Goldsmiths
UNIVERSITY OF LONDON

MA Multilingualism, Linguistics and Education
Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: MA Multilingualism, Linguistics and Education

Programme Name: MA Multilingualism, Linguistics and Education

Total credit value for programme:

Name of Interim Exit Award(s):

Postgraduate Certificate in Multilingualism, Linguistics and Education

Postgraduate Diploma in Multilingualism, Linguistics and Education

Duration of Programme: 1 year full-time or two years part-time

UCAS Code(s): Not applicable

HECoS Code(s):

(100328) Linguistics 60%

(100459) Education Studies 40%

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

Home Department: English and Creative Writing

Department(s) which will also be involved in teaching part of the programme:

Educational Studies

Programme overview

This MA combines the expertise of two departments: the Department of Educational Studies and the Department of English and Creative Writing and aims to offer students a wideranging interdisciplinary programme. Students learn how the English language and other languages are structured and used in a range of cultural settings, and how to support the literacy and learning development of students from multilingual backgrounds. The course provides a critical engagement with theory, policy and practice, and students benefit from intellectual debates in the disciplines of both education and linguistics.

This programme is targeted at students who are working or planning to work in education in multilingual contexts and/or those who are interested in exploring further the theoretical and practical issues involved in intercultural and multilingual communication. The MA will add value to graduates' professional life, whether as managers, teachers or researchers, or in other careers related to language and education.

The programme will particularly attract students who are interested in teaching second and foreign languages (for example in multilingual classrooms, in bilingual education settings internationally, or English as a foreign language) and wish to achieve a wider theoretical base relating to their interests.

Programme entry requirements

The standard requirement is an upper second class BA or equivalent degree in education, linguistics, or another relevant subject. Other qualifications of equivalent level will be considered where there are indications of academic strength and relevant professional experience. A high level of competence in written and spoken English is also required. If their first language is not English, candidates would need a minimum of 6.5 overall (and a minimum of 5.5 in each area) in IELTS or equivalent. Where candidates fall short of this requirement, places might be offered conditional on successful completion of a presessional programme or a Graduate Certificate from the English Language Centre.

Aims of the programme

The programme aims to offer undergraduates with relevant experience an interdisciplinary programme that will enable them to broaden and extend their first degree, or offer candidates with appropriate professional experience and interests a programme that will enable them to gain a solid footing in linguistics and education with a special emphasis on the interface between the two.

Programme learning outcomes

Students who successfully complete the Postgraduate Certificate in Multilingualism, Linguistics and Education will have demonstrated a developing competence in the areas below.

Students who successfully complete the Postgraduate Diploma in Multilingualism, Linguistics and Education will have demonstrated a developed competence in the areas below.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An advanced and systematic knowledge and understanding of recent and relevant literature relating to research in multilingualism from linguistic and educational perspectives, and the ability to demonstrate critical awareness of current theoretical problems and new insights in the areas of study covered by the programme;	Global English (compulsory) Language in Sociocultural Context (compulsory) Bilingualism and Biculturalism in Education (compulsory) Teaching Language in Multilingual Contexts (compulsory) Intercultural Discourse & Communication Children's Literature and Cultural Diversity
A2	A sophisticated and critical understanding of the interaction of culture, language and identity in the social world, in particular with respect to policy and practice in multilingual educational contexts;	All modules
A3	An understanding of the relationship between intellectual debates in linguistics and educational studies and an ability to apply this interdisciplinary understanding to different linguistic and educational practices.	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)

B1	Understanding of and ability to apply advanced skills in critical thinking and analysis;	All modules
B2	Ability to generate hypotheses and creatively develop complex arguments on the basis of real-life data in response to these hypotheses;	All modules
B3	Ability to approach educational and linguistic situations with self-awareness and ability to communicate this self-reflection.	All modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to conduct original detailed analyses of academic, policy and other texts or examples of linguistic, social and cultural processes or practices, informed by appropriate theoretical and methodological perspectives;	All modules
C2	Ability to build a detailed, structured and coherent argument and use this to critically evaluate current social, linguistic and educational policy and practice	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Advanced communication and discussion skills, in written and oral contexts	All modules
D2	Ability to compare and evaluate different textual materials	All modules
D3	Capacity to handle ideas in rational, critical and evaluative ways	All modules
D4	Management of own learning, including working effectively to deadlines	All modules

