

## English Language Teaching (ET) Modules

ET5400 English for Academic Purposes (Combined Masters)				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Availability restrictions:</b>	Available only to students on 'with English Language' MSc programmes in the School of Computer Science			
<b>Planned timetable:</b>	To be arranged			
This module is designed to develop the academic literacy of students entering onto a taught masters programme at the University of St Andrews. Students develop the academic competence required for writing, delivering presentations, participating in seminars, researching for and evaluating source material, and developing criticality in respect of all aspects of their studies.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 6 class tutorials (x 11 weeks) , 0.5 individual supervision meeting (x 5 weeks)			
<b>Assessment pattern:</b>	2-hour Written Examination = 25%, Coursework = 75% Coursework contains 2 elements: a 2000 word essay ((50% of grade) and a presentation (25% of grade).			
<b>Re-assessment pattern:</b>	2-hour Written Examination = 50%, Coursework = 50%			
<b>Module teaching staff:</b>	Mr J Harvey, Mrs K Tavakoli, Ms L Thirkell			

ET5401 English for Computer Science 1				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Availability restrictions:</b>	Available only to students on 'with English Language' MSc programmes in the School of Computer Science.			
<b>Planned timetable:</b>	To be arranged.			
This module is designed to develop the academic literacy of students entering onto MSc programmes in the School of Computer Science, and this module runs in parallel with English for Academic Purposes (ET5400). Strategies learnt in ET5400 will be applied to specific Computer Science-based texts, and written and spoken tasks. Students will also participate in assessed group projects modelled on similar assessments in 5000-level Computer Science (CS) modules.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 6 class tutorials (x 11 weeks), one individual supervision meeting (.05 hours, x 5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms A J Brooks			
<b>Module teaching staff:</b>	Ms J Brooks			

ET5402 English for Computer Science 2				
<b>SCOTCAT Credits:</b>	20	SCQF Level 11	<b>Semester</b>	1
<b>Academic year:</b>	2019/0			
<b>Availability restrictions:</b>	Available only to students on 'with English Language' MSc programmes in the School of Computer Science.			
<b>Planned timetable:</b>	To be arranged.			
This module is designed to follow on from ET5401 and ET5400 to further enhance the academic literacy of students on MSc Programmes in the School of Computer Science. Strategies learnt on the two modules mentioned above will be applied to specific Computer Science-based texts, and written and spoken tasks. Students will also participate in assessed group projects modelled on similar assessments in 5000-level CS modules.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 6 class tutorials (x 11 weeks), one individual supervision meeting (0.5 hours, 5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms A J Brooks			
<b>Module teaching staff:</b>	K McCall			

ET5501 Second Language Acquisition				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	1
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
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.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 3 lectures (X5 weeks), 2 seminars (X5 weeks)			
<b>Assessment pattern:</b>	2-hour Written Examination = 40%, Coursework = 60%			
<b>Re-assessment pattern:</b>	3-hour Written Examination = 100%			
<b>Module coordinator:</b>	Mrs K Tavakoli			
<b>Module teaching staff:</b>	Mrs Kerry Tavakoli			

ET5502 Linguistics for Language Teachers				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	1
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
This module is designed to equip students with the skills required to describe and analyse 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 grammatical terms and structures.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (X5 weeks), 3-hour seminars (X5 weeks)			
<b>Assessment pattern:</b>	1-hour Written Examination = 30%, Coursework = 70%			
<b>Re-assessment pattern:</b>	2-hour Written Examination = 100%			
<b>Module coordinator:</b>	Ms M M Carr			
<b>Module teaching staff:</b>	Ms Mary Carr			

ET5503 Language Teaching Methodology				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	1
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	tbc			
This module will explore the theories that inform teaching practice and will analyse the implications these 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 particular theory they are interested in against the backdrop of a chosen classroom environment. Students will have the opportunity to do so through an assessed written task.				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2 lectures (x5 weeks), 3 seminars (x5 weeks)			
<b>Assessment pattern:</b>	Coursework = 60%, Written Examination = 40%			
<b>Re-assessment pattern:</b>	Written Examination = 100%			
<b>Module coordinator:</b>	Mrs K M George-Briant			
<b>Module teaching staff:</b>	Mrs Kerith George-Briant			

ET5504 Teaching and Researching				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
Students will learn about different research methodologies and critically evaluate quantitative, qualitative and mixed methods approaches. It will help students understand the features of a rigorous research question in English Language Teaching, as well as consider how to design, pilot and reflect on the effectiveness of different data collection instruments. Students will be taught, and given the opportunity to practice, different approaches to data analysis. The module will also include guidance and discussion on the different ethical considerations when conducting classroom-based research, as well as the important stages in writing up your dissertation.				
<b>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lectures (x 5 weeks), 3-hour seminars (x 5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms G E M Lloyd			
<b>Module teaching staff:</b>	TBC			

