follow the university distance unit calendar.

The structure of the course is designed so that broader and more fundamental topics such as language analysis and methodology are covered first, and then slightly more specialised modules such as research and multimedia resources, which build on them, follow on. The dissertation will consolidate, synthesise and extend knowledge and skills developed in the other modules.

The interaction between theory and practice is at the heart of the MA English Language Teaching. The modules demand that students critically examine practical problems and issues using relevant theoretical frameworks, and also demonstrate the ability to select relevant theories and apply them to practical projects such as planning (a series of) lessons, developing teaching and learning resources, and conducting empirical research.

It is possible to work on many of the modules in relation to a specific teaching context, so students can pursue specialisms such as Teaching English for Academic Purposes, Teaching Young Learners, Teaching English for Specific Purposes, Teaching English as a Second or Other Language (ESOL), Bilingual Education, English Language Teaching Management, Methodology, curriculum and syllabus or Teacher Training/Education.

There are two routes available:

### **Route one (Delta Route):**

Designed for experienced English language teachers with a high level of English, this route offers professional training and development (including teaching practice) and can include entry for the widely recognised Delta qualification. If students already have the Delta or an equivalent qualification they can enter directly into semester two of this route.

Route 1 students produce work in the three MA modules which map to the three modules of the Cambridge Delta. Students can choose, therefore, whether to take the Delta assessments in addition to the MA module assessment. Since route 1 students have more teaching experience they are expected to evidence skills to Cambridge Delta standards,

underpinned by knowledge and understanding as described in the MAT for each of these modules.

### Route two

This route offers practical classroom experience, observation and language awareness for teaching purposes. It is ideal for less experienced English language teachers and those aiming to work in the profession.

The delivery structure of the both routes of the taught programme is given below. Students on the online MA English Language Teaching usually take the modules in the same order as on the taught course, but over an extended period of time.

**NB: the semester 1 modules of Route 1 are not available online.**

### Route 1 (Delta route)

Semester 1	Core Y/N	Semester 2	Core Y/N
Understanding Language, Methodology and Resources for Language Teaching	Y	Materials Development	Y
Developing Professional Practice	Y	ELT in your Context	Y
Extending Practice and ELT Specialism	Y	Multimedia Resources and Independent Learning	Y
Semester 3		Research in ELT	Y
Dissertation	Y		
<b>Route 2 (non-Delta route)</b>			
Semester 1	Core (y)	Semester 2	Core (y)
Language Awareness	Y	Materials Development	Y
Classroom Practice	Y	ELT in your Context	Y
Methodology and SLA	Y	Multimedia Resources and Independent Learning	Y
		Research in ELT	Y
<b>Semester 3</b>			

Dissertation	Y		
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## Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

### Learning and Teaching Approaches

Assessment, teaching and learning on the course are designed to improve the learning experience of all students, irrespective of cultural background, age or professional experience in the field. It is also designed to foster an appreciation of lifelong learning and professional development by enabling an understanding of learner/ teacher autonomy and critical reflection. The values of the teaching and learning strategy are matched to the course curriculum below.

Learning and teaching approaches on the course reflect principles suggested in the postgraduate course development principles handbook (Leeds Beckett University 2012-13):

- Depth of Learning.
- Challenging and authentic tasks.
- Vertical and horizontal integration of learning.

To foster deeper learning, sessions are run as seminars/ workshops where students are set tasks to engage with theoretical constructs more than once – through pre course and pre-sessions reading, reflection as well as critical engagement with what they have read in pair and group tasks during the session. Skills for deeper engagement with theory and practice are developed incrementally through semesters 1 and 2, culminating in the extended project students carry out as the final task for the MA. An example is the case study they write for the semester 1 module Methodology and Second Language Acquisition. The case study is aimed to reflect the interaction between theory and students first person experiences (micro to meso contexts). For the semester 2 module ELT in Your Context, students are expected to write an essay which mirrors a journal article, the audience is ELT professionals in general. This assignment is expected to reflect the interaction of sociolinguistic and second language acquisition theory with their teaching contexts with reference to regional, national and internal factors.

Assessed and non-assessed tasks on all modules reflects authentic tasks students would carry out in their professional lives. Students work on teaching-related skills throughout the course (such as planning lessons, developing principled and theoretically-based materials, conducting action research and engaging in critical reflection), which enhance their professional skills and improve their prospects considerably. They also develop enterprise skills by developing a critical awareness of published and online materials and an ability to meet the needs of a target group through principled course and materials design. The applied nature of the course lends itself excellently to the across university strategy and framework for embedding employability, enterprise and work based learning into courses.

