

ET5101 The Language Learner				
SCOTCAT Credits:	20	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	To be arranged.			
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.				
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
Assessment pattern:	3-hour Written Examination = 40%, Coursework (2 essays) = 60%			
Re-assessment pattern:	3-hour Written Examination = 100%			
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Mrs Kerry Tavakoli (kt9)			

ET5103 Linguistics for Language Teachers				
SCOTCAT Credits:	20	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	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.				
Co-requisite(s):	You must also take ET5105 and take ET5505			
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 10 weeks) and 1-hour seminar (x 10 weeks).			
Assessment pattern:	2-hour Written Examination = 50%, Coursework = 50%			
Re-assessment pattern:	2-hour Written Examination = 100%			
Module teaching staff:	Ms Janie Brooks (ajb31)			

ELT - Postgraduate - 2021/2 - August – 2021

ET5105 Language Teaching Methodology				
SCOTCAT Credits:	20	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	To be arranged.			
<p>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.</p>				
Learning and teaching methods of delivery:	Weekly contact: 1x 2-hour lecture (x 11 weeks), 1 x tutorial (x 7 weeks), 1 x seminar (x 4 weeks)			
Assessment pattern:	Coursework (50% class test, 50% Report) = 100%			
Re-assessment pattern:	2-hour Written Examination = 100%			
Module coordinator:	Ms L Thirkell			
Module teaching staff:	Mr John Hughes (jh213), Ms Ros Doig (rd21)			

ET5107 The Context of English Language Teaching				
SCOTCAT Credits:	20	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	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>				
Pre-requisite(s):	Before taking this module you must pass at least 60 credits from any levels matching et51			
Learning and teaching methods of delivery:	Weekly contact: 1 lecture (x 10 weeks) 1 tutorial (x 10 weeks)			
Assessment pattern:	2-hour Written Examination = 60%, Coursework = 40%			
Re-assessment pattern:	2-hour Written Examination = 100%			
Module coordinator:	Mrs D E A Cremonese			
Module teaching staff:	Team taught			

ET5124 English for Academic Purposes				
SCOTCAT Credits:	10	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	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>				
Pre-requisite(s):	Before taking this module you must pass ET5101 and pass ET5103 and pass ET5105			
Co-requisite(s):	ET5127 plus two modules from the MSc TESOL suite of optional modules			
Learning and teaching methods of delivery:	Weekly contact: 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			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework (new essay) = 100%			
Module coordinator:	Ms A M Malcolm-Smith			
Module teaching staff:	Team taught			

ET5125 Teaching Young Learners				
SCOTCAT Credits:	10	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	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>				
Pre-requisite(s):	Before taking this module you must pass ET5103 and pass ET5105 and pass ET5505			
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
Assessment pattern:	Coursework (portfolio)= 100%			
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Ms Kerry Tavakoli (kt9)			

ET5126 Assessment and Evaluation				
SCOTCAT Credits:	10	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	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>				
Pre-requisite(s):	Before taking this module you must pass ET5103 and pass ET5107 and pass ET5505			
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Resubmission of assignment = 100%			
Module coordinator:	Mr J Hughes			
Module teaching staff:	Ms Kerry Tavakoli (kt9)			

ET5127 Teaching and Researching				
SCOTCAT Credits:	10	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	To be arranged.			
<p>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.</p>				
Pre-requisite(s):	Before taking this module you must pass at least 60 credits from any levels matching et51			
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 5 weeks) and 1-hour seminar (x 5 weeks).			
Assessment pattern:	Coursework (Literature Review) = 100%			
Re-assessment pattern:	Resubmission of Literature review = 100%			
Module coordinator:	Ms J E Taylorson			
Module teaching staff:	Jane Brooks (ajb31)			

ET5199 Dissertation for MLitt Programme/s				
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year
Academic year:	2021-2022			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: Individual supervision			
Assessment pattern:	Dissertation = 100%			
Re-assessment pattern:	No Re-Assessment Available			
Module coordinator:	Ms L Thirkell			
Module teaching staff:	Individually allocated supervisor			

ET5201 Pre-Masters Business Programme				
SCOTCAT Credits:	0	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	To be arranged			
Learning and teaching methods of delivery:	Weekly contact:			
Assessment pattern:				

