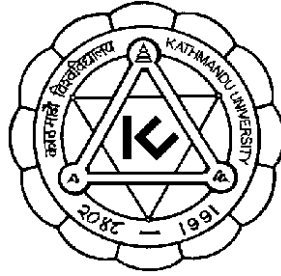


School of Education
Kathmandu University



Curriculum

for

M Phil in English Language Education

Balkumari, Lalitpur, Nepal

December 2012

MPhil in English Language Education

The Context

School of Education has been offering M Phil in education program since 1997. This 33-credits three-semester program includes core courses of twelve credits, one dissertation of six credits, and an area of specialization of fifteen credits. The core courses include research methods related courses (9 credits), Seminar Issues in Education (2 credits) and Writing for Professionals (1 credit). The dissertation entails an independent, original and closely-defined research project carried out under the mentoring of an assigned supervisor. Broadly speaking, the MPhil in English Language Education program will come under the umbrella of Curriculum and Instruction with a specialization of English Language Education. In this program, students take total of 36-credits, 15-credits of which from their area of specialization.

Realizing the need for the quality teacher education to develop the English language teaching in Nepal, we launched M Ed in ELT programme in 2003 and several batches have graduated since. These graduates have contributed to the ELT field as teachers, teacher trainers, and teacher developers in the country. Human resources are required to plan, manage and lead these English language teachers, trainers and developers, and also to conduct research in this discipline, however, there is no provision for such a degree in the country. In the absence of higher degrees in English language education that can produce the said human resource, the professionals who sought for such a degree have either gone into other disciplines or have had to leave the country. Clearly, there is a great demand from the admission seekers that M Phil in English language education be launched. As a proactive response, we have developed the programme and the curriculum and are hereby proposing for the launching of the M Phil in English Language Education (M Phil in ELE hereafter).

We envisage that the proposed academic program reflects the historical character of MPhil as a research-based academic program. By its nature, the purpose of M Phil in ELE program is to put emphasis on capacity building of potential research scholars whose research is likely to become a basis for improving practices in their professions. Given this perspective, the School can accommodate qualified post-graduate students in English language education from English language teaching, English literature and English linguistics. The School has the relevant faculty members and/or it can outsource from among the faculties of other Universities. International experts in the field can also be invited for short-term visits so as to enhance the research capacity of our research students and faculty members.

Program Outcomes

By completing MPhil in English Language Education program, students are expected to demonstrate

- an ability to identify research issue(s) and to formulate viable research questions;
- a demonstrated capacity to design, conduct and report independent and original research on a distinct research program;
- an ability to define, derive and apply appropriate quality standards for their research;
- a sound understanding of the major areas, focus and contours of local, regional and international research in their respective research area;
- a capacity for critical assessment of relevant scholarly literature in English language education;
- well-developed flexible problem-solving abilities (skills, knowledge and attitudes) appropriate to the area of study;
- the ability to analyse and interpret research data as per the ethos of paradigm(s), methodologies and methods employed in their research;
- the capacity to share effectively the results of research and scholarship by oral and written communication;
- a sound understanding of scholarly conventions in English language education;
- a sound understanding of the need to respect for truth and intellectual integrity, and the ethics of research and scholarship;
- a capacity to collaborate with other researchers and organizations;
- an ability to manage information effectively, including the application of computer systems, software and online databases where appropriate to the student's field of study.

Duration

Generally, M Phil in ELE students are expected to complete their study in 1.5 years. In the case of delayed completion, the Kathmandu University rules will apply.

Fees

The total fees of the program and payment modalities will be the same as other MPhil programs of the School.

Program Design

- Core courses – 12 Cr
- Specialization courses – 18 Cr
- Dissertation – 6 Cr (40,000 words depending upon the nature of research; but this length is indicative only)

Overall Course Structure

Core (12)	EDUC 521: Research Methods in Education and Social Science (3) EDUC 522: Statistical Methods in Education and Social Science Research (3) EDUC 621 – Advanced Qualitative Research Methods (3) or EDUC 622 – Advanced Quantitative Research Methods (3) EDUC 513- Writing for Professionals (1) EDUC 514-Seminar: Issues in Education (1+1)
Area of Specialization (15)	ELED 551 Trends and Issues in English Language Education ELED 552 Second Language Planning and Management ELED 553 English Language Teacher Education and Development ELED 554 Discourse Analysis in Applied Linguistics ELED 555 Facets of English Studies
Electives any one (3)	ELED 610 History of English Language Education ELED 611 Evaluation issues in English Language Education ELED 612 Transformative Education Research and Practice in English Language Education ELED 613 Second Language Curriculum
<u>Practical Course</u>	EDUC 531 Dissertation – 6
Total Credits – 33 Cr. Hrs.	

