

# Masters in English Language Teaching

## Programme Requirements

English Language Teaching - MLitt	
80 credits from Module List: ET5100 - ET5109 <b>and</b> 40 credits from Module List: ET5121 - ET5150 <b>and</b> ET5199 (60 credits)	
Further requirements Choose 180 credits in academic year.	

## Modules:

ET5101 The Language Learner				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester:</b>	1
<b>Planned timetable:</b>	To be arranged.			
<p>This module focuses on how subsequent languages are learned after the first/native language. Theories of language acquisition will be evaluated, from behaviourism to current theory. Students need to trace the development of such theories in order to consider what each theory offers. Ways in which all learners appear to follow a similar route will be considered before making a detailed study of individual learner differences, in particular levels of motivation and the development and application of language learning strategies. The module then investigates how theories of language acquisition inform teaching, and the lack of interface between research and practice will be discussed.</p>				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Co-requisite(s):</b>	ET5103, ET5107			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
<b>Assessment pattern:</b>	3-hour Written Examination = 40%, Coursework (2 essays) = 60%			
<b>Module coordinator:</b>	Mrs K Tavakoli			
<b>Module teaching staff:</b>	Team taught			

## English Language Teaching - MLitt - 2017/8 - August 2017

ET5103 Linguistics for Language Teachers				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester:</b>	1
<b>Planned timetable:</b>	To be arranged.			
This module is designed to equip students with the skills required to describe and analyse both spoken and written discourse. It does not assume prior knowledge of linguistics and seeks to introduce students to selected fundamental concepts, relevant to English language teaching. Students will acquire appropriate terminology and techniques in the analysis and description of grammar and phonology including an active engagement with phonemic transcription.				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Co-requisite(s):</b>	ET5101, ET5107			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 10 weeks) and 1-hour seminar (x 10 weeks).			
<b>Assessment pattern:</b>	2-hour Written Examination = 50%, Coursework = 50%			
<b>Module coordinator:</b>	Ms M Carr			
<b>Module teaching staff:</b>	Team taught			

ET5105 Language Teaching Methodology				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
This module will explore the theories that inform teaching practice and will analyse the implications these will have in terms of ways of learning, material used, the teacher role and the classroom. This is essential for all those seeking to understand their teaching environment more clearly and for those who have a chance to influence teaching environments. The module will allow students to consider the merits and drawbacks of a number of theories against the backdrop of the classroom environment. Students will have the opportunity to demonstrate their understanding of theoretical constructs and their potential applications through two assessed writing tasks.				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Pre-requisite(s):</b>	ET5101, ET5103, ET5107			
<b>Co-requisite(s):</b>	ET5124, ET5125, ET5126, ET5127			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 1x 2-hour lecture (x 11 weeks), 1 x tutorial (x 7 weeks), 1 x seminar (x 4 weeks)			
<b>Assessment pattern:</b>	Coursework (50% class test, 50% Report) = 100%			
<b>Module coordinator:</b>	Mrs K George-Briant			
<b>Module teaching staff:</b>	Team taught			

ET5107 The Context of English Language Teaching				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester:</b>	1
<b>Planned timetable:</b>	To be arranged.			
<p>This module examines both the local and broader global contexts of English Language Teaching and provides a broad introduction to sociolinguistics. The key focus is to investigate how language teaching approaches and methodologies are shaped by various cultural, political, educational and social contexts. ELT (English Language Teaching) is also examined in relation to WES (World Englishes), EFL (English as a Foreign Language), EAL (English as an Additional Language) and ELF (English as a Lingua Franca).</p>				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Co-requisite(s):</b>	ET5101, ET5103			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 1 lecture (x 10 weeks) 1 tutorial (x 10 weeks)			
<b>Assessment pattern:</b>	2-hour Written Examination = 60%, Coursework = 40%			
<b>Module coordinator:</b>	Mrs D Cremonese			
<b>Module teaching staff:</b>	Team taught			

