



MA in Teaching English to Young Learners: a distance learning programme



The University of York

The University of York was recently awarded the Times Higher Education of the Year 2010 award. It is ranked ninth in the 2011 Sunday Times University Guide and was ranked in the top ten for research in the 2008 Research Assessment Exercise results. It has also been ranked in the top 100 of world universities by the THE World University rankings of the leading 500 world universities.



The Department of Education

The Department of Education is widely recognised in the UK and beyond as a leading department in the field of education with a national and international reputation for the excellence of our degree programmes and research.

We offer a high quality education from a world top 100 university located in one of the most beautiful and historical cities in England. Our degree programmes were rated 'excellent' in the most recent Teaching Quality Assessment exercise. The department was ranked eighth overall in the UK for research quality in the most recent Research Assessment Exercise.

In the most recent National Student Survey our students expressed high levels of satisfaction for the quality of our teaching, academic support and organisation and management, placing us in the top 10 of UK education departments in these categories.

Introduction and outline

The MA in Teaching English to Young Learners (TEYL) is an award-winning Masters programme specially designed to cater for the needs of a range of professionals including advisors, teacher trainers, teachers, writers, publishers and Education Ministry representatives. This MA in TEYL is a two-year part-time distance learning programme. It is a full Masters course and successful participants will be awarded the degree on satisfactory completion of all module assignments.

Aims and objectives of the programme

The MA in TEYL provides a distance professional development programme for all those involved in TEYL enabling them to gain a full understanding of:

- How foreign languages are acquired by young learners
- How to create the most suitable classroom environment for young learner acquisition of languages
- How to manage assessment and evaluation of TEYL
- How to approach curriculum and syllabus design in TEYL
- How to design and create materials for the young learner classroom
- How to manage professional development in the field of TEYL
- How to design, carry out and interpret outcomes of small-scale Action Research

Each year of study starts with a one to two-week Intensive Module followed by four multimedia, self-study modules. All modules have been specially developed for the course and contain a mixture of materials including: module outlines, papers, notes, articles, video presentations, video examples of classrooms, taped interviews, professional reflection activities and assignment outlines. The modules are supported by books, tutorials and sessions during the Intensive Modules.

Each self-study module lasts approximately three months, allowing for study, reflection, research and writing. Study will take, on average, 13-18 hours per week. Students can, however, manage the timing of their study as they wish within the module timeframe.

Within each module, participants can focus on pupils aged up to 16 years of age including pre-school, primary and secondary.

The University of York is one of the UK's most successful universities, consistently ranked in the top ten for research and teaching quality.

“It was a fabulous course, a real stepping stone to what I have done subsequently”

– MA in TEYL graduate giving their opinion on the course in EL Gazette

“This MA has been extremely valuable for me, especially because of its practical nature. All the modules have directly influenced my day-to-day working practice. I think that the programme structure, documentation and supervision have been excellent”

– MA in TEYL Graduate Feedback



Intensive Modules

There will be a compulsory Intensive Module at the beginning of each year of study. Intensive Modules prepare students for the following year's study.

The Intensive Modules can be studied in different geographical bases: Singapore, UAE, Athens and Switzerland, or totally online.

In Year One, the Intensive Module focuses on Study and Writing Skills and Studying as a Distance Learner. There will also be an introduction to the self-study modules. In Year Two, the Intensive Module focuses on the Action Research Project.

Accommodation during the Intensive Modules in Singapore, UAE, Athens and Switzerland is available if required at extra cost. However, tuition fees for all Intensive Modules are included in the MA fee.

All eight self-study modules contain a mixture of theory and practice, which can be applied directly to TEYL. The final module of each year also has a summarising and review function, and is designed for participants to apply a variety of skills and expertise gained throughout the programme.

Assessment

In each Intensive Module, students will be required to deliver a presentation which will be assessed. In self-study modules, assessment will be by way of four marked assignments in each year of study. Assignments 1, 2, 3, 5, 6 and 7 will be up to 4,500 words in length. Assignments 4 and 8 represent the cumulative and summative assessment for the relevant block of four self-study modules in each year of study and are up to 5,500 words in length.

Supervision

Each student will be assigned a Programme Supervisor who will maintain regular contact with them throughout the programme by email, fax, Skype or post. During the Intensive Modules, students will have tutorials with their supervisor and spend time discussing their professional interest in TEYL and their study plans for the study years ahead with them.

What are the advantages of the University of York's MA in TEYL?

Our award-winning MA in TEYL is the only UK-based TEYL Masters programme focusing completely on teaching English to young learners and which is offered by distance study. This means:

- **Modules cover theory, practice, action research and professional development.**
- **All modules in this MA focus on the young learner up to 16 years of age.**
- **Flexibility of study – students study when they want to, not to a classroom-based timetable, causing less professional and personal disruption.**
- **Supervision is carried out by the most suitable means for each student, in a warm, friendly and supportive atmosphere.**
- **There is more opportunity to 'trial' ideas immediately in the classroom after study.**
- **Teaching and supervision is given by leading academics in the field.**
- **You will be part of a growing group of specialists in TEYL that shares expertise, best practice and enthusiasm for TEYL.**
- **There is a very high success rate for students in the programme.**

Eligibility

The programme is open to people from any country. In recent years, students from over 50 countries have studied successfully for this MA.

English language proficiency to IELTS 6.5; TOEFL (paper-based) 580 or CBT (computer-based) 237; iBT 92; Cambridge Proficiency A, B, C is now a prerequisite for entry to graduate programmes in the Department of Education for applicants whose first language is not English. You will normally need a good degree (UK 2.1 or above, USA grade point average 3 or above, China average degree score 80 or above) or a teacher training qualification from a recognised university or college. Teaching experience of approximately three years is expected for entry to the programme.

Fees

For the current tuition fees, please refer to our website www.york.ac.uk/teyl

Please note that the tuition fee is subject to an annual increase. Payment of tuition fees can be made in three instalments each year. Applicants will need to satisfy the University of their ability to finance themselves before they can take up an offered place.

For further details on any aspect of the fees please contact the MATEYL administrator.

Application forms are available at www.york.ac.uk/graduatestudy/applying

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You can also look at our website:

www.york.ac.uk/teyl

The modules

Intensive Introductory Module

Module One

Understanding how young learners learn

Module Two

Current approaches to teaching young learners

Module Three

Curriculum in practice

Module Four

Assessing and evaluating teaching and learning

Intensive mid-course Module

Module Five

Small and large scale syllabus design

Module Six

Teaching materials – evaluation, assessment, creation, design and application

Module Seven

Professional development

Module Eight

Action research project



'The University of York is an excellent provider of cpd courses'

CPD at the University of York aims to meet the development needs of professionals by transferring the innovation, intellectual wealth and knowledge held by the University's academic and research centres into the work environment.

By facilitating this knowledge transfer it enables individuals and their respective organisations to develop a competitive advantage and stay at the leading edge of their particular sectors.

CPD courses are available to professionals based locally, nationally and internationally, in both the public and private sector, and are available by attendance at the University of York, in-country and via distance learning.

They are designed to be flexible and accessible, with non-accredited short courses as well as part-time masters degrees, certificates and diplomas.

The University also works closely with many individual organisations to develop high quality, bespoke courses and training materials to carefully match their specific needs.

THE UNIVERSITY *of York*

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