



Kingston University London

EDUCATION: ENGLISH LANGUAGE TEACHING

PgDip/MA

quality **innovation** diversity opportunity reputation

About the course

COURSE OVERVIEW

This full-time, taught course in the School of Education is suitable for educators and teachers in all phases of compulsory and post-compulsory education. It is also relevant for postgraduate students and users of business English wishing to develop their skills and knowledge of English Language Teaching (ELT) to master level. It is designed with both home-language and English-speaking international students in mind. It is particularly valuable to international candidates teaching English in their home countries. Course members will learn about historical and socio-cultural aspects of ELT across the globe as well as present-day teaching and research methods.

WHAT YOU STUDY

The course is taught across two semesters and is best considered as three distinct phases:

In Phase 1 (Semester 1) all students will complete a module in academic English. You will also study past and present theory and practice of ELT, such as ELT methodology and socio-cultural factors in teaching English as a foreign language. You will investigate more general themes in education pedagogy, policy and practice, including early years education, teaching for diversity and special educational needs.

In Phase 2 (Semester 2) you will study the principles and practice of second language acquisition. You will learn about curricular approaches to the teaching of English language and literature in the UK, including current ideology regarding the teaching, testing and assessment of literacy. There is also a module on teaching English through multimedia. A module on research methods in education will enable you to finalise the design of an individual, small-scale investigation, conduct a literature review in this area and produce a personal research proposal.

The dissertation module, which runs across Semesters 1 and 2, will offer advice and guidance on how to access information and utilise educational resources at the University, and how to consolidate and reflect on your learning experiences in each of the modules. Also covers how to direct your personal and group learning towards the formulation and effective management of your own research project. Peer support and self-evaluation are vital features of all the modules, and in this module especially you will be encouraged to openly share and constructively critique each other's ideas and draft materials, prior to independent work on the dissertation.

Phase 3 represents the point at which you complete your research project and submit your dissertation.

CAREERS

As an ELT practitioner, policy maker or educator, this course will extend your knowledge and skills, leading to increased confidence and the potential for promotion opportunities within the educational system. The methodology and dissertation elements of the course will provide you with the opportunity to develop unique insights into a particular aspect of ELT and/or the socio-cultural and political systems of the UK in comparison with other countries of the world. This will particularly appeal to students whose career interests are concerned with educational innovation and policy development.

Course content

MODULES

This course comprises three phases taught over two semesters, plus independent study. Successful completion of Phases 1 and 2 will result in the award of a postgraduate diploma. Successful completion of Phase 1 and 2 plus your research project (dissertation) in Phase 3 will result in the award of a masters qualification.

Phase 1 – 60 credits

(indicative content only)

- Academic English
- Linguistics
- Principles and Practice of English Language Teaching
- Psychology of Second Language Teaching
- Reflective Teaching in Second Language Classrooms
- Research Methods on Foreign Language Teaching
- UK Education Policy and Practice
- Early Years Education
- Diversity and Special Educational Needs
- Comparative Curricula
- Access and Management of Information: Use of Resources
- Peer Support and Self-Evaluation
- The Reflective Researcher

Phase 2 (PgDip) – 60 credits

(indicative content only)

- Second Language Acquisition
- The Teaching of English Language and Literature
- Teaching, Testing and Assessment for Literacy
- Multimedia Approaches to the Teaching and Learning of English Language
- Research Methods in Education
- Identification of a Research Problematic
- Conducting a Literature Review
- Politics and Ethics of Research in Education
- Research Proposal
- Research Project

During Phase 2 of the course you will finalise your research proposal. You will begin your project firstly with peer support and critical feedback and eventually via independent, guided study. This will represent an individual study on a topic negotiated and agreed by yourself and your tutor.

You will be encouraged from the outset of the MA programme to consider what this area of substantive interest might be and how to plan, conduct and evaluate the investigation. You will gain valuable skills of research methodology, process and practice as used by teachers, educators and policy makers.

Phase 3 (MA) – 60 credits

In Phase 3 you will complete your research project and submit your dissertation.

Teaching staff

This course is taught by our enthusiastic staff, who are all active in professional practice and pursue specialised academic interests to ensure they are up to date with the latest developments. In addition, the School of Education works with a large number of associate lecturers who contribute to enhancing and refreshing the understanding of professional practice, and ensure the relevance of our courses.

Barbara Atherton is Principal Lecturer. Her specialisms include developing accuracy in academic writing and the role of error correction; English for academic purposes – course materials design, with particular reference to the development of advanced-level academic writing and communication skills; and language teaching methodology.

Paul Booth is Lecturer in English Language for Academic Purposes. His current research interests lie in the areas of vocabulary profiles and individual differences, which stem from his own teaching and learning of languages. Before becoming a teacher, he wrote campaigns for advertising agencies.

