



School of Pacific Arts, Communication and Education



**MA by Coursework in English Language Teaching
& Leadership**

Frequently Asked Questions

MA by Coursework in English Language Teaching & Leadership

What are the programme requirements?

Year 1 (Completion of PG Diploma in Applied Linguistics & English Language Teaching)

- LN411 Advanced Language Analysis
- LN416 Language Acquisition and Multilingualism
- LN418 Integrating the Four Skills in English
- LN419 Technologies, Texts and Techniques for ELT

Year 2

- AL400 Research Methods (Linguistics version preferred)
 - ED491 Advanced Studies in Educational Leadership
- Plus 2 courses from:
- ED454 Advanced Educational Measurement & Evaluation
 - ED455 Advanced Curriculum Studies
 - ED468 Gender & Education
 - ED492 Advanced Studies in Educational Planning & Development
 - ED493 Advanced Studies in Educational Policy
 - LN413 Sociolinguistics

Important: This is not a research degree!

The MA by coursework programme does not contain a research component. This means that you cannot progress to a PhD programme without first taking a standalone 'directed research project'. If you have your sights set on a PhD, please discuss your situation with a potential research supervisor well before completing Year 1 of the programme. They may advise you to switch to the MA in Applied Linguistics by Supervised Research Project instead (a pathway to a PhD).

What does the programme aim to do?

The MA by coursework in English Language Teaching and Leadership enables experienced English teachers to upskill in their subject area while also gaining leadership skills. The first year of the programme focuses on the former, providing a solid foundation in Applied Linguistics and ensuring professional development that is directly applicable to language teaching. The second year of the programme focuses on the latter, enabling teachers to acquire skills in leadership, research methods, and some or all of assessment, curriculum, gender, planning, policy or language awareness. This combined programme provides progression opportunities for teachers seeking leadership positions within their schools or specialised roles within curriculum, assessment and planning units of Ministries of Education and similar.

The programme focuses particularly on the teaching of English. However, it is also relevant to teachers of other languages, including the vernacular and other languages such as French.

What are the entry requirements?

To meet the entry requirements, you must have:

BOTH

- i) Obtained a Postgraduate Diploma in Applied Linguistics and English Language Teaching from The University of the South Pacific with a GPA of at least 3; or
- ii) Obtained a Postgraduate Diploma in Linguistics from The University of the South Pacific with a GPA of at least 3; or
- iii) Obtained a Postgraduate Diploma in Education from The University of the South Pacific with a GPA of at least 3; or
- iv) Obtained a tertiary qualification deemed by Senate or its delegate to be equivalent to the qualification above;

AND

Met the entry requirements for both the Postgraduate Diploma in Applied Linguistics and English Language Teaching and the Postgraduate Diploma in Education, i.e. you will usually hold an undergraduate degree, with a GPA of at least 3, in one of the following programmes:

- BEd or BAGCED secondary with a teaching subject in Literature & Language
- BEd primary
- BA with a double major Education and Linguistics / Literature & Language

Please email fiona.willans@usp.ac.fj to check your eligibility if you are unsure. Provide your USP student number if you have one or send a transcript of results if you have graduated from another institution.

How do I apply?

Please visit the admissions section of the USP website or contact the Student Administrative Services for assistance. When completing any application forms, make sure you specify the programme and field of study as follows:

Programme: Master of Arts
Field of study: English Language Teaching & Leadership

If you have not yet completed a postgraduate diploma, you should first apply for:

Programme: Postgraduate Diploma
Field of study: Applied Linguistics & English Language Teaching.

Students may begin the programme in either Semester 1 or Semester 2 of any year. Application forms should be submitted well before the application deadline set by SAS.

What are the courses about?

LN411 Advanced Language Analysis (Core)

This course provides advanced training in the analysis of language, focusing on the phonological, morpho-syntactic and semantic elements of English and Pacific languages. English teachers will learn to apply these analytic techniques to practical classroom approaches that will transform the teaching of English pronunciation, grammar and vocabulary in the context of the Pacific region. Students intending to pursue a research degree in Descriptive Linguistics will learn to apply these analytic techniques to a detailed description of one or more Pacific languages.

LN416 Language Acquisition and Multilingualism (Core)

This course provides in-depth coverage of the way first and subsequent languages are acquired and learned, with specific reference to the Pacific context. The course addresses the acquisition of one or more languages in a non-school environment, as well as formal, classroom-based teaching and learning. Topics covered include the roles of input, motivation and explicit instruction within language learning, theoretical perspectives on bilingualism and multilingualism, models of bilingual and multilingual education, and different approaches to the teaching of vernaculars and languages of wider communication.

LN418 Integrating the Four Skills in English (Core)

This course covers both theoretical and practical approaches to the teaching and assessment of English as it is used in academic contexts. It takes an integrated approach to what have traditionally been labelled the 'four skills' of reading, writing, listening and speaking, and helps teachers teach beyond the test to foster active users of English. It moves teachers away from a surface-level understanding of 'skills' and enables them to prepare curricula and assessments that will foster meaningful and relevant use of the language.

