**PART 1 – MA APPLIED LINGUISTICS AND ENGLISH LANGUAGE TEACHING PROGRAMME SPECIFICATION**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awarding institution</td>
<td>St Mary’s University, Twickenham</td>
</tr>
<tr>
<td>2</td>
<td>Partner institution and location of teaching (if applicable)</td>
<td>Berlin School of English for the Berlin version of the programme</td>
</tr>
<tr>
<td>3</td>
<td>Type of collaborative arrangement (if applicable)</td>
<td>Flying Faculty</td>
</tr>
<tr>
<td>4</td>
<td>Award title</td>
<td>MA Applied Linguistics and English Language Teaching</td>
</tr>
<tr>
<td>5</td>
<td>Final award</td>
<td>MA</td>
</tr>
<tr>
<td>6</td>
<td>Interim award(s) with award titles (if specific titles have been designated)</td>
<td>Postgraduate Certificate (PgCert) Postgraduate Diploma (PgDip)</td>
</tr>
<tr>
<td>7</td>
<td>School with responsibility for the programme</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>8</td>
<td>Language of study</td>
<td>English</td>
</tr>
<tr>
<td>9</td>
<td>Joint Honours combinations</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>UCAS code</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>JACS code</td>
<td>Q110</td>
</tr>
<tr>
<td>12</td>
<td>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</td>
<td>N/A</td>
</tr>
<tr>
<td>13</td>
<td>QAA subject benchmark or other relevant external reference point</td>
<td>There is not an appropriate Master's degree QAA subject benchmarking statement published for the MA Applied Linguistics and English Language Teaching to be mapped against. Therefore the programme specification has been developed in accordance with the Level 7 descriptors identified in The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and the QAA Characteristics Statement for Master's Degrees (2015).</td>
</tr>
</tbody>
</table>
## 14 Normal completion time and maximum duration of study

Normal completion time:
- Full-time study – one year
- Part-time study – two years

The overall duration of study for a full-time Masters Programme from initial registration to completion of programme requirements shall be one calendar year or three semesters. A part-time Masters programme shall normally be followed over four or six consecutive semesters.

## 15 Mode of study

The programme is offered in full-time and part-time mode.

## 16 Mode of delivery

For the full-time one year programme, modules are taught over two 13 week semesters. Full-time students normally take three taught modules in each semester and complete the dissertation over the summer.

For the part-time option in Berlin, modules are delivered one at a time in 26 hours seminar-based teaching over four days, followed by individual student contact through email, skype or telephone before the next module is delivered. In the first year, there would normally be four modules, taught in February, May, September and December. In the second year, the modules would normally be taught in March and June, with the Research Methods in September and then six months Dissertation supervision.

## 17 Date approved and name of authorised body

VRC of St Mary’s University and external panel, January 2015

## 18 Applies to students commencing study in (month/year)

September 2017

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### PART 2 – CURRICULUM SPECIFIC DETAILS

## 19 Summary of the programme

The programme asks students to apply the insights of linguistics to language teaching, and requires students to draw on their professional experiences of language teaching and subject practice to the rigours of linguistic theory. The programme starts at the more theoretical end of linguistics, and moves to the practice of English Language teaching via modules in language description, language acquisition, ELT methodology, sociolinguistics and management for language teachers.

## 20 Aims of the programme

**Primary Aims and Outcomes of the Programme**

**Aims**

In essence, the MA programme aims to provide language professionals with a broad and systematic survey of knowledge in Applied Linguistics and language teaching that they can put to good use in the context of their reflective practice and professional development. In more detail, its aims are:
• to develop students’ awareness of theories underlying the nature of language and of language learning;
• to provide students with the tools of language description;
• to enable students to broaden their understanding of a variety of classroom approaches and methods;
• to encourage students to assess the assumptions underlying their own professional practice from a more informed, analytical and critical viewpoint, drawing particularly on theories of Second Language Acquisition throughout the programme;
• to enhance students’ skills as researchers into language and language teaching by equipping them with an understanding of research methodologies;
• to provide students with an overview of current education and policy issues that affect language teaching;
• to develop students’ understanding of the way attitudes to language variation impacts on education, immigration and employment policies.
• to equip students with the professional knowledge and expertise required for promotion to senior teaching posts.
• to provide students with an overview of management and teacher development in the English language teaching industry.

These aims align with: St. Mary’s University Mission ‘to provide high quality academic and professional higher education’; the Corporate Plan Aim 2 ‘to extend the range of educational opportunities for all’ and Aim 5 ‘ensure that our knowledge and expertise benefits business and the wider community’.