ET5505 Action Research for Teachers				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	1
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
This module provides a learning experience in which students can reflect on concepts and theories they are studying on other modules and connect them with classroom practice. The module explores the combined value of reflection and action research for classroom practitioners, providing a means for language teachers to understand their classroom contexts and to plan responses to challenges in these contexts.				
<b>Co-requisite(s):</b>	You must also take ET5101 and take ET5103 and take ET5105			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (x 5 weeks), 3-hour tutorial (x 5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms A J Brooks			
<b>Module teaching staff:</b>	Ms Jane Brooks, Mrs Kerry Tavakoli			

ET5521 English for Academic Purposes				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Availability restrictions:</b>	B Matthews			
<b>Planned timetable:</b>	tbc			
<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>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 0.5 hours asynchronous tutorial (x 5 weeks). 0.5 hours hours online one-to-one tutorial (x 2 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Ms A M Malcolm-Smith			
<b>Module teaching staff:</b>	Ms Alison Malcolm-Smith			

ET5522 Assessment and Evaluation				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
<p>This module aims to provide students with a detailed understanding of the key concepts and theories behind different methods of assessment and evaluation in English language teaching and learning. This module helps students to examine the rationale for different types of assessments and assessment designs. They will make links to learning on other modules regarding Second Language Acquisition and curriculum planning. The module will then examine the theory underpinning test construction and marking, in particular test validity and the role of criteria in assessment.</p>				
<b>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (X5 weeks), 3-hour seminar (X5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Dr M A Carver			
<b>Module teaching staff:</b>	Dr Mark Carver			

ET5523 Technology for Teaching				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
<p>The Technology for Teaching module introduces students to the principle theories, concepts and practices of technology in language education. The key focus is on the application of technology and students will examine various classroom and online uses. This module will allow participants to critically consider the role and purpose of various modes of technology in education in a wide range of settings. Students will be encouraged to identify and conceptualise problems within their own professional contexts, and develop creative and informed responses which utilise technology. Students will also develop project management and communication skills.</p>				
<b>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2 x lecture x 5 weeks, 3 x seminar x 5 weeks			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Dr B Matthews			
<b>Module teaching staff:</b>	Dr Blair Matthews			

ET5524 English Medium Instruction				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
<p>As the place of English as a global language continues to develop, the number of high school and university courses taught through the medium of English is increasing. This is a very complex situation, and will have a significant impact on the teaching and learning of English worldwide, for both students and lecturers. It has therefore become a vital component in the postgraduate study of TESOL. The module will provide students with an understanding of the controversies of English as an international language for academic study and the complexity involved in speakers of any language teaching and learning in a second language.</p>				
<b>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (X5 weeks), 3-hour semina (X5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Mrs K Tavakoli			
<b>Module teaching staff:</b>	Mrs Kerry Tavakoli			

ET5525 Teaching Young Learners				
<b>SCOTCAT Credits:</b>	15	SCQF Level 11	<b>Semester</b>	2
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	To be confirmed			
<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>Pre-requisite(s):</b>	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5505			
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 2-hour lecture (X 5 weeks), 3-hour seminar (X 5 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Coursework = 100%			
<b>Module coordinator:</b>	Mrs K Tavakoli			
<b>Module teaching staff:</b>	Mrs Kerry Tavakoli			

ET5599 Dissertation				
<b>SCOTCAT Credits:</b>	60	SCQF Level 11	<b>Semester</b>	Full Year
<b>Academic year:</b>	2019/0			
<b>Planned timetable:</b>	Not applicable			
<p>This module provides students with the opportunity to undertake an in-depth investigation into issues within the field of TESOL. 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 15,000 words will be submitted by the stated dissertation deadline in August To be considered for the MSc award, students must either: Complete a two-week residential programme in St Andrews during the summer, to prepare for dissertation research. This residency will typically take place during the summer before the student takes the dissertation module. OR Complete a dissertation readiness assessment to exempt them from the residency requirement of the programme. The residential programme (and dissertation readiness assessment) will focus on integrating dissertation research ideas with future career plans to enhance graduate employability.</p>				
<b>Learning and teaching methods of delivery:</b>	<b>Weekly contact:</b> 1-hour dissertation support tutorial by Skype or similar (X6 weeks)			
<b>Assessment pattern:</b>	Coursework = 100%			
<b>Re-assessment pattern:</b>	Not applicable			
<b>Module teaching staff:</b>	Ms Jane Brooks, Ms Lesley Thirkell, Ms Alison Malcolm-Smith, Mr John Hughes, Mrs Kerry Tavakoli, Ms Mary Carr, Mrs Kerith George-Briant, Dr Mark Carver, Dr Blair Matthews, Mr Eoin Jordan			