ET5207 St Andrews Doctoral Researcher Induction				
SCOTCAT Credits:	15	SCQF level 11	Semester	Summer before start of session
Academic year:	2021-2022			
Availability restrictions:	The module is restricted to students who have English as an additional language.			
Planned timetable:	Mon, Tue, Wed, Thur, Fri			
The module provides those who use English as an additional language with an induction to doctoral study at the University. The module encompasses academic culture, skills and language, and seeks to make explicit to those who have little or no experience of study in a UK institution the University's expectations of its doctoral researchers. It is divided into three strands: academic and disciplinary language, everyday communication, and an independent research project. The main written outcome is an initial annotated bibliography for the proposed research area. The module is credit-bearing, but the credits do not contribute to the students' PhDs.				
Pre-requisite(s):	Students should be at the start of their doctoral programme			
Learning and teaching methods of delivery:	Weekly contact: 19 seminars (4 weeks), 1 tutorial (4 weeks)			
Assessment pattern:	Coursework = 100% (Annotated Bibliography 34%, In-class timed essay 33%, Group Presentation 33%)			
Module coordinator:	Ms A J Brooks			
Module teaching staff:	Ms J Brooks			

ET5400 English for Academic Purposes (Combined Masters)				
SCOTCAT Credits:	20	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Available only to students on 'with English Language' MSc programmes in the School of Computer Science			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: 6 class tutorials (x 11 weeks) , 0.5 individual supervision meeting (x 5 weeks)			
Assessment pattern:	2-hour Written Examination = 25%, Coursework = 75% Coursework contains 2 elements: a 2000 word essay ((50% of grade) and a presentation (25% of grade).			
Re-assessment pattern:	2-hour Written Examination = 50%, Coursework = 50%			
Module coordinator:	Ms K L McCall			
Module coordinator Email:	klm28@st-andrews.ac.uk			
Module teaching staff:	Mr J Harvey, Mrs K Tavakoli, Ms L Thirkell			

ET5401 English for Computer Science 1				
SCOTCAT Credits:	20	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Available only to students on 'with English Language' MSc programmes in the School of Computer Science.			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: 6 class tutorials (x 11 weeks), one individual supervision meeting (.05 hours, x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Dr M A Carver			
Module coordinator Email:	mac32@st-andrews.ac.uk			
Module teaching staff:	Ms J Brooks			

ET5402 English for Computer Science 2			
SCOTCAT Credits:	20	SCQF level 11	Semester 1
Academic year:	2021-2022		
Availability restrictions:	Available only to students on 'with English Language' MSc programmes in the School of Computer Science.		
Planned timetable:	To be arranged.		
<p>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.</p>			
Learning and teaching methods of delivery:	Weekly contact: 6 class tutorials (x 11 weeks), one individual supervision meeting (0.5 hours, 5 weeks)		
Assessment pattern:	Coursework = 100%		
Re-assessment pattern:	Coursework = 100%		
Module coordinator:	Ms A J Brooks		
Module coordinator Email:	ajb31@st-andrews.ac.uk		
Module teaching staff:	K McCall		

ET5501 Second Language Acquisition			
SCOTCAT Credits:	15	SCQF level 11	Semester 1
Academic year:	2021-2022		
Availability restrictions:	Only available to students on a PGT TESOL programme		
Planned timetable:	To be confirmed		
<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>			
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)		
Assessment pattern:	2-hour Written Examination = 40%, Coursework = 60%		
Re-assessment pattern:	3-hour Written Examination = 100%		
Module coordinator:	Mrs K Tavakoli		
Module teaching staff:	Mrs Kerry Tavakoli		

ET5502 Linguistics for Language Teachers				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme			
Planned timetable:	To be arranged			
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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms M M Carr			
Module coordinator Email:	mmc9@st-andrews.ac.uk			
Module teaching staff:	Ms Mary Carr			

ET5503 Language Teaching Methodology				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	To be arranged			
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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms L Thirkell			
Module coordinator Email:	lt@st-andrews.ac.uk			
Module teaching staff:	Lesley Thirkell			

ET5504 Teaching and Researching				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms J E Taylorson			
Module coordinator Email:	jt52@st-andrews.ac.uk			
Module teaching staff:	Jennifer Taylorson			

ET5505 Action Research for Teachers				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms A J Brooks			
Module coordinator Email:	ajb31@st-andrews.ac.uk			
Module teaching staff:	Ms Jane Brooks			

ELT - Postgraduate - 2021/2 - August – 2021

ET5521 English for Academic Purposes			
SCOTCAT Credits:	15	SCQF level 11	Semester 2
Academic year:	2021-2022		
Availability restrictions:	Only available to students on a PGT TESOL programme		
Planned timetable:	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>			
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)		
Assessment pattern:	Coursework = 100%		
Re-assessment pattern:	Coursework = 100%		
Module coordinator:	Dr B Matthews		
Module coordinator Email:	bm221@st-andrews.ac.uk		
Module teaching staff:	Ms Alison Malcolm-Smith		