Outcomes
On successful completion of the programme, students will have achieved the following outcomes:
• an expanded and developed awareness of theories underlying both the nature of language and the nature of language learning;
• greater familiarity with the tools of language description;
• an expanded and developed understanding of classroom approaches and methods in language teaching;
• an expanded and developed ability to assess the assumptions underlying their professional practice from a more informed, analytical and critical viewpoint, drawing particularly on theories of Second Language Acquisition;
• an objective, informed and inclusive understanding of language variation;
• enhanced skills as researchers into language and language teaching through an understanding of the most common research methodologies;
• an understanding of issues of management in the English language teaching industry, especially with regard to managing junior teaching staff and curriculum change;
• an independent study of a topic relating to Applied Linguistics or English Language teaching involving planning, research, analysis and construction of a written dissertation.
University. These are:

- a minimum of a second class honours degree from a UK university or equivalent qualification and/or;
- professional interests and experience relevant to their chosen programme;
- an appropriate reference.

In addition, the programme-specific requirements are:

- a certificate-level professional qualification in language teaching;
- at least two years’ language teaching experience.

The following factors will also be taken into account when evaluating applicants’ suitability:

- awareness of, and sympathy towards, the University’s identity, aims and ethos;
- interest in and commitment to, the programme in question;
- academic background and qualifications;
- professional interests and experience.

In some circumstances, candidates will be accepted without a first degree who have gained considerable language teaching experience. Candidates for whom English is not a mother tongue must have an overall IELTS score of 7.0, with a minimum of 6.5 in any other section. (Equivalent qualifications, such as TOEFL scores, can also be acceptable.)

All candidates will be interviewed, in person or by Skype/telephone, and may be asked, at the interview stage, to provide a sample of their academic writing through a diagnostic essay, set by the Programme Director. Ultimately, all candidates accepted onto the programme are asked to produce a diagnostic essay, before admission (for those who do not apply with a BA) or as part of the Academic Orientation module.

Credit Accumulation and Transfer and Accreditation of Prior Learning

- Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions, in the European Union or elsewhere, may merit exemption from a proportion of the University Programme. The maximum number of credits for which exemption may be given are as follows:

  - Postgraduate Certificate up to 30 credits
  - Postgraduate Diploma up to 60 credits
  - Master's Degree up to 90 credits

- Students who are given entry with advanced standing to a Master’s programme may be exempted from taught elements only. Applications will be considered on a case-by-case basis, in the first instance, at Programme level and by the Registrar.

22 Scheduled learning time

| [This section should detail the total number of hours in each KIS category and express them as a percentage. Completion of this section is essential for |
(the number of guided learning hours (GLH) is 10 hours per 1 credit
http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)

accurate data reporting. If a row is not relevant to the programme of study, please complete with zero rather than leaving blank)

<table>
<thead>
<tr>
<th>Type of learning time</th>
<th>Number of hours</th>
<th>Expressed as %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time</td>
<td>216</td>
<td>12</td>
</tr>
<tr>
<td>Placement/work-based learning hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided learning hours</td>
<td>216</td>
<td>12</td>
</tr>
<tr>
<td>Independent study time</td>
<td>1368</td>
<td>76</td>
</tr>
<tr>
<td>TOTAL*</td>
<td>1800</td>
<td>100</td>
</tr>
</tbody>
</table>

*A typical 3 year undergraduate programme has a total of 3600 hours
A typical 2 year Masters level programme has a total of 1800 hours

23 Programme learning outcomes

Programme Learning Outcomes

In relation to the outcomes being worked towards, the programme provides the opportunities for participants to achieve and demonstrate the following learning and educational outcomes as detailed below.

Knowledge and Understanding

On successful completion of the programme, students will have acquired:

a. an advanced understanding of theories and controversies underlying the nature of language and of language learning, both mother tongue and second or foreign language;

b. an ability to describe language using accepted linguistic terminology and methods;

c. a critical understanding of a variety of classroom approaches and methods, and their historical and theoretical backgrounds;

d. an ability to assess the assumptions underlying their professional practice from an informed, analytical and critical viewpoint;

e. a thorough understanding of current education and policy issues that affect language teaching;

f. a theoretical and practical overview of management in the English language teaching industry.

On successful completion of the MA pathway, students will, in addition, have:

g. acquired the suitable methodological skills to enable them to undertake independent research in the field of applied linguistics and/or language pedagogy;

h. the ability to define a research project and identify the resources necessary to execute it;

i. completed a substantial piece of research in a chosen area relevant to the field of applied

Cognitive skills

On successful completion of the MA pathway, students will be able to:

j. evaluate critically the arguments and research of those working in the field of
applied linguistics, as well as those in the practical field of language teaching and and/or support;
k. produce independent interpretations of the evidence available by synthesizing a range of research source materials;
l. where appropriate, design research studies to gather data in the fields of language teaching and acquisition, and use statistical analysis to interpret it;
m. demonstrate an awareness of the strengths and limitations of different approaches to language and language teaching.