LN419 Technologies, Texts and Techniques for ELT (Core)

This course is a very practical course that focuses on teaching strategies for the classroom. It provides hands-on experience working with innovative technologies to develop teachers' skills in the use of new tools when preparing and delivering the curriculum. It provides strategies for getting the most out of prescribed texts and textbooks, creating new texts based on learner needs, and transforming resource-poor teaching environments. It provides practical techniques for a range of elements that may include error correction, the promotion of fluency, and the integration of language and academic content from across the curriculum.

ED491 Advanced Studies in Educational Leadership (Core)

The course aims to examine various leadership theories and models, and organisational cultures to give deeper insights into how these impact all dimensions of the schools especially the core business which is learning and teaching. Also, the course explores leadership within educational communities, the change process and the concept of partnership among various stakeholders such as educational administrators, teachers, parents and students, and community members as a means of creating more effective and efficient educational communities of inquiry. The exploration of various concepts theories and models of leadership will enable students to develop their own professional ideas about quality educational leadership to meet the contemporary changes in the educational landscape.

AL400 Research Methodologies in the Humanities & Social Sciences (Core)

This mandatory entry level postgraduate diploma course in the SPACE and SOLASS provides students with a blended generic and discipline-based training in research design and methodologies. It is a prerequisite course for students undertaking independent research at the postgraduate level in the humanities and social sciences and related discipline areas. The course delivers training in a range of generic transferable research skills, linking them to relevant research, pedagogical, epistemological and scholarship issues at the discipline level.

ED454 Advanced Educational Measurement & Evaluation (Option)

This course aims to help students recognise the importance of establishing a sound culture of assessment that supports the long-term development of learners as well as the organisation and its stakeholders. Developing, implementing, and evaluating effective assessment strategies is one of the recurring themes of this course. The course also deals with fundamental measurement and evaluation ideas with respect to student learning as well as other issues in educational assessment.

ED455 Advanced Curriculum Studies (Option)

The purpose of this course is to enable students to re-think curriculum development in Pacific Island Nations, identify and explain significant issues in the current curriculum debate globally as well as regionally. Students will be expected to reflect critically upon current curriculum development processes and structures, develop the competency to define their own curricular positions and make decisions about curriculum-related issues in their own countries. They should learn to theorise their own education and recognise theoretical underpinnings in selected curriculum reform projects in the Pacific region. An important feature of the course is the emphasis given to national as well as regional curriculum initiatives and the need to re-think the school curriculum in terms of curriculum concerns for a more culturally inclusive and gender sensitive curriculum.

ED468 Gender & Education (Option)

This course provides a forum for the critical examination and understanding of the different structures, activities and perspectives related to gender and education. It will look at the nature of contemporary gender relations and the construction of gender and gendered identities by educational theories, policies and provisions from various perspectives. How 'gendering' has changed over time, how it varies between cultures and social classes in different societies including those of the region, and the implications of these changes in the function and provision of education should create enriching discourse. Education will cover both formal and informal. The topics are relevant to both men and women, and society as a whole.

ED492 Advanced Studies in Educational Planning & Development (Option)

The course aims to examine various planning theories and models that would give deeper insights into how these could positively impact educational development and in turn improve the core business which is the quality of learning and teaching. Also, the course explores the planning process and the importance of the concept of partnership among various stakeholders such as educational administrators, teachers, parents and students, and community members as a means of creating more effective and efficient educational plans. This demonstrates that it is preferred that planning is a team effort. The course will demonstrate that in educational planning the process is as important as the product that is, the plan.

ED493 Advanced Studies in Educational Policy (Option)

This course introduces policy studies in education as a discipline of enquiry and area of practice to educators including educational leaders, planners, policy makers and practitioners. The educational enterprise is dynamically complex and is increasingly becoming a matter of public interest and debate. Therefore, an appreciation and understanding of the educational policy process is useful to the planners themselves, as well as educators generally. The course deals with relevant theoretical perspectives, research bases and practical experiences in various aspects of educational policy process.

LN413 Sociolinguistics (Option)

This course is an introduction to sociolinguistics, that part of linguistics that studies the connection between language and society. Speakers of the same language do not all speak exactly the same way, and an individual speaker does not speak the same way all the time. Through a variety of readings, discussions, and assignments, we will explore language variation across regions, ethnicity, social class, gender, age, and more. Students will learn how sociolinguistic research is conducted and will become familiar with the major findings of sociolinguistic research studies.

How long does the programme take?

Full-time students can take two courses each semester and complete the programme in two years (Year 1 for the Postgraduate Diploma and Year 2 for the Masters). Part-time students can take one course each semester and complete the programme in four years.

Where can I study?

Courses can be taken from any country in online mode. You will need a good internet connection in order to access the online materials and join Zoom sessions if you are studying remotely. There will also be a final exam for some courses, for which you will need to attend your nearest USP campus. Those studying from outside the USP region should get in touch well in advance of the application deadline, so that we can work out logistical arrangements for exams and admin.

Students at Laucala Campus can usually attend face-to-face sessions in addition as part of a Blended offering.

How are the courses assessed?

Some courses are assessed through a series of coursework tasks (60%) and a final exam (40%). Others are 100% coursework.