



MA Education with TESOL 2021-22 Pre-course reading and activities

We thought you might like to begin looking into the topics you will be studying in your MA. There are so many interesting directions you can take your studies in Education and TESOL, and the MA team have got together to suggest some starting points. Below are some ideas of readings, TED talks, and other activities you can do and watch – you may want to follow these up with links and references you find in the activities.

For those without a background in grammar/ language/linguistics who would like practise and extend this area, there are links to books and online quizzes in the TESOL module section. You may want to use these if you are interested in TEFL teaching, or language and linguistics and grammar teaching in schools.

Most of the module teaching takes place in Semesters 1 and 2, followed by your dissertation module in the Summer, as you can see below. The readings and activities are organised according to the Semesters and modules. You can search for the titles in bookstores, there are lots of second-hand copies available online, or and some are available as pdfs, so check this option too!

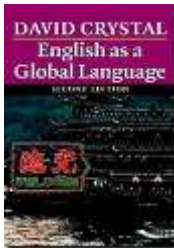


Semester 1	Semester 2	Summer
Global English Study the English language from socio-historical perspectives, allowing you to critically analyse its status, variation and roles in a multilingual and multicultural world.	TESOL Practical hands-on module giving you micro-teaching practice coupled with the study of language learning theories to extend your teaching and research capacities in TESOL and other language learning contexts.	Dissertation module The culmination of your studies will be your own research project, supported with taught sessions and supervision from relevant research-active lecturers.
Public Policy and Professional Practice in Education (PPPPE) How do politics and policy frame the goals of education? How is this authority asserted? This module equips you with analytical skills to assess the goals of education in the real-world.	Research Skills Develop your research proposals alongside analysis and discussion of education case studies with active researchers.	



ELT701: Global English Module

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.



David Crystal is a prominent linguist and popular writer on matters relating to English, Education, Technology and many other related topics. You can search for him online to find pdfs of publications and lectures, e.g.

http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf

What do you think about the ways English is spoken now, both in terms of the forms it takes and the functions it has: **the varieties, functions and domains of English**? What is the variety of English - pidgin/dialect/accents – spoken where you are from? English is spoken all around the world and the varieties are known as **World Englishes**. What views are held about your variety and where do people or government say it can be used? What does it mean for a language to be a **global language**? Will English remain the only global language? A David Crystal lecture from 2013 can be found here: <https://www.youtube.com/watch?v=5Kvs8SxN8mc>

What about other languages? **Is there a flipside to the increase in the use of English in educational contexts and teaching of English around the world?** Patricia Ryan is an experienced English Language teacher in the Gulf who talks here about access to English, and the need for English, but not at the expense of other languages. What do you think?



https://www.ted.com/talks/patricia_ryan_don_t_insist_on_english/transcript?language=en



John McWhorter is a leading linguist, author and academic in the US. He writes about language in relation to politics and culture. You can find lots of work by him on the internet, but here is one on English and learning other languages:



https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language

ELT703 Public Policy and Professional Practice in Education

Trowler, P. (2003). *Education policy*. (2nd ed.). London: Routledge.

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All of us have an education, and have attended school, but our experiences are unlikely to be the same. There are so many questions we can ask about education and schooling, and what it is. What do you know about **education policy** in England, the rest of the UK, or from your home country? What different school systems exist in your country of origin? Are there private and public systems? What are the differences between them? Are there other systems? Who goes to them and what are their outcomes? Is there a curriculum? What does it prioritise? What other policies are there in schools? Do politicians or education practitioners (or both) or other bodies decide what the curriculum and policies look like? How have policies and curriculums changed over time?

Check out Dr Abigail Parrish's short PowerPoint presentation on the **school system in England**. You may be from England or other countries – what other systems do you know about?

Also, take a look at Abigail's pdf about doing **Critical Discourse Analysis (CDA)**. If you haven't heard about this type of analysis, think about it like this- have you seen adverts or newspaper articles and felt or known they are trying to persuade you of doing or thinking something? CDA gives you a set of tools to analyse texts to try to explain *how* these messages are put across.

Both the UK school system PowerPoint and the CDA examples can be found on the pre-course information page.

International bodies are also involved in **education initiatives and goal-setting**. UNESCO and the World Bank are examples. <https://www.un.org/sustainabledevelopment/education/>



So, what do policies and goals tell us about the purpose of education and how it is shaped? There are **many voices and opinions in the Education debate**. Some think that there are reasons for considering alternatives to the systems that are in place. Perhaps they are not suited the time or the place in which they are implemented?



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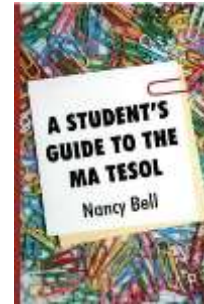
https://www.ted.com/talks/sir_ken_robinson_changing_education_paradigms

What do you think?

ELT702 TESOL

Bell, N. (2009) *A Student's Guide to the MA TESOL*. Palgrave Macmillan

If you are interested in TEFL careers or want to know more about the English language from a grammar/linguistics perspective, you may want to check the following (or similar) publications to see which you prefer. Again, the titles are here, but you can search for them online in bookstores or search for the pdf.



English grammar for everyone is a pictorial and accessible guide to the grammar of English https://www.amazon.co.uk/dp/0241242363/ref=rdr_ext_tmb

<https://ylidiomas.files.wordpress.com/2014/08/english-for-everyone-english-grammar-guide.pdf>

Other possible texts:

Scrivner, J. (2011). *Learning Teaching: The essential guide to English language teaching*. Macmillan Education.

Hudson, G. (1999). *Essential introductory linguistics*. Blackwell Publishing

Yule, G. (2006). *Introduction to the study of the English language*. Cambridge University Press.

There are also **online learning resources and quizzes for teachers and children:**

<http://www.englishcious.org/>

<https://www.ucl.ac.uk/internet-grammar/>

ELT704 Research Skills

Oancea, A. & Punch, K. F. (2014). *Introduction to Research Methods in Education* (2nd ed.). London

Sharp, J. (2012). *Success with your education research project* (2nd ed.). Sage

In the Research Skills module, you will be presented with real examples of education research projects that use different methods and tools to collect and analyse data. Prof. Chris Atkin and other researchers will guide you in devising your own research proposals for your dissertations. The texts below are two of many guides to doing research. Again, search for pdfs or secondhand copies (of various editions) as the latest ones will be available from the library during the course.



ACADEMIC WRITING and SKILLS

Finally, you will be writing academically for essays and dissertations. If you don't feel confident, or even if you do, the Manchester Academic Phrasebank is full of ideas about how to start, continue and end your essays, as well as many other things in between. Click along the purple tabs at the top, and the links down the right for lots of examples you can use in your writing and improve your academic style.

<http://www.phrasebank.manchester.ac.uk/>

We will be using **APA7th citation and reference format** for academic work. For those of you familiar with APA6th there are some changes to the new format. Check the blog here for tips and hints on writing, citing and referencing <https://apastyle.apa.org/blog/>

BGU's in-house support team for academic skills, CELT will be working with us throughout the year to help you with your academic skills and digital learning needs.