# ET5101 The Language Learner

of the Language Learner							
SCOTCAT Credits:	20	0 SCQF level 11 Semester 1					
Academic year:	2021-2022	2021-2022					
Planned timetable:	To be arranged.	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:	Learning and teaching Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks)						
Assessment pattern:	3-hour Written Ex	amination = 40%, Co	ursework (2 essays) = 60	)%			
Re-assessment pattern: 3-hour Written Examination = 100%							
Module coordinator:	Mrs K Tavakoli						
Module teaching staff:	Mrs Kerry Tavako	li (kt9)					

#### ET5103 Linguistics for Language Teachers

US Linguistics for Language reachers							
SCOTCAT Credits:	20	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 tak	e ET5105 and take ET	5505				
Learning and teaching methods of delivery:	Weekly contact: 2-hour lecture (x 10) weeks) and 1-hour seminar (x 10) weeks)						
Assessment pattern:	Assessment pattern: 2-hour Written Examination = 50%, Coursework = 50%						
Re-assessment pattern:	2-hour Written Ex	amination = 100%					
Module teaching staff:	Ms Janie Brooks (a	ajb31)					

## ET5105 Language Teaching Methodology

CCOTCAT Creditor					
SCOTCAT Credits:	20	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 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.					
Learning and teaching methods of delivery:	Weekly contact: seminar (x 4 week	•	1 weeks), 1 x tutorial (x	7 weeks), 1 x	
Assessment pattern:	Coursework (50%	class test, 50% Repoi	rt) = 100%		
Re-assessment pattern:	<b>Re-assessment pattern:</b> 2-hour Written Examination = 100%				
Module coordinator:	Ms L Thirkell				
Module teaching staff:	Mr John Hughes (j	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.					
This module examines both the local and broader global contexts of English Language Teaching and provides a broad introduction to sociolingusitics. 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).					
Pre-requisite(s):	Before taking this matching et51	module you must pa	ss at least 60 credits fro	m any levels	
Learning and teaching methods of delivery:	Weekly contact:	1 lecture (x 10 weeks	i) 1 tutorial (x 10 weeks)		
Assessment pattern:	2-hour Written Ex	amination = 60%, Co	ursework = 40%		
Re-assessment pattern:	<b>Re-assessment pattern:</b> 2-hour Written Examination = 100%				
Module coordinator:	Mrs D E A Cremor	nese			
Module teaching staff:	Team taught				

124 English for Academic Purposes					
SCOTCAT Credits:	10	SCQF level 11	Semester	2	
Academic year:	ar: 2021-2022				
Planned timetable:	To be arranged.				
the medium of English is of To do this well, an EAP t underpinning learning in theories and practice of as and help them into a disc lectures and tutorials in EA	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.				
Pre-requisite(s):	Before taking this ET5105	module you must pa	ass ET5101 and pass E	T5103 and pass	
Co-requisite(s):	ET5127 plus two r	nodules from the MS	Sc TESOL suite of opti	onal modules	
Learning and teaching methods of delivery:	<b>Learning and teaching</b> 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				
Assessment pattern:	Coursework = 100	1%			
Re-assessment pattern:	Coursework (new	essay) = 100%			
Module coordinator:	Ms A M Malcolm-	Smith			
Module teaching staff:	Team taught				

## ET5125 Teaching Young Learners

25 Teaching roung Learners					
SCOTCAT Credits:	10	SCQF level 11	Semester	2	
Academic year:	2021-2022				
Planned timetable:	lanned timetable: To be arranged.				
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.					
Pre-requisite(s):	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 (portf	olio)= 100%			
Module coordinator:	Mrs K Tavakoli				

Module teaching staff: Ms Kerry Tavakoli (kt9)