Students who successfully complete the MA Multilingualism, Linguistics and Education will have demonstrated an in depth competence in the areas above, and in addition, an in depth competence in the following knowledge and skills below:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	An advanced understanding of relevant research methodologies and approaches to the study of language in different sociocultural contexts including educational settings, and the ability to critically and systematically evaluate published research;	Dissertation (MLE)

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	AS ABOVE	N/A

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Ability to creatively formulate appropriate and relevant research questions relating to multilingualism and language use in different educational contexts	Dissertation (MLE)
C2	Ability to determine what data is needed to address given research questions and to select appropriate data collection methods;	Dissertation (MLE)

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	AS ABOVE	N/A

How you will learn

Across the modules included in the programme students will be invited to learn about seminal and current theories in the respective disciplines and critically evaluate them via small-group and whole-group discussions (A1). In all modules, presentation of theory will be clearly linked with policy and practice and most modules invite students to conduct smallscale research into practice-based examples and case studies. In most cases this will form the basis for student presentations (A2). Where relevant within the compulsory and option modules, the programme will include co-taught seminars to encourage student-staff interaction across the two Departments and the development of an interdisciplinary perspective (A3). Discussions of current research in the area will include learning about and critical evaluation of research methodology and will provide students with a familiarity with the issues set out in MA learning outcome A1, whist the dissertation will give students the opportunity to develop an in-depth competence in these areas. Throughout the programme there will be an emphasis on peer support through collaborative group working, and further support through one-to-one tutorials for assignments.

Work in small groups and whole-group discussion across all modules support the development of B1 and B3. Students' critical examination of published research in class and during their self-directed studies help them practice and develop B2.

All modules will involve critical analysis of texts from different theoretical and methodological perspectives through small-group and whole-group discussion (C1). The discussion will examine the arguments contained in published research and how these apply to policy and practice, and encourage students to develop their own critiques (C2). The dissertation is particularly instrumental in developing the MA learning outcomes C1 & C2 beyond passive understanding. Skills sessions offered by ECW for the dissertation will discuss the relationship between real-life linguistic or educational problems and their systematic and rigorous examination by researchers through a range of methodological approaches (all cognitive outcomes). The skills sessions give students the opportunity to examine the various stages of conducting research, for example how to formulate a research question and how to match research questions to data collection techniques. The skills sessions, together with one-to-one tutorials, prepare students for independent work on their dissertations (all cognitive outcomes). However, on most of their modules students are also encouraged to respond to questions by collecting their own data (for example, an appropriate selection of texts or examples of spoken interaction that can be analysed using techniques of discourse analysis, transcripts illustrating code-switching or classroom interaction that students have collected themselves, ethnographic observation of classroom interaction, interviews with multilingual persons, and others). The programme aims to incorporate and respond to the unique background of each student as an individual with

experience of or interest in multilingualism and strives to remain open and responsive to the experiences students bring with them, as well as to the data they are able to collect.

Throughout the programme, discussions in class and participation in the modules will involve D1-3. To complete the programme successfully, students will need to balance their workload and the varying demands on their time during the year, and they will be given advice on module selection in order to accomplish this (D4). Time management and how to organise the preparation and writing of assignments will also be a component of the skills sessions and of one-to-one tutorials (D4). Working in small groups in class and preparing team presentations for some of the modules will support D5.

How you will be assessed

Both in the essays that students will write for their taught modules and in exam students will be expected to apply the theoretical concepts they have explored during the course with critical understanding of how the notions are discussed in the literature and how they apply to real-life situations. On a number of the taught modules students will be expected to provide an independent analysis of original data stemming from real-life examples of

multilingual language use and/or related to issues of teaching and learning. The Dissertation module requires students to further develop and demonstrate their theoretical knowledge and understanding of methodological approaches.

Students' work on their assessment units for the compulsory and option modules and

especially their work on their dissertation support the development of all the cognitive/intellectual skills listed above.

Some taught modules suggest research questions to students, while leaving them free to choose their own with the guidance of the tutor, thus providing support with C3. Most assignments strongly encourage students whenever possible to relate what they have learned to examples from their own experience, or to data they have access to. A coherent, structured and valid argument involving critical analysis is an integral part of the assessment criteria for all of the assignments and the dissertation (C2).