Core Courses (~ 12 Cr hours)

1. EDUC 521-- Research Methods in Education and Social Science (3)

The course is intended for research students to build on their prior knowledge on research. Therefore, the purpose of this course is to foster an understanding among the participants about quantitative, qualitative and the present third wave research of merging both qualitative and quantitative data. The course is practical in nature as it will help the participants to apply research method in their thesis / dissertation writing and even carrying out a research in their professional life.

2. EDUC 522-- Statistical Methods in Education and Social Science Research (3)

This is the course designed for research students on statistical methods and research. The course aims research students to develop competency to use various statistical techniques in educational research. The emphasis of the course is more on interpretation of results and understanding their strengths and limitations of different statistical measures. Use of computer in statistical analysis has become indispensable. Advance software use is

widespread. This course provides hands-on training on the use of statistical package, such as SPSS.

3. EDUC 621 – Advanced Qualitative Research Methods (3)¹

With the aim of enabling research students with skills, knowledge and understanding of qualitative research methodology, methods and techniques, the course intends to develop research capabilities in problematising research issues, conceptualising research framework, developing research design and analysing and interpreting qualitative data. Furthermore, the course also aims research students to develop knowledge and skills necessary for applying appropriate quality standards for their research projects. Key topics of this course include: *Paradigms of interpretivism, criticalism, postmodernism and beyond; multi-paradigmatic research design; data analysis and analysis plus; quality standards as per different research paradigms; and Eastern and Western approaches to knowledge claims.*

4. EDUC 622 – Advanced Quantitative Research Methods (3)

The course aims research students to demonstrate skills and knowledge necessary for successfully completing their dissertation research. Moreover, the course aims research students to develop a sound understanding of positivist and postpositivist research paradigms with respect to their features used in designing research, conducting fieldwork and analyzing data. Key topics of this course include: *Positivism and postpositivism, variables, scaling, inferences, data analysis and interpretation, and quality standards (validity, reliability and objectivity).*

5. EDUC 513- Seminar: Issues in Education (1+1)

This course is intended for research students to identify their research topics/questions and share with the community of practice. More so, research students are required to make at least two seminar presentations in their research areas. Each presentation needs to be accompanied by a scholarly paper.

6. EDUC 514- Writing for Professionals (1)

The course aims to develop skills and knowledge necessary for academic writing among research students. Research students will gain competence in organizing ideas and expressing them through writing in English language. As the key outcome of this course, research students will be able to write academic course papers, research reports, thesis papers and publishable articles in refereed journals. Key topic for this course include:

¹ Research students will select either EDUC 621 – Advanced Qualitative Research Methods (3) or EDUC 622 – Advanced Quantitative Research Methods

Narrative and systematic writing; writing conventions for different research paradigms; writing as/for inquiry; components of a research paper; and style guidelines.

Specialization Courses (~15 Cr hours)

1. ELED 551 Trends and Issues in English Language Education

This course aims at developing in students the understanding of English language education as a discipline. With a brief survey on the historical development in the English language teaching and learning up to the present day, this course enables students to explore and analyze the contemporary issues and trends in this discipline. It will also enable students to explore and analyze socio-political issues that have impacted the English language education in Nepal and South Asia. Apart from the trends and issues in the English language pedagogy, students will also review and analyze contemporary research practices in the discipline.

2. ELED 552 Second Language Planning and Management (3)

This course looks at the way second language can be developed and maintained through planning and managing the different aspects of language including the language itself, the people who use this language and the contexts in which this language is used. Students will be guided towards in-depth reading on the topics and given the opportunity to develop their skills of analysis and synthesis of theoretical and methodological issues. This course further examines the main skills involved in managing an ELT operation, including strategic planning, managing educational change and costing and budget setting. The course is intended for both academic managers and those intending to move from an academic into a managerial position.

3. ELED 553 English Language Teacher Education and Development (3)

This course is designed for English teacher education planners, managers, trainers and educators working in formal and non-formal training, education, and teacher development. It will look into the language teacher education and development practices at the universities, state sector and non-state sector. Students will explore how the teacher education programmes are developed and run and the challenge that face the stakeholders. This course will also develop in students general philosophy of teacher development and skills required to help teacher development. The areas addressed by the course will be teacher training, observation and feedback, continuing professional development and mentoring. Students will review and analyse and explore newer issues for research in second language teacher education and development.

4. ELED 554 Discourse Analysis in Applied Linguistics (3)

This course in discourse analysis in applied linguistics encompasses a wide range of critical practices concerning linguistic, social, cultural, historical and political

representations in language and language education. It also provides students with an opportunity to explore and analyze social-theoretical insights into discourse analyses while it also allows them to advocate and challenge works across traditional disciplinary and ideological boundaries. This course is designed also to address the current concerns in English language education by drawing topics as diverse as ideology, inequality, power, class relations and identity politics as well as classroom phenomena. The course also makes research practices in DA mandatory with flexibility on the choice of issues underlying the politics and scholarship of English education in Nepal.