SCOTCAT Credits:	10	SCQF level 11	Semester	2	
Academic year:	2021-2022				
Planned timetable:	To be arranged.				
methods of testing and ev formative and summative testing and high stakes test between testing and the in	e assessment, and sts such as Trinity e mportance of other	how this fits withir exams and IELTS. A fu	n the curriculum, rther aim of the n	, including both intern nodule is to differentia	
particular test validity and	d reliability, and th	e role of criteria in a		ning test construction,	
	d reliability, and th ng and assessment	e role of criteria in a	assessment. The r	ning test construction,	
particular test validity and use of technology in testin	d reliability, and th ng and assessment Before taking this ET5505	e role of criteria in a s module you must p.	assessment. The r	ning test construction, module also looks at t	
particular test validity and use of technology in testin Pre-requisite(s): Learning and teaching	d reliability, and th ng and assessment Before taking this ET5505	e role of criteria in a module you must p. 2-hour lecture (x 6 v	assessment. The r	ning test construction, module also looks at t ass ET5107 and pass	
particular test validity and use of technology in testin Pre-requisite(s): Learning and teaching methods of delivery:	d reliability, and th ng and assessment Before taking this ET5505 Weekly contact: Coursework = 100	e role of criteria in a module you must p. 2-hour lecture (x 6 v	assessment. The r	ning test construction, module also looks at t ass ET5107 and pass	
particular test validity and use of technology in testin Pre-requisite(s): Learning and teaching methods of delivery: Assessment pattern:	d reliability, and th ng and assessment Before taking this ET5505 Weekly contact: Coursework = 100	e role of criteria in a module you must p 2-hour lecture (x 6 v 0%	assessment. The r	ning test construction, module also looks at t ass ET5107 and pass	

#### ET5127 Teaching and Researching

SCOTCAT Credits:	10	SCQF level 11	Semester	2		
Academic year:	2021-2022	2021-2022				
Planned timetable: 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.						
Pre-requisite(s):	Before taking this matching et51	module you must pa	iss at least 60 credits fro	om any levels		
Learning and teaching methods of delivery:	Weekiv contact: 2-hour lecture (x 5 weeks) and 1-hour seminar (x 5 weeks)					
Assessment pattern:	Coursework (Liter	ature Review) = 1009	%			
Re-assessment pattern:	<b>Re-assessment pattern:</b> Resubmission of Literature review = 100%					
Module coordinator:	Ms J E Taylorson					
Module teaching staff:	Jane Brooks (ajb3	1)				

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#### 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					
subject and provide guid	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 supervisio	n		
Assessment pattern:	Dissertation = 100	)%			
Re-assessment pattern:	Re-assessment pattern: No Re-Assessment Available				
Module coordinator:	Ms L Thirkell				
Module teaching staff:	Individually alloca	ited supervisor			

#### ET5201 Pre-Masters Business Programme

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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			
at the University. The explicit to those who h of its doctoral research communication, and an bibliography for the pro- to the students' PhDs.	ave little or no ex ners. It is divided i n independent res	perience of study in into three strands: a search project. The	a UK institution the Un cademic and disciplina main written outcome	iversity's expectations ry language, everyday is an initial annotated	
Pre-requisite(s):	Students should	be at the start of the	eir doctoral programme		
Learning and teaching methods of delivery:	Weekly contact:	19 seminars (4 wee	ks), 1 tutorial (4 weeks)	)	
Assessment pattern:	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				

00 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: meeting (x 5 week	•	weeks), 0.5 individual s	supervision	
Assessment pattern:	2-hour Written Examination = 25%, Coursework = 75% Coursework contains 2				
Re-assessment pattern:	2-hour Written Ex	amination = 50%, Co	oursework = 50%		
Module coordinator:	Ms K L McCall				
Module coordinator Email:	klm28@st-andrev	vs.ac.uk			
Module teaching staff:	Mr J Harvey, Mrs	K Tavakoli, Ms L Thirl	cell		