Student presentations and the written examinable components will all support the development of D1-6.

Across the programme, a number of summative assessment formats are applied: exam (for Core Issues in English Language & Linguistics and Language in its Sociocultural Context), extended academic essay (5,000 words for courses in ES, 5,000-6,000 words for courses in ECW) for the other courses offered on the programme, and an independent research project of 15,000 words (the dissertation).

Students are encouraged to discuss their assignments in tutorials before submission and to make use of the written feedback they are given by their tutors. Additional discussion time is provided in class, when students are sometimes asked to make non- assessed in-class presentations based on their independent reading and research.

Assignments submitted earlier in the year provide feedback which is formative with respect to work produced later in this year, and especially the dissertation.

(Please note that marking criteria are flexible. An excellent discussion may be compromised by poor expression or organisation; an eloquent discussion may be fundamentally irrelevant. Examples of other factors adversely affecting a mark would be repetition, or manifest incompleteness or serious failure to meet the prescribed length.)

Students taking courses at the Department of English and Creative Writing are advised to note further the following general assessment criteria for written work:

1. Relevance of discussion and argument to the topic; ability to discriminate between merely descriptive statements and critical analysis, and to identify pertinent issues with precision.
2. Ability to present, sustain and conclude fluently a discussion, investigation or complex argument based on close and imaginative engagement with the text(s) in question, and to draw reasoned and logical conclusions.
3. Clarity of the work in terms of legibility, spelling, punctuation and grammar; and the professionalism of the presentation.

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	English and Creative Writing department's assessment criteria for written work: candidates show evidence of an outstanding ambition and execution in their writing, extensive relevant reading and reflective insight. This knowledge will have been reviewed critically with independence of thought and executed professionally. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be exceptionally clear, well-focused and cogent. Educational Studies department's general assessment criteria for written work: is awarded to candidates who show evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well-focused and cogent, considered to be of quality suitable for publication. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptional level. The work is very well written with accurate and appropriate referencing.

70-79%	Distinction	English and Creative Writing department's assessment criteria for written work: Mature and full grasp of issues raised by the question/topic, communicated fluently within a structured essay demonstrating analytical rigour and well substantiated independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and into context and/or secondary criticism; a professional standard of execution.
60-69%	Merit	English and Creative Writing department's assessment criteria for written work: Lucid and analytical discussion showing clear understanding of the principal issues raised by the question/topic, and making aptly selective use of module text (s) and concerns and of relevant contextual or secondary criticism in a structured way to reach substantiated conclusions. Well-articulated and presented to a good standard of professionalism. Educational Studies department's general assessment criteria for written work: is awarded when candidates show consistency and fluency in discussing and evaluating evidence and theories drawn from a wide range of sources. They will demonstrate an ability to relate this reading to their particular educational field and will clearly have understood and assimilated the relevant literature. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to a very good extent. The work is well written with accurate and appropriate referencing.
50-59%	Pass	English and Creative Writing department's assessment criteria for written work: Adequate discussion showing understanding of some of the issues raised by the question/topic, making use of module text(s) and concerns in a reasonably coherent way to reach sufficiently substantiated conclusions. Satisfactorily clear, with an adequate standard of presentation and execution. Educational Studies department's general assessment criteria for written work: is awarded when there is clear evidence of knowledge and understanding but where there may be little development of ideas, critical comment or methodology. There

		will be reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module adequately. The work is well written with accurate and appropriate referencing.
30-49%	Fail	English and Creative Writing department's assessment criteria for written work: At this level of study, an essay, dissertation or examination answer may show adequate knowledge of the syllabus but fail on grounds of inadequate relevance to the question/topic; it may be fluently argued but lack adequate evidence of the student having understood the work set for the module; or it may be relevant and well-informed but incoherent in expression and argument. Educational Studies department's general assessment criteria for written work: is awarded when there is some evidence of knowledge and understanding with some development of ideas. However there is no evidence of critical comment or analysis. There will not be reference to the relevant reading expected at Masters Level. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have not achieved the specific learning M Level outcomes for the module adequately. The work is written to a satisfactory level with accurate and mostly appropriate referencing.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes at Masters standard.

