

# Programme Specification<sup>1</sup>



UNIVERSITY  
of  
GLASGOW

<b>1. Programme Title:</b>	Master of Education (English Language Teaching)
<b>2. Final Award and SCQF level and credits:</b>	M Ed SQCF level 11 180 credits
<b>3. Awarding Institution:</b>	University of Glasgow
<b>4. Teaching Institution (if different):</b>	n/a
<b>5. Faculty:</b>	Faculty of Education
<b>6. Department:</b>	Lead: Educational studies. Second: English as a Foreign Language
<b>7. Programme accredited by:</b>	n/a
<b>8. UCAS Code:</b>	n/a.
<b>9. Entrance requirements:</b>	Please refer to the current graduate prospectus at: <a href="http://www.gla.ac.uk:443/studying/pg/prospectus/index.cfm">http://www.gla.ac.uk:443/studying/pg/prospectus/index.cfm</a>

## 10. Programme aims

- 1) To allow participants to engage in current educational issues
- 2) To provide a forum for exchanging views with others from different educational contexts
- 3) To cover current issues in English Language teaching which will allow participants to relate their experience to theoretical background
- 4) To equip participants with professional expertise in areas that will enhance their ability to contribute to their own teaching context
- 5) To equip participants with the fundamental knowledge required to investigate a question empirically (quantitatively and qualitatively)
- 6) To provide the opportunity to use research skills and work autonomously to explore in depth an area covered in the core and specialist courses
- 7) To give participants the opportunity to view their own professional practice

<sup>1</sup> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at <http://www.gla.ac.uk>

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

objectively and in depth  
8) To allow participants to explore ICT as a mode of learning delivery

## 11. Intended Learning Outcomes of Programme

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

### **Knowledge and Understanding**

Demonstrate an understanding of current educational issues  
Demonstrate an understanding of the relation between theories of learning and teaching methodology  
Knowledge of key features of sociolinguistics, multilingualism and global language use  
Knowledge of the principles and practice of testing language knowledge  
Knowledge of the principles of language description

### **Skills and Other Attributes**

#### *Subject-specific/practical skills*

Demonstrate an understanding of how to apply a range of descriptive tools to samples of language, including text corpora  
Select appropriate curriculum materials and approaches for a given teaching context  
Undertake assessment of student language proficiency by selecting testing tool suited to the purpose

#### *Intellectual skills*

Critically evaluate descriptive tools of language analysis to create useful classroom materials  
Critically evaluate key aspects of sociolinguistics, multilingualism and how global language policies shape learning and language use  
Ability to plan and implement a small scale research activity

#### *Transferable / key skills*

Show the ability to design and undertake research in a professional context  
Become familiar with the use of ICT as a teaching and learning mode

## 12. Assessment Methods

To demonstrate knowledge and understanding, subject-specific intellectual skills, practical and transferable skills exemplified in the learning outcomes above, students will be assessed using a range of methods selected by the course leaders.

These include the following.

- 1) A Written assignment of up to 5,000 words**
- 2) Portfolio of 4 short assignments (1,250 words each)** constituting a selection of 4 distinct aspects of a topic
- 3) Group project (2,000 words) + group presentation of 30 minutes**
- 4) Exam (2.0 hours)**
- 5) Dissertation 15,000-20,000 words** demonstrating
  - Knowledge and understanding of the topic selected
  - Ability to critically evaluate the literature on the topic
  - Ability to plan and implement a small scale research activity
  - Ability to design and undertake research in a professional context
  - Ability to present the work in accordance with academic conventions

### **13. Learning and Teaching Approaches**

Lectures  
Seminars with presentations and problem solving workshops  
Visiting speakers  
Directed reading of text books and journal articles (core and supplementary)  
Online tasks and discussion forum  
Practical task involving application of theory to a problem in a particular teaching context  
An unseen written examination  
Group project and presentation  
Application of research theory to a research project (analysis, synthesis, evaluation)

### **14. Relevant QAA Subject Benchmarking statements and other external or internal reference points:**

The Intended Learning Outcomes of the MEd (English Language Teaching) programme are designed to enable students to attain the Knowledge Skills and Understanding required at SCQF level 11.  
The descriptors can be found at

<http://senate.gla.ac.uk/academic/scqf/descriptors.html>

## **15. Programme Structure and Features**

### **Programme Structure**

Students are required to complete six courses each worth 20 credits – 2 core courses from ELT Unit, 2 core Education courses and two courses chosen from a range of optional courses – plus a dissertation equivalent to 60 credits

### **ELT core Courses**

- Language Learning and applications to the classroom (MDWS)
- Descriptions of Language and applications to the classroom (MDVS)

### **Education core Courses**

- Understanding Education Enquiry 1 (LXXS)
- Modern Educational Thought (LZFS)

### **Semester Two Optional Courses**

- Language Proficiency, Assessment, and Feedback,
- Which English? Language Teaching and Sociolinguistics.
- Course Design and Practice in English Language Teaching

### **Dissertation**

Students are expected to undertake a dissertation amounting to 20,000 words which will be completed under supervision. This provides the opportunity to investigate further an issue that is relevant to the individual's professional development and teaching context.

**16. Additional relevant information**

The teaching staff are part of an active teaching EFL Unit in the Language Centre. This informs the practice of the lecturers and offers participants access to opportunities to observe theory in practice in live classroom activity

<b>Date of revision:</b>	<b>January 2008</b>
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