Catherine Davies is a Lecturer in English Language and Communication. She is interested in psycholinguistics and all aspects of first and second language acquisition, particularly discourse and pragmatic development in language learners. Her MPhil in Applied Linguistics (Cantab) investigated the effects of prior text experience on narrative cohesion.

Andy Hudson is Head of the School of Education. He has been working in teacher training in the university sector for 15 years, following 20 years teaching in London inner-city schools.

Greg Lancaster-Smith is Director of Postgraduate Professional Development in the School of Education. His major interests are in developing collaborative partnerships between higher education and schools, teacher practitioner research and school management.

Dr Ann Ooms is a Senior Lecturer. Her research interests are the integration of technology in education and research and evaluation methodology. She has an MA in Educational Psychology, focusing on learning and cognition and educational technology, and a PhD degree in Educational Psychology, with a focus on educational evaluation, from the University of Minnesota, USA.

Dr Victoria Perselli is the Programme Director of MA Education (ELT). Her subject specialisms include performance arts and education for social justice. The focus of her PhD was the inclusion of children with learning disabilities in mainstream schools. Victoria teaches research methods in the Faculty of Arts and Social Sciences; she also supervises students across a wide range of masters, taught doctorate and PhD programmes. She has published in the areas of performance arts, research methodology, and the self-study of teacher education practices.



SPECIAL FEATURES

- The Guardian League Table 2007 ranked the school as number two in the UK with scores of 10/10 for teaching quality and feedback and 9/10 for value added.
- The 2006 National Student Survey rated Kingston University as the number one School of Education in the country.
- The School is approved by the Training and Development Agency for Schools, and our Ofsted reports are excellent.
- You will study a range of topics, including linguistics and the sociology of second-language teaching.
- You can choose to study for a PgDip or MA award. If you undertake the MA, your dissertation gives you the chance to study an area of interest in greater depth and gain valuable research skills.
- Our student-focused approach includes a personal audit at the beginning of each module and a self-evaluation at the end, enabling you to identify your own interests and concerns.
- You will also be encouraged to compare your understanding of ELT in Britain with your experiences or personal interest in other cultures, and share and discuss this with others on your course.
- Teaching staff are professional practitioners or research active, keeping your learning at the cutting-edge.
- Our courses are designed in collaboration with local authorities, schools, colleges and other educational organisations, ensuring that you are kept up to date with the latest developments and initiatives.
- We offer flexible study options that enable suitably qualified candidates to enter at Phase 2 or 3 of the MA programme.

English: English Language Teaching

ENTRY REQUIREMENTS

- A second class degree or above, or equivalent relevant experience.
- Direct entry to Phase 2 (postgraduate diploma) or Phase 3 of the MA programme is possible for suitably qualified candidates.
- Consideration is also given to non-standard entrants.
- All applicants will be interviewed in person or by telephone.
- International students are required to have a minimum IELTS score of 6.5 or an equivalent qualification.
- Pre-sessional English language courses of 15, 10 or 5 weeks duration are available for students wishing to develop their oral and written skills prior to commencing the MA programme.

ATTENDANCE/DELIVERY

This is a modular programme based on credit accumulation. As a full-time student you will attend four days per week. All modules are compulsory (ie there are no electives).

DURATION

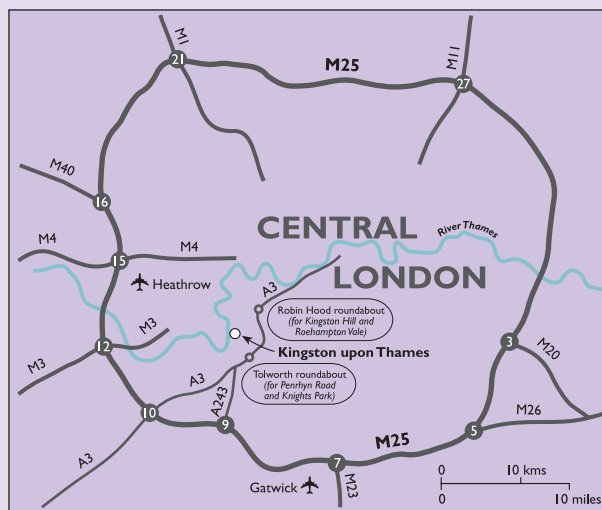
One year full-time.

ASSESSMENT

Assessment is by coursework and dissertation (for MA students only).

Location

Located beside the Thames, Kingston University is within the London travel-pass zone. Easily accessible from surrounding areas such as Surrey and Middlesex, its local train stations (Kingston and Surbiton) are only 25 minutes from Waterloo.



Further information

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