1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Mode of study

Full-time or part-time

Programme structure

It is compulsory for students to take one of the following two modules from English and Creative Writing:

- English in a Multilingual World (Autumn Term) or
- Language in its Sociocultural Context (Spring Term)

In addition, it is compulsory for students to take one of the following two modules from Educational Studies:

- Biculturalism and Bilingualism in Education (Autumn Term) or
- Teaching Languages in Multilingual Contexts (Summer Term)

These modules have been selected because they provide a wide-ranging introduction to the social and educational aspects of language use and multilingualism. A choice between two compulsory modules in each Department is offered to take into account the diverse possible backgrounds of potential applicants for the MA. Thus the ECW module English In A Multilingual World gives a comprehensive introduction to the role of English in the world and

its linguistic diversity, which will be important for students who come with experience of teaching but without mastery of the necessary theoretical concepts. Meanwhile, the ECW module Language in its Sociocultural Context offers the opportunity to explore sociolinguistics and discourse analysis in more depth, which is likely to attract applicants who have already studied basic linguistics. Students wishing to enrol on the programme will be able to discuss the choice of compulsory modules with the Programme Co-ordinator. Students can also take both modules if they wish, by selecting one as a compulsory module and one as an option (see further information on options below).

The compulsory modules in Educational Studies operate in a similar way. Biculturalism and Bilingualism in Education examines the broader sociocultural issues and sociopolitical contexts that affect bilingual students' experiences in their home and community environment as well as in education itself. This module will be useful to students who have had little opportunity to explore such issues, although they may be experienced in teaching. The ES module Teaching Language in Multilingual Contexts provides the pedagogical basis for working across a range of settings including the teaching of foreign languages, community languages and English as a first or second language. This module will attract students intending to go into language teaching as well as those already engaged in the profession. Again, students can take both modules if they wish, one as a compulsory module and one as an option.

Students wishing to enrol on the programme will be able to discuss the choice of compulsory modules with the Programme Coordinator.

In addition, students must choose two option modules (one from ES and one from ECW) from the following portfolio:

- Intercultural Discourse & Communication (ECW, Spring Term)
- Core Issues in English Language & Linguistics (ECW, Autumn Term)
- Language & Ideology in Written Discourse (ECW, Spring Term)
- Analysing Discourse & Identity in Spoken Interaction (ECW, Autumn Term)
- English as a Lingua Franca and Language Teaching (ECW, Spring Term)
- Children's Literature and Cultural Diversity (ES, Spring Term)
- Race, Culture and Education (ES, Spring Term)
- Masculinities, Femininities and Identities in Education (ES, Summer Term)
- Early Childhood Education for a Diverse Society (ES, Summer Term)

As part of their degree, students write a dissertation of 15,000 words that reflects the range of topics covered within the programme, but also the personal interests of the students. We encourage hands-on research based on samples of written and spoken language use from a variety of institutional and informal contexts. We will also help students gain access to

multilingual educational settings or individuals where appropriate, so they can engage in independent action-research. This should also give students a unique insight into the practices of British classrooms and different linguistic communities. Students are encouraged, of course, to make use of their own previous experience or unique cultural and linguistic background as well.

Students are assigned a dissertation supervisor from either ECW or ES, depending on the focus of their project. All modules carry 30 CAT points, apart from the dissertation, which carries 60 CAT points.

Part-time students take both compulsory modules in the first year of study. In order to proceed to their second year they must successfully complete at least one of them.

Module Title	Module Code	Credits	Level	Module Status	Term
EITHER: English in a Multilingual world	EN71078B	30	7	Compulsory	1
OR: Language in Sociocultural Context	EN71076C	30	7	Compulsory	3
EITHER: Biculturalism and Bilingualism in Education	ED71024A	30	7	Compulsory	3
Module Title	Module Code	Credits	Level	Module Status	Term
OR: Teaching Language in Multilingual Contexts	ED71131C	30	7	Compulsory	1-3
Optional modules to the value of 60 CATS	Various	60	7	Optional	1-3
Dissertation (MLE)	EN71086A	60	7	Compulsory	1-3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an

opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success. All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.
The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Centre for Academic Language and Literacies works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Employability and potential career opportunities

The programme is aimed at students with experience in teaching (for example, teachers of English as an additional language or teachers who work in multilingual environments), or

those who would like to gain teaching or other educational experience in the future. As it provides a solid insight into educational and linguistic policy and practice, the programme will also be useful to those aiming to enter the administration or management of educational or language policy. In addition, this qualification can be useful in careers with a wider linguistic and social focus, for example journalism, publishing, or translation and interpreting.