ET5124 English for Academic Purposes				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
<p>Preparing and supporting students who come to study for undergraduate or postgraduate degrees through the medium of English is one of the most challenging but rewarding jobs in the field of language teaching. To do this well, an EAP teacher needs to understand the higher education context, the key principles underpinning learning in a university, text and discourse in the communities of different disciplines, theories and practice of assessment, and the most effective methods and materials to motivate students and help them into a discourse community. This module will take advantage of opportunities to observe lectures and tutorials in EAP taught in ELT, and in other disciplines at the University of St Andrews in order to have a greater awareness of the work of an EAP teacher in preparing and delivering materials designed to meet the needs of students.</p>				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Pre-requisite(s):</b>	ET5101, ET5103, ET5107			
<b>Co-requisite(s):</b>	ET5105, ET5125, ET5126, ET5127			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 5 weeks) and 1-hour tutorial (x 5 weeks), one-to-one supervision tutorial to discuss the proposal for the assessed oral presentation			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms A Malcolm-Smith			
<b>Module teaching staff:</b>	Team taught			

## English Language Teaching - MLitt - 2017/8 - August 2017

ET5125 Teaching Young Learners				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
<p>This module explores theories of child development and learning which are fundamental to the understanding of child second language acquisition. This is divided into three distinct groups, namely children aged 4-7, 8-11 and 12-18. This informs the language teacher of what the child can achieve in their first language, which has considerable bearing on what is appropriate in second language acquisition and teaching. The module divides the teaching of language into oral and written skills, productive and receptive skills, grammar and vocabulary acquisition, various teaching approaches and the use of stories in language teaching. Child psychology has to be taken into account in development of teaching materials, teaching styles and classroom management, and comparisons will often be made between different age groups. Assessment is in the form of a portfolio which can be collected throughout the course, and allows for students to focus on their preferred aspects of teaching young learners.</p>				
<b>Programme module type:</b>	Optional for English Language Teaching Postgraduate programme.			
<b>Pre-requisite(s):</b>	ET5101, ET5103, ET5107			
<b>Co-requisite(s):</b>	ET5105, ET5124, ET5126, ET5127			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
<b>Assessment pattern:</b>	Coursework (portfolio)= 100%			
<b>Module coordinator:</b>	Mrs K Tavakoli			
<b>Module teaching staff:</b>	Team taught			

ET5126 Assessment and Evaluation				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
<p>This module aims to provide students with a detailed understanding of the key concepts behind different methods of testing and evaluation in English language teaching and learning. We examine the rationale for formative and summative assessment, and how this fits within the curriculum, including both internal testing and high stakes tests such as Trinity exams and IELTS. A further aim of the module is to differentiate between testing and the importance of other aspects of evaluation in language teaching, such as classroom observations, feedback and feed forward. We then examine the theory underpinning test construction, in particular test validity and reliability, and the role of criteria in assessment. The module also looks at the use of technology in testing and assessment.</p>				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Pre-requisite(s):</b>	ET5101, ET5103, ET5107			
<b>Co-requisite(s):</b>	ET5105, ET5124, ET5125, ET5127			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Mrs D Cremonese			
<b>Module teaching staff:</b>				

ET5127 Teaching and Researching				
<b>SCOTCAT Credits:</b>	10	SCQF Level 11	<b>Semester:</b>	2
<b>Planned timetable:</b>	To be arranged.			
This module provides students with the knowledge and skills required to design and carry out independent research in Applied Linguistics and ELT. It introduces the key research approaches and a variety of research methods used in investigating language teaching and learning. It takes a step-by-step approach through the process, from the key concepts involved in Applied Linguistics research, to the design, carrying out a research project and evaluating research findings.				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Pre-requisite(s):</b>	ET5101, ET5103, ET5107			
<b>Co-requisite(s):</b>	ET5105, ET5124, ET5125, ET5126			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 5 weeks) and 1-hour seminar (x 5 weeks).			
<b>Assessment pattern:</b>	Coursework (Literature Review) = 100%			
<b>Module coordinator:</b>	Ms G Lloyd			
<b>Module teaching staff:</b>	Ms G Lloyd			

ET5199 Dissertation for MLitt Programme/s				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester:</b>	Whole Year
<b>Planned timetable:</b>	At times arranged with the supervisor			
Student dissertations will be supervised by members of the teaching staff, who will advise on the choice of subject and provide guidance throughout the research process. The completed dissertation of not more than 15,000 words must be submitted by the University deadline.				
<b>Programme module type:</b>	Compulsory for English Language Teaching Postgraduate programme.			
<b>Learning and teaching methods and delivery:</b>	<b>Weekly contact:</b> Individual supervision			
<b>Assessment pattern:</b>	Dissertation = 100%			
<b>Module coordinator:</b>	J Magee			
<b>Module teaching staff:</b>	Individually allocated supervisor			