On successful completion of the MA pathway, students will, in addition, have skills to:

n. contribute in an original way to current thinking on a particular topic in applied linguistics and language teaching by synthesising and critically evaluating a wide range of sources.

Performance and Practice Skills

On successful completion of the MA pathway, students will be able to:
o. evaluate teaching materials, resources, text books, and curricula through understanding the theoretical bases on which they are founded and the validity of claims made for their effectiveness;
p. present complex ideas coherently;
q. synthesize arguments from a diverse range of sources and evidence;
r. use theoretical perspectives in order to be more reflective about their teaching;
s. use IT resources effectively in the production of substantial documents;
t. use internet databases as an advanced research resource.

On successful completion of the MA pathway, students will, in addition be able to:
u. complete a substantial piece of independent research, by effectively employing both self-direction and collaboration with a project manager effectively.

Personal and Enabling skills

On successful completion of the MA pathway, students will have developed:
v. the ability to reflect on and critically analyse their professional practice and that of other teachers;
w. a good understanding of how to conduct research in an objective, thoughtful and robust fashion;
x. an ability to communicate ideas in clear, unambiguous language, devoid of jargon, assertion and polemic;
y. a good understanding of managing both people and curricula in teaching, especially the complexities and issues governing good practice in language pedagogy.

24 Programme structure and module requirements

MA in Applied Linguistics and English Language Teaching
In order to qualify for the degree of Master of Arts, students will be required to accumulate 180 credits, 60 of which are from the Dissertation, and 80 from the core modules.
### FHEQ Level 7:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>No. of credits</th>
<th>Sem of delivery</th>
<th>Module status (core, option)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL7071</td>
<td>Language Theory</td>
<td>20</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>APL7072</td>
<td>Language Acquisition</td>
<td>20</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>APL7074</td>
<td>ELT Syllabus Design and Methodology</td>
<td>20</td>
<td>2</td>
<td>Core</td>
</tr>
<tr>
<td>APL7075</td>
<td>English Language Description</td>
<td>20</td>
<td>1</td>
<td>Core</td>
</tr>
<tr>
<td>APL7078</td>
<td>Research Methods and Dissertation</td>
<td>60</td>
<td>2</td>
<td>Core</td>
</tr>
<tr>
<td>APL7070</td>
<td>00APL7070 Academic Orientation</td>
<td>0</td>
<td>1</td>
<td>Option</td>
</tr>
<tr>
<td>APL7073</td>
<td>20APL7073 Sociolinguistics</td>
<td>20</td>
<td>2</td>
<td>Option</td>
</tr>
<tr>
<td>APL7076</td>
<td>20APL7076 ELT Teacher Development and Management</td>
<td>20</td>
<td>2</td>
<td>Option</td>
</tr>
<tr>
<td>APL7077</td>
<td>20APL7077 Delivering Academic Content in the Multilingual Classroom</td>
<td>20</td>
<td>2</td>
<td>Option</td>
</tr>
</tbody>
</table>

#### Work placements or study abroad

N/A

#### Links to industry and employability

By definition, the applicants to the MA programme are already qualified teachers, normally with a CELTA or DELTA. Their reasons for getting an MA have to do with seeking promotion in their existing employment, or becoming eligible for a more senior post elsewhere. Having completed the MA, our students regularly send us news of promotion to senior tutor or a new and better paid job in ELT. We also hear from graduates who have gone on to further academic study, such as enrolling for a PhD, or who have entered academic life as university lecturers. In the last ten years, for example, six of our graduates have been accepted for doctoral studies, and three have now completed their PhDs. A number of others are now university lecturers in the UK, Mozambique, Malaysia, Chile, and Germany, while others have been promoted to senior ELT positions in UK schools. Other career routes for our graduates include publishing and language school management.

#### Programme awards

This programme conforms to the University [Academic Regulations](#).

- All students must complete the non-credit-bearing Academic Orientation module.
- In order to qualify for the Postgraduate Certificate students will be required to accumulate 60 credits, at least 40 of which should be gained from core modules.
In order to qualify for the Postgraduate Diploma, students will be required to accumulate 120 credits, at least 60 of which should be gained from core modules.

In order to qualify for the degree of Master of Arts, students will be required to accumulate 180 credits, 60 of which are from the Dissertation, and 80 from the core modules.