5. ELED 555 Facets of English Studies

The aim of the course Facets of English Studies is to substantively orient students to the diverse theories with particular focus on current critical practices pertaining to the scholarship in English and English language education. So the course takes into account a wide range of theories and critical trends across the disciplines in social sciences. The course draws representative concepts and theories from the classical times through the nineteenth and twentieth century developments to very recent interdisciplinary concerns surrounding English education within the domains of humanities and education. The course will also cover established as well as emerging research practices in English Studies, orientation of which is expected to lend adequate grounding for discourse studies across emerging concerns in education and scholarship in Nepal.

Electives (any one) (3)

1. ELED 610 -- History of English Language Education

English language initially spread across the world along with the colonial power of the British. Later, it grew as a powerful tool to expand business and technology. Now, this language has become the means of livelihood and emancipation. The teaching and learning of this language has also taken different philosophies and approaches and come a long way in theory and practice. This course will guide students through historical traditions of pre-methods era, methods era and post-methods era. Students will review and analyze the historical patterns of English language pedagogy in Nepal and South Asia.

2. ELED 611 -- Evaluation issues in English Language Education

The course focuses on the recent perspectives and issues in student evaluation in English language education. With the notion that effective evaluation is ongoing and embedded in instructional activities, the course aims at exploring issues while developing multiple evaluation tools in English language education. Major course topics include: overview of evaluation in English language education, authentic assessment and rich tasks in English language education, teacher made tests, assessment in standards and outcome-based

system, ethical and equity aspects of assessment, alternative assessment system, social issues in assessment.

3. ELED 612 -- Transformative Education Research and Practice in English Language Education

The course aims research students to develop sensibilities on different forms of research that focus on transforming structural aspects of education. Creative uses of different research traditions (positivist, interpretive, critical, postmodern and integral) for improving research and practice of educational (formal, informal, non-formal) contexts will be discussed. The course also draws on wisdom traditions of the East, West, North and South so as to offer ways through which to radically envision empowering English language education system in National and local context of the research students.

Dissertation (~ 6 Cr hours)

EDUC 504- Dissertation (6)

Dissertation is the culminating output of the entire academic program. The dissertation is assessed on the basis of (a) originality of the theme, (b) search for new knowledge and its relationship with the existing knowledge, (c) addition to the available knowledge, (d) language and presentation, (e) research methodology, and (f) standard of the research work.

Modes of Learning

The main purpose of the core Courses is to enhance the research capability of students. The learning activities of these courses are concerned to a mix of face-to-face, online, and self-learning modes. The specialization courses will be looked after by relevant program coordinator in consultation with the Chair and members of the research committee.

Institutional Arrangement

The Chair of the Research Committee or the Dean of the School of Education appoints a relevant faculty member as the coordinator of the program. The HOD of Curriculum and Instruction will be responsible for essential logistic and academic arrangements for the program.

For the first year the program will start with a few students (less than 10) and thus will not require an extra space. The existing number of classrooms occupied by the School of Education will be enough as the MPhil students of different subjects can be mixed for their Core Courses.

Pathway

Generally the research students need to complete the core and specialization and then proceed ahead with their research. Generally, the following pathways are essential for the successful completion of the course.

- Demonstration of knowledge and skills necessary to conceptualize a research project by completing the Taught Courses
- Demonstration of the ability to conceive and plan a closely-defined research project by presenting the research proposal to the research committee
- Demonstration of adequate knowledge of research paradigms, methodologies, and relevant literature by satisfactorily passing the comprehensive exam
- Demonstration of a sound understanding of research issues, relevant paradigms and methodologies, analytical tools, and contours of local and international literature in their field of study by satisfactorily completing the Practical and Research-Related Requirements
- Submission of the written dissertation
- External review of the thesis
- Viva voce

Grading System

The MPhil English language education program will follow the same grading system as prescribed by the School of Education.

Evaluation of the Dissertation

Although the research committee develops and prescribes essential criteria for assessing the dissertations/theses of research students, the following descriptors are in practice for assessing the dissertations/theses of MPhil students:

- a) Acceptance of the dissertation without any changes
- b) Acceptance of the dissertation with major changes
- c) Rejection of the dissertation

Eligibility

1. M. Ed. In ELT/English Language Education or M.A. in English or English Linguistics with at least second division or equivalent to CGPA 3.0.
2. Desirable: Research publications in the relevant field of study

Application Requirements

1. Completion of the application blank,
2. Copies of credentials,
3. A copy of curriculum vitae, and

4. Reference letters