ET5522 Assessment and Evaluation			
SCOTCAT Credits:	15	SCQF level 11	Semester 2
Academic year:	2021-2022		
Availability restrictions:	Only available to students on a PGT TESOL programme		
Planned timetable:	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>			
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)		
Assessment pattern:	Coursework = 100%		
Re-assessment pattern:	Coursework = 100%		
Module coordinator:	Mr J Hughes		
Module coordinator Email:	jh213@st-andrews.ac.uk		
Module teaching staff:	John Hughes		

ET5523 Technology for Teaching				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme			
Planned timetable:	To be confirmed			
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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Dr B Matthews			
Module coordinator Email:	bm221@st-andrews.ac.uk			
Module teaching staff:	Dr Blair Matthews			

ET5524 English Medium Instruction				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme			
Planned timetable:	To be confirmed			
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.				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module coordinator Email:	kt9@st-andrews.ac.uk			
Module teaching staff:	Mrs Kerry Tavakoli			

ET5525 Teaching Young Learners				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme			
Planned timetable:	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>				
Learning and teaching methods of delivery:	Weekly contact: 4 hours lectures (x 5 weeks), 1 hour seminar (x 5 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module coordinator Email:	kt9@st-andrews.ac.uk			
Module teaching staff:	Mrs Kerry Tavakoli			

ET5598 Dissertation				
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year
Academic year:	2021-2022			
Planned timetable:	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 IE 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 April.</p>				
Pre-requisite(s):	Before taking this module you must take ET5501 and take ET5502 and take ET5503 and take ET5504 and take ET5505 and take 45 credits from {ET5521, ET5522, ET5523, ET5524, ET5525}			
Learning and teaching methods of delivery:	Weekly contact: 6 one-hour dissertation support tutorials			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Not applicable			
Module coordinator:	Ms L Thirkell			
Module teaching staff:	Ms Lesley Thirkell, Mr Alexander Allen, Dr Blair Matthews, Mrs Kerry Tavakoli, Ms Alison Malcolm-Smith, Ms Jennifer Taylorson, Ms Lynn Wilson, Ms Kirsty McCall, Mrs Kirsty Duff, Mr John Hughes, Dr Eoin Jordan, Jane Brooks, Dr Mark Carver, Ms Mary Carr, Dr Sin Wang Chong			

ET5599 Dissertation				
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year
Academic year:	2021-2022			
Planned timetable:	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>				
Learning and teaching methods of delivery:	Weekly contact: 1-hour dissertation support tutorial by Skype or similar (X6 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Not applicable			
Module coordinator:	Ms L Thirkell			
Module coordinator Email:	lt@st-andrews.ac.uk			
Module teaching staff:	Ms Jane Brooks, Ms Lesley Thirkell, Ms Alison Malcolm-Smith, Mr John Hughes, Mrs Kerry Tavakoli, Ms Mary Carr, Dr Mark Carver, Dr Blair Matthews, Mr Eoin Jordan			

ET5601 Second Language Acquisition				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme. Distance Learning only			
Planned timetable:	Not applicable			
<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>				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Mrs Kerry Tavakoli			

ET5602 Linguistics for Language Teachers				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme. Distance Learning only			
Planned timetable:	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.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms M M Carr			
Module coordinator Email:	mmc9@st-andrews.ac.uk			
Module teaching staff:	Ms Mary Carr			

ET5603 Language Teaching Methodology				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme. Distance Learning only			
Planned timetable:	Not applicable			
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 applications of these theories through online forum discussions and a portfolio of assessed written tasks.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms L Thirkell			
Module coordinator Email:	lt@st-andrews.ac.uk			
Module teaching staff:	Lesley Thirkell			

ET5604 Teaching and Researching				
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to students on a PGT TESOL programme. Distance Learning only			
Planned timetable:	No applicable			
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 the dissertation.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms J E Taylorson			
Module coordinator Email:	jt52@st-andrews.ac.uk			
Module teaching staff:	Jennifer Taylorson			

ET5605 Action Research for Teachers				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to students on the PGT TESOL programme. Distance Learning only			
Planned timetable:	Not applicable			
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.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Ms A J Brooks			
Module teaching staff:	Ms Jane Brooks			

ET5621 English for Academic Purposes				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to PGT TESOL programme students. Distance Learning only			
Planned timetable:	Not applicable			
<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 use recordings of EAP classes and lectures in other disciplines 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. In addition, as part of the module students will take part in online discussions with other distance learning students and students who are on the on campus programme.</p>				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Dr B Matthews			
Module teaching staff:	Dr Blair Matthews			

ET5622 Assessment and Evaluation				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to PGT TESOL programme students. Distance Learning only			
Planned timetable:	Not applicable			
<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>				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mr J Hughes			
Module coordinator Email:	jh213@st-andrews.ac.uk			
Module teaching staff:	John Hughes			