## ET5401 English for Computer Science 1

of English for compar-				
SCOTCAT Credits:	20	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Available only to s School of Comput		glish Language' MSc prog	grammes in the
Planned timetable:	To be arranged.			
This module is designed t the School of Computer (ET5400). Strategies learn and spoken tasks. Student in 5000-level Computer Sc	Science, and this r t in ET5400 will be s will also participa	module runs in para applied to specific Co te in assessed group	Ilel with English for Ac omputer Science-based	ademic Purposes texts, and written
Learning and teaching methods of delivery:	Weekly contact: meeting (.05 hour	•	. weeks), one individual	supervision
Assessment pattern:	Coursework = 100	)%		
Re-assessment pattern:	Coursework = 100	)%		
Module coordinator:	Dr M A Carver			
Module coordinator Email:	mac32@st-andrev	ws.ac.uk		
Module teaching staff:	Ms J Brooks			

102 English for Comput	er Science 2			
SCOTCAT Credits:	20	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Available only to s School of Comput	-	lish Language' MSc pro	grammes in the
Planned timetable:	To be arranged.			
This module is designed to students on MSc Program mentioned above will be a Students will also particip modules.	nmes in the School	l of Computer Scienc Computer Science-ba	e. Strategies learnt on ased texts, and written a	the two modules and spoken tasks.
Learning and teaching methods of delivery:	Weekly contact: meeting (0.5 hour		weeks), one individual	supervision
Assessment pattern:	Coursework = 100	)%		
Re-assessment pattern:	Coursework = 100	)%		
Module coordinator:	Ms A J Brooks			
Module coordinator Email:	ajb31@st-andrew	vs.ac.uk		
Module teaching staff:	K McCall			

## ET5402 English for Computer Science 2

# ET5501 Second Language Acquisition

OI Second Language A	cquisition			
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme	
Planned timetable:	To be confirmed			
This module focuses on he language acquisition will l development of such the appear to follow a similar differences, in particular l strategies. The module the of interface between rese	be evaluated, from ories in order to c route will be con evels of motivatio en investigates how	n behaviourism to cu onsider what each t sidered before maki n and the developm theories of language	rrent theory. Students n heory offers. Ways in w ng a detailed study of in ent and application of la	leed to trace the which all learners individual learner anguage learning
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 Ex	amination = 40%, Co	ursework = 60%	
Re-assessment pattern:	3-hour Written Ex	amination = 100%		
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Mrs Kerry Tavako	li		

5502 Linguistics for Lange	uage Teachers			
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Availability restrictions:	Only available to	students on a PGT TE	SOL programme	
Planned timetable:	To be arranged			
This module is designed to It does not assume prior k concepts, relevant to En techniques in the analysis	nowledge of lingui glish language te	stics and seeks to int aching. Students wi	roduce students to select Il acquire appropriate	cted fundamental
Learning and teaching methods of delivery:	Weekly contact:	4 hours lectures (x 5	weeks), 1 hour seminar	(x 5 weeks)
Assessment pattern:	Coursework = 100	)%		
<b>Re-assessment pattern:</b>	Coursework = 100	)%		
Module coordinator:	Ms M M Carr			
Module coordinator Email:	mmc9@st-andrev	ws.ac.uk		
Module teaching staff:	Ms Mary Carr			

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#### ET5503 Language Teaching Methodology

03 Language Teaching	Methodology			
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	To be arranged			
This module will explore to have in terms of ways of le those seeking to understa influence teaching enviror a particular theory they Students will have the opp	earning, material us nd their teaching e nments. The modul are interested in	ed, the teacher role nvironment more cle e will allow students against the backdro	and the classroom. This i early and for those who to consider the merits a p of a chosen classroo	is essential for all have a chance to ind drawbacks of
Learning and teaching methods of delivery:	Weekly contact:	4 hours lectures (x 5	weeks), 1 hour seminar	(x 5 weeks)
Assessment pattern:	Coursework = 100	1%		
Re-assessment pattern:	Coursework = 100	1%		
Module coordinator:	Ms L Thirkell			
Module coordinator Email:	lt@st-andrews.ac	.uk		
Module teaching staff:	Lesley Thirkell			