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The programme aims to develop the following skills with regard to the Goldsmiths Graduate Attributes:

1) Thinking skills

Throughout the programme, students will be required to debate and discuss a wide range of ideas concerning multilingualism and multiculturalism, thus developing a well-informed understanding of socio-political issues that are currently contested in academia and in the wider world. This process will hone critical and analytical skills. Furthermore, the intake for the programme is expected to include a number of international students, who will be encouraged by tutors to share their experience of different languages and cultures in order to stimulate an exchange of knowledge and viewpoints with home students (some of whom will be teachers in multilingual classrooms in London). Such discussions will raise intercultural awareness and foster the skills of adaptability and flexibility. Essays and other written work will require rigorous presentation of a coherent argument in the appropriate academic style following the conventions of academic writing, including referencing. In the process of preparing their assessment submissions students will need to make effective use of libraries, electronic databases, the virtual learning environment and other appropriate information technologies. In most cases assessment will be prepared using word processing packages. In this way the programme will develop high level literacy skills.

2) Entrepreneurial skills

In all modules, students will work collaboratively in small groups to critique texts, analyse data, and prepare and deliver presentations to the class. Tutors will ensure that groups

consist of students from different countries and backgrounds, and encourage group work strategies through which group members develop networking and negotiating skills. Building on this in- class experience, further peer networking will take place, since students will be encouraged to support each other to gain access to contacts and settings that enable them to gather data for their dissertations, and aid future work opportunities in the UK or internationally. To foster networking on a wider scale, students will be introduced to experts in the field at research seminars in each Department, and invited to attend a range of events and conferences relevant to the programme run by other departments at Goldsmiths and throughout universities in London. To develop skills of initiative, they will be encouraged to run their own seminar groups such as the Engaged Pedagogy Lab set up by MA students from the Department of Educational Studies to promote intellectual exchange between students and lecturers from across the College, or the Multicultural Cinema.

3) Interpersonal skills

Both in whole-class discussion and group work activities, tutors will emphasise the importance of equal participation by all students, for example by asking groups to share out tasks and take turns when reporting back to the class, thus developing teamwork, leadership and social skills. An integral aspect of the programme, given its focus on multicultural issues, will be reflection on cultural differences in self-presentation and individual/group relationships. Students will be encouraged to explicitly name and discuss such differences in a supportive environment that fosters intercultural understanding, building the skills of empathy and diplomacy.

4) Intrapersonal skills

All assignments will be individually planned by each student on a topic of their choice, often involving small-scale research into practice-based issues and case studies of particular events or settings. In order to successfully carry out these investigations, students will be supported (in individual tutorials and through the additional skills sessions) to develop skills of planning and organisation, time management and reflection. The dissertation, in particular, demands a considerable degree of self-motivation and insight in order to devise and carry out a research project and critically analyse the findings. Again, students will receive individual and group support to develop these skills over a number of months as they move through the stages of the dissertation process.

5) Presentation

To build articulacy, students will develop many of their ideas through pairwork and small group discussion before presenting them to the whole class. Individual and group presentations on specific issues will be arranged in each module, using a variety of

technologies and formats. In order to prepare these presentations, students will be encouraged to engage in communication and networking and will receive constructive feedback from tutors and peers with regard to the persuasiveness of their arguments, so that they gain self-confidence and are ready to move forward in their academic or professional careers.

Programme-specific requirements

For the Postgraduate Certificate to be awarded, students must have passed modules to the value of 60 credits (all of which must be from the compulsory modules).

For the Postgraduate Diploma to be awarded, students must pass modules to the value of 120 credits (60 of which must be from the compulsory modules).

Tuition fee costs

Information on tuition fee costs is available at: https://www.gold.ac.uk/students/fee-support/

Specific programme costs

Not applicable