

### Programme Specification

1	<b>Awarding body</b>	University of London
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>
3	<b>Programme Title(s)</b>	<b>MA Language Teaching/Teaching English to Speakers of Other Languages (TESOL)</b>
4	<b>Programme Code(s)</b>	TMALNTSL_C
5	<b>UCAS code</b>	N/A
6	<b>Home Department</b>	Applied Linguistics and Communication
7	<b>Exit Award(s)</b>	MA Language Teaching MA TESOL PG Dip Language Teaching PG Dip TESOL PG Cert Language Teaching PG Cert TESOL
8	<b>Duration of Study (number of years)</b>	1 year FT or 2 years PT
9	<b>Mode of Study</b>	FT x      PT x      DL
10	<b>Level of Award (FHEQ)</b>	7
11	<b>Other teaching depts or institution</b>	N/A
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A
13	<b><a href="#">QAA Benchmark Statement</a></b>	N/A

14	<b>Programme Rationale &amp; Aims</b>
	<p>The programme 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 student knowledge of the theories that shape the decisions that teachers make in class and develop an understanding of classroom practice through personal reflection and discussion with other practitioners.</p> <p>The MA programme aims to increase 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.</p> <p>Students are given the opportunity to pursue separate exit awards of either MA Language Teaching or MA Teaching English to Speakers of Other Languages (TESOL) which will reflect the content and work completed in their chosen option modules and the focus of their dissertation or independent literature review, i.e. students focusing on aspects of teaching English in their work will be awarded a MA TESOL, while those focusing on the teaching of languages other than English will be awarded a MA in LANGUAGE TEACHING. The flexible entry pathway also enables students who may not be able to commit to a fixed MA programme to gain knowledge in the fields of language teaching and TESOL before selecting</p>

	the award they are aiming for. This supports the College mission of widening participation and offering flexible formats of study to support students in their career goals.
<b>15</b>	<p><b>Entry Criteria</b></p> <p>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.</p> <p>If English is not your first language, you will need an English language qualification (IELTS 6.5 or equivalent with minimum 6.0 in sub-sets) completed within the last 2 years, unless you can provide evidence that you have completed a degree in an English-speaking university.</p> <p>An interview may be required. You may also be asked to complete a short written task of no more than 500 words.</p> <p>You must provide 2 references, at least 1 of which should be an academic reference.</p> <p>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.</p>
<b>16</b>	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Develop substantial knowledge and understanding of the main theories, principles and models in the study of language teaching. (New modules, core and option)</li> <li>▪ Develop substantial knowledge of the relationship between teaching, learning and language. (New modules, core and option)</li> <li>▪ Demonstrate appreciation of the relationship between theory and practice and the ability to make connections between theories and practice (LNLN019S7, and all content modules)</li> <li>▪ Demonstrate the ability to critically evaluate theories (LNLN019S7, and all content modules)</li> <li>▪ Demonstrate the ability to reflect on one's own personal and professional experience (New modules, core and option)</li> <li>▪ Apply an analytical and systematic approach to problem-solving (LNLN019S7, and all content modules)</li> <li>▪ Demonstrate the ability to synthesise ideas and information (all modules, plus ILR/dissertation)</li> <li>▪ Academic writing skills (all modules and ILR/dissertation)</li> <li>▪ Research skills (all modules and ILR/dissertation)</li> <li>▪ Develop self-confidence through appreciation of individual and cultural styles of learning and communication</li> </ul>
<b>17</b>	<p><b>Learning, teaching and assessment methods</b></p> <p>Teaching takes several forms, including lectures, seminars, discussions, workshops and presentations.</p> <p>Assessments are course-work based.</p>

18	<b>Programme Description</b>
<p>Students can follow one of two pathways. They either complete five modules plus a 5-6,000 word independent literature review (30 credits) or, particularly for those who wish to pursue further research (e.g. a PhD) in the future, they can complete four modules plus a 12-15,000 word dissertation (60 credits). For students wishing to pursue an academic career/research it is advisable that they opt to complete the dissertation.</p> <p>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.</p> <p>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 an independent literature review in their second year.</p> <p>The exit award students receive will reflect the work completed; students focusing on aspects of teaching English in their work will be awarded an MA TESOL upon successful completion of the course, while those focusing on the teaching of languages other than English will be awarded an MA in Language Teaching.</p>	

19	<b>Programme Structure</b>			
<b>Full Time programme</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option
7		Option Module	30	Option
7	LNLN004D7	Dissertation	60	Core
OR				
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option
7		Option Module	30	Option
7		Option Module	30	Option
7	SSAC012S7	Independent Literature Review	30	Core

Year of entry: 2022/23



<b>Part Time programme</b>				
<b>Year 1</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status</b>
7	LNLN019S7	Research Methods and Design	30	Core
7	SSAC005S7	Language Teaching and Learning in Multilingual and Multicultural Contexts	30	Core
7		Option Module	30	Option
<b>Year 2</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status</b>
7		Option Module	30	Option
7	LNLN004D7	Dissertation	60	Core
OR				
7		Option Module	30	Option
7		Option Module	30	Option
7	SSAC012S7	Independent Literature Review	30	Core

**Status\***

*CORE – Module must be taken and passed by student*

*COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board*

*OPTIONAL – Student can choose to take this module*

20	<b>Programme Director</b>	Bojana Petric
21	<b>Start Date</b> ( <i>term/year</i> )	Autumn 2010/11
22	<b>Date approved by Education Committee</b>	Spring 2010
23	<b>Date approved by Academic Board</b>	Summer 2010
24	<b>Date(s) updated/amended</b>	February 2021 (for 2021/2 entry)