504 Teaching and Resea	rching			
SCOTCAT Credits:	15	SCQF level 11	Semester	1
Academic year:	2021-2022			
Planned timetable:	To be confirmed			
Students will learn about of and mixed methods appr question in English Lang effectiveness of different to practice, different appr the different ethical consi stages in writing up your of	oaches. It will he uage Teaching, as data collection ins oaches to data ana derations when co	lp students understa well as consider h truments. Students v lysis. The module wil	and the features of a r ow to design, pilot an vill be taught, and given l also include guidance a	igorous research d reflect on the the opportunity and discussion on
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 Taylorsor	1		

#### ET5505 Action Research for Teachers

os Action Research Io	reachers			
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme	
Planned timetable:	To be confirmed			
This module provides a lea studying on other module value of reflection and act to understand their classr	s and connect then ion research for cla	n with classroom pra ssroom practitioners	ctice. The module explor , providing a means for la	es the combined anguage teachers
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-andrew	s.ac.uk		
Module teaching staff:	Ms Jane Brooks			

521 English for Academ	ic Purposes			
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme	
Planned timetable:	tbc			
the medium of English is of To do this well, an EAP t underpinning learning in theories and practice of a and help them into a disc lectures and tutorials in EA to have a greater awarene to meet the needs of stud	eacher needs to u a university, text ssessment, and the ourse community. AP taught in ELT, an ess of the work of a	understand the highe and discourse in the most effective met This module will take and in other discipline	er education context, the ne communities of diffe hods and materials to m a advantage of opportu s at the University of St	ne key principles erent disciplines, notivate students nities to observe Andrews in order
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-andre	ws.ac.uk		
Module teaching staff:	Ms Alison Malcolr	n-Smith		

## ET5522 Assessment and Evaluation

ZZ ASSESSMENT and LV				
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme	
Planned timetable:	To be confirmed			
This module aims to prov behind different methods module helps students to They will make links to lea planning. The module w particular test validity and Learning and teaching	of assessment an examine the ration arning on other mo ill then examine t the role of criteria	d evaluation in Engl ale for different type odules regarding Seco the theory underpin	ish language teach s of assessments ar ond Language Acqu ning test construc	ing and learning. This id assessment designs. iisition and curriculum ction and marking, in
methods of delivery:	-			· · ·
Assessment pattern:	Coursework = 100	)%		
Re-assessment pattern:	Coursework = 100	0%		
Module coordinator:	Mr J Hughes			
Module coordinator Email:	jh213@st-andrew	vs.ac.uk		
Module teaching staff:	John Hughes			

523 Technology for Tea	ching			
SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme	
Planned timetable:	To be confirmed			
The Technology for Teach of technology in language examine various classroor role and purpose of variou encouraged to identify an creative and informed res and communication skills.	e education. The ke m and online uses. us modes of techno nd conceptualise pu	y focus is on the ap This module will all plogy in education in roblems within their	plication of technology a ow participants to critic a wide range of settings own professional conte	and students will ally consider the Students will be xts, and develop
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-andre	ws.ac.uk		
Module teaching staff:	Dr Blair Matthews	5		

# 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 TE	SOL programme	
Planned timetable:	To be confirmed			
As the place of English as a courses taught through th a significant impact on the has therefore become a students with an understa study and the complexity in Learning and teaching methods of delivery:	e medium of Englis e teaching and lear vital component ir anding of the contr involved in speaker	sh is increasing. This ning of English world n the postgraduate s oversies of English as rs of any language tea	is a very complex situati dwide, for both students tudy of TESOL. The more s an international langua	on, and will have and lecturers. It dule will provide age for academic second language.
Assessment pattern:	Coursework = 100	)%		
Re-assessment pattern:	Coursework = 100	)%		
Module coordinator:	Mrs K Tavakoli			
Module coordinator Email:	kt9@st-andrews.a	ac.uk		
Module teaching staff:	Mrs Kerry Tavako	li		

SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Availability restrictions:	Only available to	students on a PGT TI	SOL programme	
Planned timetable:	To be confirmed			
understanding of child se children aged 4-7, 8-11 an first language, which has teaching. The module diviskills, grammar and vocab	d 12-18. This infor considerable beari des the teaching of	ms the language tea ng on what is appro f language into oral a	cher of what the c priate in second la nd written skills, p	hild can achieve in the anguage acquisition an roductive and receptiv
styles and classroom mar Assessment is in the form	nagement, and con n of a portfolio w	into account in dev mparisons will often hich can be collecte	elopment of teach be made betwee d throughout the	ning materials, teachin n different age group
styles and classroom mar Assessment is in the form students to focus on their Learning and teaching	hagement, and com n of a portfolio w preferred aspects	into account in dev mparisons will often hich can be collecte	elopment of teach be made betwee d throughout the arners.	ning materials, teachin n different age group course, and allows fo
styles and classroom mar Assessment is in the forn students to focus on their Learning and teaching methods of delivery:	hagement, and com n of a portfolio w preferred aspects	into account in dev mparisons will often hich can be collecte of teaching young le 4 hours lectures (x 5	elopment of teach be made betwee d throughout the arners.	ning materials, teachin n different age group course, and allows fo
styles and classroom mar Assessment is in the form students to focus on their Learning and teaching methods of delivery: Assessment pattern:	nagement, and con n of a portfolio w preferred aspects Weekly contact:	into account in dev mparisons will often hich can be collecte of teaching young le 4 hours lectures (x 5 0%	elopment of teach be made betwee d throughout the arners.	ning materials, teachin n different age group course, and allows fo
styles and classroom mar Assessment is in the forn students to focus on their Learning and teaching methods of delivery: Assessment pattern: Re-assessment pattern:	agement, and com n of a portfolio w preferred aspects Weekly contact: Coursework = 100	into account in dev mparisons will often hich can be collecte of teaching young le 4 hours lectures (x 5 0%	elopment of teach be made betwee d throughout the arners.	ning materials, teachin n different age group course, and allows fo
teaching. Child psycholog styles and classroom mar Assessment is in the forn students to focus on their Learning and teaching methods of delivery: Assessment pattern: Re-assessment pattern: Module coordinator: Email:	agement, and com n of a portfolio w preferred aspects Weekly contact: Coursework = 100	into account in dev mparisons will often hich can be collecte of teaching young le 4 hours lectures (x 5 0%	elopment of teach be made betwee d throughout the arners.	ning materials, teachir n different age group course, and allows for

## ET5598 Dissertation

SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year		
Academic year:	2021-2022					
Planned timetable:	Not applicable					
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.						
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 Alison Malcol McCall, Mrs Kirst	m-Smith, Ms Jennife	n, Dr Blair Matthews, M r Taylorson, Ms Lynn W nes, Dr Eoin Jordan, Jane nong	ilson, Ms Kirsty		

## ET5599 Dissertation

J9 Dissertation						
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year		
Academic year:	2021-2022					
Planned timetable:	Not applicable					
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 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.						
Learning and teaching methods of delivery:	Weekly contact: weeks)	1-hour dissertation	support tutorial by Skyp	be or similar (X6		
Assessment pattern:	Coursework = 10	0%				
Re-assessment pattern:	Not applicable					
Module coordinator:	Ms L Thirkell					
Module coordinator Email:	lt@st-andrews.ac.uk					
Module teaching staff:		-	Is Alison Malcolm-Smith Mark Carver, Dr Blair N	-		