Our students are given a choice about how they study and what they do for their assessed work. They may choose to focus on their own context in their reading and when working towards assessments, but through the modules all students will broaden their knowledge of a wide range of contexts, such as English for Academic Purposes, Teaching Young Learners and Teacher Training or Education. Since the course has an online mode as well, students have a good level of choice about where, when and how to study and can tailor their learning activities to their own learning styles and interests.

The content of the modules across the MA is clearly linked horizontally in order to create a coherent course. For example, the topics of Second Language Acquisition and Methodology for Language Teaching are key themes across all modules and students examine and investigate aspects of these themes in relation to, for example, ELT in different contexts, developing multimedia and independent learning, and so on.

The ethos of the course is to embrace students from a variety of social, ethnic and language backgrounds. Across the modules, students are encouraged to share educational practice across cultures, for example, and this is seen to enhance the learning and teaching experience on the course.

Online and blended learning is a key part of our learning and teaching approach; students are expected to contribute to online activities as well as more “taught” components of the course (for example, seminars and workshops delivered online or face to face, uploading independent learning tasks onto the VLE, participating in online discussions). Materials and resources are varied in order to suit different learning styles and provide a suitable mixture of learning and teaching approaches. For example, digitised reading is provided; webinars using Adobe Connect are offered as part of some modules; video is also incorporated into some modules; more traditional worksheets and PowerPoint presentations are also used in class. In-house and guest speakers are also invited in order to provide a variety of perspectives and to enhance the learning experience.

Individuals are also encouraged to work together on assessed and unassessed tasks. Staff respond to individual needs in personal and academic tutorials, in individual feedback on drafts and in the design and delivery of taught sessions

All tutors on the course are TEFL Q as defined under the British Council Accreditation Scheme; as such, they have demonstrated a high level of teaching capability. Many are also Fellows and Senior Fellows of the Higher Education Academy. As such, they are well qualified to demonstrate high level teaching skills.

### **Learning and Teaching Activities**

Students will:

- (as appropriate to delivery mode) participate in taught sessions or access the online materials and tasks available through the virtual learning environment (MyBeckett).



- Read the indicated academic books and journals which will support their face-to-face or online learning, further their knowledge and learning and enable reflection.
- Demonstrate self-motivation and independence in their learning through further research and reading which may be prompted by taught or online sessions.
- Critically evaluate their own practice.
- Evaluate, adapt and produce principled materials.
- Produce principled and creative materials for multimedia resources and independent learning.
- Design and apply research instruments.

### **Use of the Virtual Learning Environment**

The course uses the VLE and wider online community to support, enhance and link face to face with online materials and to provide a space for students to communicate with each other and the course team. Students are introduced to the VLE in induction week. Modules will use the VLE and online delivery in a variety of ways which include:

- A repository for teaching materials to support face to face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, past exam papers and placement handbooks.
- Electronic submission of assignments using the VLE via formative Turnitin drafts and summative submissions.
- Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course 'community'.
- Communicating with students using a selection of electronic media via consistent channels.
- Requesting submissions from students in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms.
- Conducting online formative assessments.
- Monitoring student engagement through level of engagement in online activities and usage statistics.
- Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further.
- Encouraging staff & students to engage in subject-specific professional networks and professional debate on and offline.

The face-to-face course will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module. The remaining hours will then be made up of a mixture of online learning and self-study. It is expected that students will be provided with readings and directed activities to support their learning within the classroom.

## **Use of Online Learning**

The online/distance version of the MA ELT is delivered wholly online. The VLE is used to deliver the course content through units which have been loaded onto the VLE. In addition to all the activities described above (43, use of VLE), students are expected to work through all the units, do the prescribed and suggested reading and take part in some interactive sessions online, such as discussion forums and groupwork with other participants.

The students are supported online and by email by the course leader, module leaders and module tutors.

## **Assessment Strategy**

The philosophy of the MA English Language Teaching is that students are encouraged to develop critical awareness of the issues involved and to translate this awareness into principled and effective pedagogy / materials which are context-sensitive. The course takes the view that there is no one answer to the issues raised, but it is important, through reading, research and discussion to take a principled position on the issues. An important aspect of the philosophy of the course is that applied linguistics is not just about the application of theory to practice, it is also about the *interaction* of practice and theory. Another aspect is that students will be involved in doing original research themselves and developing materials/ other practical outcomes in order to teach English effectively in different contexts.