ET5623 Technology for Teaching				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to PGT TESOL programme students. Distance Learning only			
Planned timetable:	To be confirmed			
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.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Dr B Matthews			
Module teaching staff:	Dr Blair Matthews			

ET5624 English Medium Instruction				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to PGT TESOL programme students. Distance Learning only			
Planned timetable:	Not applicable			
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.				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Mrs Kerry Tavakoli			

ET5625 Teaching Young Learners				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to PGT TESOL programme students. Distance Learning only			
Planned timetable:	Not applicable			
<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>				
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module coordinator Email:	kt9@st-andrews.ac.uk			
Module teaching staff:	Mrs Kerry Tavakoli			

ET5697 Dissertation				
SCOTCAT Credits:	60	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	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 IE 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 an optional two-week residential programme in St Andrews during the summer, typically a year before taking the dissertation module OR complete an online dissertation readiness course to prepare for dissertation research. The residential programme and dissertation readiness course also focus on integrating dissertation research ideas with future career plans to enhance graduate employability. Students may choose either option, depending on their circumstances, and the input is the same on both courses.</p>				
Pre-requisite(s):	120 taught credits from the suite of Distance Learning modules			
Learning and teaching methods of delivery:	Weekly contact: 6 one-hour dissertation support tutorials (by Teams or similar)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Not applicable			
Module coordinator:	Ms L Thirkell			
Module teaching staff:	Dr Blair Matthews, Ms Alison Malcolm-Smith, Ms Jennifer Taylorson, Ms Lynn Wilson, Ms Kirsty McCall, Mrs Kirsty Duff, Mr John Hughes, Mr Eoin Jordan, Ms Jane Brooks, Dr Mark Carver, Ms Mary Carr, Ms Lesley Thirkell, Mr Alexander Allen			

ET5698 Dissertation				
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year
Academic year:	2021-2022			
Planned timetable:	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 IE 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 an optional two-week residential programme in St Andrews during the summer, typically a year before taking the dissertation module OR complete an online dissertation readiness course to prepare for dissertation research. The residential programme and dissertation readiness course also focus on integrating dissertation research ideas with future career plans to enhance graduate employability. Students may choose either option, depending on their circumstances, and the input is the same on both courses.</p>				
Pre-requisite(s):	120 taught credits from the suite of Distance Learning modules			
Learning and teaching methods of delivery:	Weekly contact: 6 one-hour dissertation support tutorials (by Teams or similar)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Not applicable			
Module coordinator:	Ms L Thirkell			
Module teaching staff:	Mr Alexander Allen, Dr Blair Matthews, Mrs Kerry Tavakoli, Ms Alison Malcolm-Smith, Ms Jennifer Taylorson, Ms Lynn Wilson, Ms Kirsty McCall, Mrs Kirsty Duff, Mr John Hughes, Mr Eoin Jordan, Ms Jane Brooks, Dr Mark Carver, Ms Mary Carr			

ET5699 Dissertation				
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year
Academic year:	2021-2022			
Availability restrictions:	Not automatically available to General Degree students. Distance Learning only			
Planned timetable:	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>				
Pre-requisite(s):	120 taught credits from the suite of Distance Learning modules			
Learning and teaching methods of delivery:	Weekly contact: 1-hour dissertation support tutorial by Skype or similar (X6 weeks)			
Assessment pattern:	Coursework = 100%			
Re-assessment pattern:	Not applicable			
Module coordinator:	Ms L Thirkell			
Module coordinator Email:	lt@st-andrews.ac.uk			
Module teaching staff:	Ms Jane Brooks, Ms Lesley Thirkell, Ms Alison Malcolm-Smith, Mr John Hughes, Mrs Kerry Tavakoli, Ms Mary Carr, Dr Mark Carver, Dr Blair Matthews, Mr Eoin Jordan, Jennifer Taylorson, Kirsty McCall, Kirsty Duff			

ET5801 Online Programme Design			
SCOTCAT Credits:	15	SCQF level 11	Semester 2
Academic year:	2021-2022		
Planned timetable:	To be arranged		
<p>In this module you will learn about key theories of learning and teaching as well as the principles that underpin online programme design. In addition to this you will learn about digital content creation, how to build a sense of community in online teaching and learning contexts, and about assessment and evaluation in the online world. You will be given the opportunity to identify and conceptualise these aspects of online teaching and learning within your own professional contexts.</p>			
Learning and teaching methods of delivery:	Weekly contact: 2 hours of watching interview recordings/videos (X5 weeks) 1 seminar (X5 weeks) 1 office hour (X5 weeks)		
Assessment pattern:	Coursework = 100%		
Re-assessment pattern:	Viva = 100%		
Module coordinator:	Ms J E Taylorson		
Module teaching staff:	Team taught		