# ET5601 Second Language Acquisition

of Second Language A	DI Second Language Acquisition				
SCOTCAT Credits:	15	SCQF level 11	Semester	1	
Academic year:	2021-2022				
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme. Distand	ce Learning only	
Planned timetable:	Not applicable				
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: N/A (distance learning)				
Assessment pattern:	Coursework = 100%				
Re-assessment pattern:	Coursework = 100%				
Module coordinator:	Mrs K Tavakoli				
Module teaching staff:	Mrs Kerry Tavako	li			

## ET5602 Linguistics for Language Teachers

UZ LINGUISTICS FOR Lang	J2 Linguistics for Language Teachers				
SCOTCAT Credits:	15	SCQF level 11	Semester	1	
Academic year:	2021-2022				
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme. Distan	ce 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

105 Language Teaching					
SCOTCAT Credits:	15	SCQF level 11	Semester	1	
Academic year:	2021-2022				
Availability restrictions:	Only available to s	students on a PGT TE	SOL programme. Distan	ce Learning only	
Planned timetable:	Not applicable				
have in terms of ways of le those seeking to understa influence teaching enviro	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				

604 Teaching and Resea	04 Teaching and Researching						
SCOTCAT Credits:	15	SCQF level 11	Semester	1			
Academic year:	2021-2022						
Availability restrictions:	Only available to s	students on a PGT TES	SOL programme. Distand	ce Learning only			
Planned timetable:	No applicable						
and mixed methods appr question in English Lang effectiveness of different to practice, different appr	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 discertation.						
Learning and teaching methods of delivery:	ng Weekly contact: N/A (distance learning)						
Assessment pattern:	Coursework = 100	9%					
Re-assessment pattern:	Coursework = 100	)%					
Module coordinator:	Ms J E Taylorson						
Module coordinator Email:	jt52@st-andrews.	it52@st-andrews.ac.uk					
Module teaching staff:	Jennifer Taylorsor	1					

## ET5605 Action Research for Teachers

os Action Rescurentio						
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

21 English for Academ	ic Purposes							
SCOTCAT Credits:	15	5 SCQF level 11 Semester 2						
Academic year:	2021-2022							
Availability restrictions:	Only available to I	PGT TESOL programm	ne students. Distance I	earning only				
Planned timetable:	Not applicable							
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.								
Learning and teaching methods of delivery:	Weekly contact:	N/A (distance learnin	eg)					
Assessment pattern:	Coursework = 100	)%						
Po accordment pattorn:	Coursework = 100%							

<b>Re-assessment pattern:</b>	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 I	PGT TESOL programn	ne students. Distance L	earning only			
Planned timetable:	Not applicable						
behind different methods module helps students to They will make links to lea planning. The module w particular test validity and	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.						
Learning and teaching methods of delivery:	Weekly contact: N/A (distance learning)						
Assessment pattern:	Coursework = 100	Coursework = 100%					
Re-assessment pattern:	Coursework = 100	)%					
Module coordinator:	Mr J Hughes						
Module coordinator Email:	jh213@st-andrew	h213@st-andrews.ac.uk					
Module teaching staff:	John Hughes						

ET5623 Technology for Teaching	

23 Technology for Teaching							
SCOTCAT Credits:	15	SCQF level 11	Semester	2			
Academic year:	2021-2022						
Availability restrictions:	Only available to I	PGT TESOL programn	ne students. Distance Le	earning 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:							
Assessment pattern:	Coursework = 100	)%					
Re-assessment pattern:	Coursework = 100%						
Module coordinator:	Dr B Matthews	Dr B Matthews					
Module teaching staff:	Dr Blair Matthews	5					

#### 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:				
Assessment pattern: Coursework = 100%				
Re-assessment pattern:	Coursework = 100%			
Module coordinator:	Mrs K Tavakoli			
Module teaching staff:	Mrs Kerry Tavakoli			