Summative assessment mechanisms include individually negotiated research projects, materials development with a theoretical justification, portfolios of work based on classroom practice, journal articles, oral presentations, a case study and text and analysis tasks. The assessment criteria relate directly to the module learning outcomes and are provided in module handbooks. The assessments are sample double-marked and standardisation is carried out by the module teams prior to any marking taking place.

In addition there are a number of formative assessments which enable students to build on skills and to build on their skills and receive guidance to enable them to work at level 7. For example, in the first semester, route 2 students, who often speak English as a Second Language and may be inexperienced teachers, complete a case study for the Methodology and Second Language Acquisition module. The module team works with the students to complete the case study in stages and to receive formative feedback on the different stages. In Multimedia and Independent Learning, students develop a range of different materials in order to practise using different types of technology for language learning. They upload them onto a blog and comment on each other's materials. This formative assessment develops their practical skills.

## **Feedback on Assessment**

There is a significant component of formative feedback, mainly in the form of tutorials around individual research projects and assessments. Formative feedback also takes the form of written comments on drafts. For example in Developing Professional Practice, students have the opportunity to submit their lesson plan and background essay to their observing tutor a

week before their lesson observation. The tutor writes comments on the draft and returns it to the student and sometimes also has a face-to-face or Skype tutorial to add oral feedback and answer questions. Summative feedback on this module is in the form of the Cambridge Delta report, which provides a grade for the essay and the plan/ lesson, and detailed comments on each criterion as well as overall comments on each component.

In some modules the assessment is staged so that feedback from an earlier assessment feeds formatively into the next assessment component. For example, in Understanding Language, Methodology and Resources, and in Extending Practice and ELT Specialism, formative feedback on earlier tasks can be used to improve the student's performance in later assessment tasks. The homework tasks in Understanding Language, Methodology and Resources in Language Teaching follow the same format as the written exam, so students can use the feedback they get in the homework tasks to work on their weaker areas.

Feedback is given in a number of different ways. In some modules, tutor feedback is given orally to the whole group; in some modules generic written feedback is given to the group as well as summative feedback. In some cases, guideline answers are provided. In most modules students receive a written feedback sheet that provides comments and grades against each assessment criterion. The assessment criteria for each module are closely tied to the module learning outcomes.

All feedback is provided in a timely manner – sometimes within two days of the assessment (in the case of oral presentations) but always within the 4-week period stipulated by the university.

## **Employability and Professional Context**

The MA English Language Teaching is designed to meet the needs of two distinct markets identified in our market research:

1) the experienced English language teacher with a high level of English and a desire to further his/ her career by gaining both a high level academic qualification (MA English Language Teaching) and the prestigious Cambridge Delta (Diploma in Teaching English to Speakers of Other Languages) teaching qualification, which will incur TEFL Qualified status as defined by the British Council Accreditation Scheme.

Combining the MA English Language Teaching with the Delta on **Route 1**, the course is highly attractive to this market and also considerably improves students' career prospects, including in relation to managerial careers (please see above for examples). Many teachers of English to Speakers of Other Languages start their careers by taking an initial teaching qualification such as the Cambridge CELTA (Certificate of English Language Teaching to Adults) or Trinity Certificate in TESOL. This gives TEFLi status as defined by the British Council Accreditation Scheme, but to be fully qualified (TEFLQ), teachers need a Level 7 qualification, such as the Cambridge Delta, which includes both theoretical and practical components and assessed teaching practice. This Route provides the experienced English language teacher with the two most sought after qualifications in the profession and significantly enhanced career opportunities in careers across the world.

2) The less experienced English Language teacher who wants to gain a prestigious academic qualification in order to enter the profession or to further their career in their own context (**Route 2**). There is a market demand internationally for teachers of English to gain a Masters qualification in order to get a job and for career development. A British Masters in English Language Teaching is highly respected, as it exposes teachers to up-to-date methodologies for English Language Teaching and requires students to demonstrate critical thinking, autonomy and original research. Our MA English Language Teaching (route 2) alumni have recently gone on to work in curriculum development, Ministries of Education, senior teacher positions and other prestigious careers.

Both routes of the course include practical classroom experience, hands-on development of multi-media resources, materials development and the opportunity to pursue a specialism, such as ESOL, English for Academic Purposes, Teaching English to Young Learners or teacher training.

### **Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

## **Student Support Network**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is [StudentHub@leedsbeckett.ac.uk](mailto:StudentHub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.