Programme Specification

1. **Awarding body**
   University of London

2. **Teaching Institution**
   Birkbeck College

3. **Programme Title(s)**
   MA Language Teaching

4. **Programme Code(s)**
   TMALNGTC_C

5. **UCAS code (if applicable)**
   N/A

6. **Home Department**
   Department of Applied Linguistics and Communication

7. **Exit Award(s)**
   N/A

8. **Duration of Study (number of years)**
   1 or 2 years

9. **Mode of Study**
   
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10. **Level of Award (FHEQ)**
    Level: 7

11. **Other teaching depts or institution (or not applicable)**
    N/A

12. **Professional, Statutory Regulatory Body (PSRB) details (or not applicable)**
    N/A

13. **QAA Benchmark Group (or not applicable)**
    N/A

14. **Programme Rationale & Aims**

   The MA Language Teaching is designed for people with classroom experience of teaching second or foreign languages, or those with a strong academic background in a relevant subject and who have an interest in the theory and practice of language teaching. The programme offers the opportunity to increase your knowledge of the theories that shape the decisions that teachers make in class and develop your understanding of classroom practice through personal reflection and discussion with other practitioners.

   The programme values the importance of reflection on practical experience of language learning and teaching in providing the context for theoretical concepts. Participants are asked to draw on examples from their learning and teaching experiences and are encouraged to maintain contact with the classroom during the course as a way of bridging the gap between theory and practice.

   The MA programme aims to increase your understanding of key concepts in language teaching through the academic literature; to develop a critical approach to methods and materials; to offer the opportunity to reflect on professional practice; to promote cross-cultural awareness at the same time as knowledge of different teaching contexts; and to provide a range of options to allow for different professional interests.

15. **Entry Criteria**

   Normally an upper second-class honours degree or above (or overseas equivalent) in a relevant subject and/or relevant professional training and language teaching experience.

   This specialist course in second/foreign language teaching values the importance of bridging the gap between theory and practice and is structured to reflect the fine balance between the two.

   If English is not your first language, you will need an English language qualification (IELTS 6.5 or equivalent) completed within the last 2 years, unless you can provide evidence that you have
completed a degree in an English-speaking university.

An interview may be required. You may also be asked to complete a short written task of no more than 500 words.

You must provide 2 references, at least 1 of which should be an academic reference.

If you have been awarded the Cambridge Diploma in English Language Teaching to Adults (DELTA) in the last 5 years, you may apply for credit for 1 option module. If you wish to apply for credit, then please indicate this in your application.

Prospectus Entry

The MA Language Teaching is designed for people with classroom experience of teaching second or foreign languages, or those with a strong academic background in a relevant subject and who have an interest in the theory and practice of language teaching. The programme offers the opportunity to increase your understanding of the theories that shape the decisions that teachers make in class and to develop your classroom practice through personal reflection and discussion with other practitioners.

The programme values the importance of reflection on practical experience of language learning and teaching in providing the context for theoretical concepts. Participants are asked to draw on examples from their learning and teaching experiences and are encouraged to maintain contact with the classroom during the course as a way of bridging the gap between theory and practice.

A unique feature of the programme is that it offers the opportunity for an exchange of ideas between teachers of a range of different languages. All participants take the same core module, but will draw on examples from their own practice and experience in the teaching and learning of the second/foreign language they specialise in.

Learning Outcomes

- Develop substantial knowledge and understanding of the main theories, principles and models in the study of language teaching. (New modules, core and option)
- Develop substantial knowledge of the relationship between teaching, learning and language. (New modules, core and option)
- Demonstrate appreciation of the relationship between theory and practice and the ability to make connections between theories and practice (LNLN019S7, and all content modules)
- Demonstrate the ability to critically evaluate theories (LNLN019S7, and all content modules)
- Demonstrate the ability to reflect on one’s own personal and professional experience (New modules, core and option)
- Apply an analytical and systematic approach to problem-solving (LNLN019S7, and all content modules)
- Demonstrate the ability to synthesise ideas and information (all modules, plus dissertation)
- Academic writing skills (all modules and dissertation)
- Research skills (all modules and dissertation)
- Develop self-confidence through appreciation of individual and cultural styles of learning and communication

Learning, teaching and assessment methods

Teaching takes several forms, including lectures, seminars, discussions, workshops and presentations.
### Programme Description

You will normally complete five modules and an independent literature review, however, you can follow one of two pathways. You can either complete five modules plus a 5-6,000 word independent literature review (30 credits) or, particularly for those who wish to take a PhD in the future, you can complete four modules plus a 12-15,000 word dissertation (60 credits). If you wish to pursue an academic career/research it is advisable that you opt to complete the dissertation.

Full-time students must complete all modules plus their dissertation or an independent literature review within one year. Full-time students are advised not to take employed work for more than 20 hours per week during term time.

Part-time students should take three modules in their first year and then one or two modules (depending on their chosen pathway), plus their dissertation or independent literature review in their second year.

### Programme Structure

#### Full Time programme

**Year 1**

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<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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<td>7</td>
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<td>Language Teaching and Learning in Multilingual and Multicultural Contexts</td>
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OR

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**Part Time programme**

**Year 1**

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**Year 2**

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21 **Regulations**

- **Admissions**
  This programme adheres to the College Admissions Policy

- **Credit Transfer**
  Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning
  [http://www.bbk.ac.uk/mybirkbeck/services/rules/AccreditedPriorLearning.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/AccreditedPriorLearning.pdf)

- **Programme Regulations**
  This programme adheres to the College Common Awards Scheme
  [http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf)

- **Programme Specific Regulations (or not applicable)** N/A

22 **Student Support and Guidance**

All Birkbeck students have access to a range of student support services, details can be found on our website here: [http://www.bbk.ac.uk/mybirkbeck/services/facilities](http://www.bbk.ac.uk/mybirkbeck/services/facilities)

23 **Methods of Enhancing Quality and Standards**

The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner’s reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.

For more information please see the Academic Standards and Quality website:

24 **Programme Director**

Professor Penelope Gardner-Chloros

25 **Start Date (term/year)**

Autumn term 2010-11

26 **Date approved by TQEC**

Spring 2010

27 **Date approved by Academic Board**

Summer 2010

28 **Date(s) updated/amended**

March 2015