PART 3 – TEACHING, LEARNING & ASSESSMENT

<table>
<thead>
<tr>
<th>28</th>
<th>Programme teaching and learning strategies</th>
<th>Research - Enriched Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Applied Linguistics and English Language Teaching are evidence-based disciplines, and research is thus fundamental to them. Many of the programme team are themselves research active, but all strive to remain up-to-date with the latest research relevant to programme content. All have access to funding to attend conferences in the UK and abroad, as delegates or presenters. As detailed in their CVs, the research interests of the teaching team span the diverse fields of: cognitive approaches to second language acquisition, task-based language learning, and the acquisition of lexical intuitions; task-based language teaching and interactive form-focussed language classes; language awareness and language teacher education; innatism and emergentism as models of language. Additionally, the two Professorial Research Fellows in Applied Linguistics appointed in 2012 give guest seminars to the students, based on a topic of interest arising from their current research; they also contribute as speakers to the all-day colloquium in Applied Linguistics, held annually at St Mary’s. Both full-time and part-time students are strongly encouraged to attend these. Students are encouraged to write a dissertation on a subject close to their professional practice, and to base it, if feasible, on an empirical study of their own, such that the learning outcomes are research-focussed and research-led. They benefit greatly by being supervised by research-active staff with first-hand and recent experience of research design, implementation and publication. The opportunity to collect and analyse new data is actively encouraged in modules Language Acquisition, and Methodology and Syllabus Design, and Research Methods and Dissertation. Each can feed directly into students’ professional practice.</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning Methods</td>
<td>The programme utilises a range of teaching and learning methods. Core knowledge and understanding are acquired via seminars, tutorials and guided independent study. As students progress to the dissertation, a greater degree of independence is expected, supported by individual supervision. Small-group seminars involving students working at a postgraduate level are supportive environments for rigorous interrogation of ideas and intellectual exchange among students and between students and tutors. Students are offered quite close guidance in the preparation of written material in the first stages of the programme, leading to more distant supervision as students</td>
</tr>
</tbody>
</table>
progress towards their dissertation.

Key skills are promoted through all the modules via seminars, tutorials, guided independent study, and also formative feedback on assessments.

Personal and enabling skills are promoted throughout all the programme modules, Seminars, tutorials and guided independent study all contribute to the attainment of these skills.

<table>
<thead>
<tr>
<th>Programme assessment strategy</th>
<th>Strategy for Assessment</th>
</tr>
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</table>
| Assessment, both formative and summative, is an integral part of the learning process. Assessment provides an indication of how far a student has achieved the intended learning outcomes of each module, and also provides information on which to base further learning. Feedback given to students represents ‘targeted’ teaching and guidance on aspects of the programme content to which individual students need to pay further attention.

Except where otherwise specified each module of the programme is assessed by one coursework of 4-5,000 words. This provides students with the opportunity to demonstrate their competence in critical analysis and creative engagement with current issues in the field, and to construct arguments coherently. As a good deal of individual help is offered in planning and preparation of draft coursework, and as an essay acts efficiently as both a formative and summative assessment, the ‘traditional’ form of the essay is preferred in most cases. However, students are given the opportunity to choose a coursework involving data collection and analysis, or a case study, or the design of a syllabus or teaching materials.

Given that this programme is offered in a full-time and part-time mode of study, it is important that assessments be offered which are appropriate to both. Where appropriate, the essay can incorporate other forms of assessment. For example, designing teaching materials can be offered as supplementary parts of the assessment for the module ELT Syllabus Design and Methodology. In Language Acquisition there is an opportunity for students to collect and analyse their own data. Equally, research methods are evaluated in the first instance by the ability of students to write a formal research proposal for their dissertation, assessed later in the dissertation itself.

The dissertation is in the form of an extended essay or empirical research paper, so skill in academic essay writing is fundamental to students’ success in this endeavour. The completion of six essays represents invaluable practice towards this.

The six essays and dissertation are spread through the programme so that students can pace themselves through it, and also to receive feedback on an essay while writing the next one. In the part-time mode, the essay for one module is due two weeks or so after the following intensive seminar so that students have an opportunity for a face-to-face tutorial with the visiting tutor.

The programme adheres to the University’s policy of a three-week turnaround for feedback to students.
### PART 4 – UNIVERSITY SUPPORT

| 30 | **Student support and guidance** | We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues. |
| 31 | **Quality management arrangements** | This programme aligns with the quality assurance requirements of St Mary’s University through the following processes:

- Five yearly cycle of revalidation
- Interim review for collaborative provision
- System of Moderators for collaborative provision
- Ongoing monitoring through the Programme Review process
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards
- Engagement with programme student representatives
- Engagement with approved external examiners |