

Masters in English Language Teaching

Taught Element:

80 credits: from ET5100 - ET5109

40 credits: from ET5121 - ET5150

MLitt:

120 credits as for the Taught Element, plus ET51099

The aim of this one-year full-time postgraduate programme is to provide a solid foundation in, and critical understanding of, the theory and practice of English Language Teaching.

Graduates from the programme will have gained an in-depth understanding of the theory of second language acquisition, as well as current thinking on teaching second language methodology, and will have had an opportunity to observe different language classes and reflect on their own teaching/learning contexts.

The foundations of Applied Linguistics are laid in the first semester and are developed and applied to practice during the second semester. Successful completion of the first two semesters allows students to proceed to the dissertation stage and undertake a piece of classroom research.

Compulsory Semester 1 modules:

ET5103 Linguistics for Language Teachers				
SCOTCAT Credits:	20	SCQF Level 11	Semester:	1
Planned timetable:	To be arranged			
This module explores and analyses the structure and sound system of the English Language and leads to the development of an in-depth understanding of the language systems and the language-related issues which are commonly taught on beginner to advanced level syllabuses in the English Language teaching classroom, as well as exploring the theoretical issues of the written and spoken language and their relevance to the practical implementation of English phonology.				
Programme module type:	Compulsory for English Language Teaching Postgraduate programme.			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
Assessment pattern:	3-hour Written Examination = 50%, Coursework = 50%			
Module Co-ordinator:	M Carr			
Lecturer(s)/Tutor(s):	Team taught			

ET5105 Language Teaching Methodology				
SCOTCAT Credits:	20	SCQF Level 11	Semester:	1
Planned timetable:	To be arranged			
This module provides an overview of the practical development of ELT methodology from traditional Grammar Translation to post-CLT methodology, including PPP, Task-based Learning and Content-based Instruction. Particular attention is given to the teaching of language skills, grammar and vocabulary, as well as materials evaluation and the use of technology.				
Programme module type:	Compulsory for English Language Teaching Postgraduate programme.			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	K George-Briant			
Lecturer(s)/Tutor(s):	Team taught			

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ET5107 The Context of English Language Teaching				
SCOTCAT Credits:	20	SCQF Level 11	Semester:	1
Planned timetable:	To be arranged			
Students are provided with a detailed history of English Language Teaching which places ELT within the broader fields of education and globalisation, and how it is consequently influenced by developments in philosophy and international politics. It places ELT in the context of second language curricula and considers learner needs, goals, the syllabus, methodology, assessment and evaluation. It investigates individual learning styles, cultural backgrounds and learning context.				
Programme module type:	Compulsory for English Language Teaching Postgraduate programme.			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
Assessment pattern:	3-hour Written Examination = 60%, Coursework = 40%			
Module Co-ordinator:	D Cremonese			
Lecturer(s)/Tutor(s):	Team taught			

Compulsory Semester 2 module:

ET5101 The Language Learner				
SCOTCAT Credits:	20	SCQF Level 11	Semester:	2
Planned timetable:	To be arranged			
This module focuses on how languages are learned and how learners learn. Theories of language learning will be analysed and acquisition order, individual learning styles, error analysis, pragmatics, the context of learning and aspects of classroom research will be explored. Students will undertake a small second language analysis project.				
Programme module type:	Compulsory for English Language Teaching Postgraduate programme.			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 11 weeks) and 1-hour seminar (x 11 weeks).			
Assessment pattern:	Coursework = 100% (Error Correction Project = 60%, 2,500 Word Take-away Paper = 40%)			
Module Co-ordinator:	K Tavakoli			
Lecturer(s)/Tutor(s):	Team taught			

Optional Semester 2 modules:

ET5124 English for Academic Purposes				
SCOTCAT Credits:	10	SCQF Level 11	Semester:	2
Planned timetable:	To be arranged			
This module examines the difference between English for General Purposes, English for General Academic Purposes and English for Specific Academic Purposes and takes as its starting point the different contexts in which English is used as a medium of study and how courses in EAP can support that study. Materials and methods which aim to develop the language skills of students are evaluated. Throughout the module, the specific needs of overseas students intending to study in English-medium will be explored. This will include examination of gate-keeping language proficiency tests such as IELTS, required for university entrance, and the academic language and skills necessary for success across a range of academic disciplines and genres.				
Programme module type:	Optional for English Language Teaching Postgraduate programme.			
Pre-requisite(s):	60 credits from ET5100 - ET5109			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 5 weeks) and 1-hour seminar (x 5 weeks).			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	A Malcolm-Smith			
Lecturer(s)/Tutor(s):	Team taught			

ET5125 Teaching Young Learners				
SCOTCAT Credits:	10	SCQF Level 11	Semester:	2
Academic year:	2017/8			
Planned timetable:	To be arranged			
This module will examine differences in approach to teaching adults and teaching children, as well as differences between teaching young learners below the age of 12 and teenagers, taking into consideration their social and cognitive development. The importance of story-, content-, and task-based learning will be considered, as will factors such as age, creativity, motivation and discipline. A selection of YL teaching and testing materials will be critically analysed				
Programme module type:	Optional for English Language Teaching Postgraduate programme.			
Pre-requisite(s):	60 credits from ET5100 - ET5109			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	K Tavakoli			
Lecturer(s)/Tutor(s):	Team taught			

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ET5126 Assessment and Evaluation				
SCOTCAT Credits:	10	SCQF Level 11	Semester:	2
Academic year:	2017/8			
Planned timetable:	To be arranged			
This module critically evaluates different approaches to teaching and evaluation, considering different theoretical concepts, formal and informal testing, validity, reliability and backwash as well as alternative forms of assessment, such as portfolios. A selection of testing materials from a range of sources will be critically analysed, and students will be expected to plan, construct and evaluate tests for specific learning contexts.				
Programme module type:	Optional for English Language Teaching Postgraduate programme.			
Pre-requisite(s):	60 credits from ET5100 - ET5109			
Learning and teaching methods and delivery:	Weekly contact: 2-hour lecture (x 5 weeks) and 1-hour seminar (x 5 weeks).			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	D Cremonese			
Lecturer(s)/Tutor(s):	Team taught			

ET5127 Research Methods in English Language Teaching				
SCOTCAT Credits:	10	SCQF Level 11	Semester:	2
Academic year:	2017/8			
Planned timetable:	To be arranged			
This module introduces classroom-based research methods for English language teachers. Students taking the module will learn reflective practice skills as well as is the theoretical, methodological and ethical requirements of a dissertation project. Module content covers research questions, project design, how to collect, analyse and report data as well as giving particular attention to action research and reflective writing.				
Programme module type:	Optional for English Language Teaching Postgraduate programme.			
Pre-requisite(s):	60 credits from ET5100 - ET5109			
Learning and teaching methods and delivery:	Weekly contact: 1-hour lecture (x 6 weeks) and 1-hour seminar (x 6 weeks).			
Assessment pattern:	2-hour Written Examination = 100%			
Module Co-ordinator:	G Lloyd/J Deary			
Lecturer(s)/Tutor(s):	Team taught			

Compulsory Whole Year module:

ET5199 Dissertation for MLitt Programme/s				
SCOTCAT Credits:	60	SCQF Level 11	Semester:	Whole Year
Planned timetable:	At times to be 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 end of August.				
Programme module type:	Compulsory for English Language Teaching Postgraduate programme.			
Learning and teaching methods and delivery:	Individual supervision			
Assessment pattern:	Dissertation = 100%			
Module Co-ordinator:	J Magee			
Lecturer(s)/Tutor(s):	Individually allocated supervisor			