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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				
understanding of child so children aged 4-7, 8-11 ar first language, which has teaching. The module divi	nd 12-18. This infor considerable beari	ms the language tea ng on what is appro	cher of what the c priate in second la	hild can achieve in the anguage acquisition an	
skills, grammar and vocab teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their	y has to be taken nagement, and cor n of a portfolio w	various teaching apport into account in deve mparisons will often hich can be collecte	roaches and the us elopment of teach be made betwee d throughout the	se of stories in languag ning materials, teachin n different age groups	
teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their Learning and teaching	y has to be taken nagement, and cor n of a portfolio w preferred aspects	various teaching apport into account in deve mparisons will often hich can be collecte	roaches and the us elopment of teach be made betwee d throughout the arners.	se of stories in languag ning materials, teachin n different age groups	
teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their Learning and teaching methods of delivery:	y has to be taken nagement, and cor n of a portfolio w preferred aspects	various teaching app into account in deve mparisons will often hich can be collecte of teaching young le N/A (distance learni	roaches and the us elopment of teach be made betwee d throughout the arners.	se of stories in languag ning materials, teachin n different age groups	
teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their Learning and teaching methods of delivery: Assessment pattern:	y has to be taken nagement, and cor n of a portfolio w preferred aspects Weekly contact:	various teaching appr into account in deven mparisons will often hich can be collecte of teaching young le N/A (distance learni	roaches and the us elopment of teach be made betwee d throughout the arners.	se of stories in languag ning materials, teachin n different age groups	
teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their	y has to be taken nagement, and cor n of a portfolio w preferred aspects Weekly contact: Coursework = 100	various teaching appr into account in deven mparisons will often hich can be collecte of teaching young le N/A (distance learni	roaches and the us elopment of teach be made betwee d throughout the arners.	se of stories in languag ning materials, teachin n different age groups	
teaching. Child psycholog styles and classroom mar Assessment is in the forr students to focus on their Learning and teaching methods of delivery: Assessment pattern: Re-assessment pattern:	y has to be taken nagement, and cor n of a portfolio w preferred aspects Weekly contact: Coursework = 100	various teaching appr into account in deve mparisons will often hich can be collecte of teaching young le N/A (distance learni 0%	roaches and the us elopment of teach be made betwee d throughout the arners.	se of stories in languag ning materials, teachin n different age groups	

## ET5697 Dissertation

SCOTCAT Credits:	60	SCQF level 11	Semester	1	
Academic year:	2021-2022				
Planned timetable:	Not applicable				
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.					
Pre-requisite(s):	120 taught credits from the suite of Distance Learning modules				
Learning and teaching methods of delivery:					
Assessment pattern:	sessment pattern: Coursework = 100%				
Re-assessment pattern:	Not applicable				
Module coordinator:	Ms L Thirkell				
Module teaching staff:	f: 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

98 Dissertation						
SCOTCAT Credits:	60	SCQF level 11	Semester	Full Year		
Academic year:	2021-2022	2021-2022				
Planned timetable:	Not applicable					
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.						
Pre-requisite(s):	120 taught credit	s from the suite of	Distance Learning mo	odules		
Learning and teaching methods of delivery:	- I WOOKIV CONTACT' & ONO-DOUL DISCORTATION SUDDORT TUTORIAIS (DV/ LOAMS OF 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				
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 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.					
Pre-requisite(s):	120 taught credit	s from the suite of D	istance Learning modul	es	
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:	n: Not applicable				
Module coordinator:	Ms L Thirkell				
Module coordinator Email:	lt@st-andrews.ac.uk				
Module teaching staff:	Mrs Kerry Tavako	•	ls Alison Malcolm-Smith Mark Carver, Dr Blair M Call, Kirsty Duff	-	

## ET5801 Online Programme Design

SCOTCAT Credits:	15	SCQF level 11	Semester	2
Academic year:	2021-2022			
Planned timetable:	To be arranged			
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.				
Learning and teaching methods of delivery:Weekly contact: 2 hours of watching interview recordings/videos (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:	staff: Team taught			