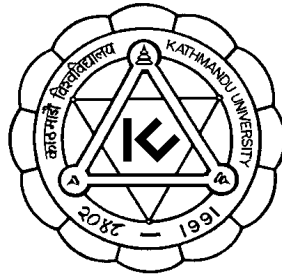


School of Education
KathmanduUniversity

Curriculum

for

Master of Education (M. Ed.) in English Language Teaching



School of Education
KathmanduUniversity
Balkumari, Lalitpur
Nepal

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Master of Education (M Ed) in ELT Programme

Need

There has been an immense growth in the field of education in Nepal in the last five decades. However, the quantitative growth, realized in the form of number of the institutions and the areas of disciplines, has not been able to bring about qualitative development. This is a major case in the field of teacher development and school education. In the quest of education, the public as well as the private sector have made huge investments in school education with not much satisfying results.

In the areas of English language attainment of the school students, one major cause for this situation is the lack of quality teacher education and appropriate ELT materials due to the lack of skilled and informed teacher educators and materials developers. The demand of quality ELT teachers, teacher trainers and materials writers has indicated the need to train the manpower in the country. With this background, M Ed in ELT (Two-year) programme was launched in 2004 and the programme has come a long way with visible success. With the experience we gain we make timely revisions in the structure, course content and delivery modality.

Purpose

The purpose of M Ed in ELT at Kathmandu University is to prepare EFL teachers and teacher educators and also ELT materials developers to help improve ELT education in the country. The programme is intended to produce postgraduates who are able to -

- Follow latest principles and teaching methodology in ELT.
- Undertake small-scale need oriented research in the field of ELT.
- Design and deliver teacher training courses and activities for ELT teachers required for the changing situation.
- Train pre-service trainees and in-service teachers for effective teaching of EFL.
- Develop ELT materials required for the changing situation.

Salient features of the programme

Need based: This programme has been developed on the needs of the institutes. The survey on teachers, teacher trainers and materials has been made through informal discussions with teacher education experts, teacher training organizers and materials developers such as Department of Education, NELTA and freelance individuals. This need has been further justified by the experience of running Postgraduate Diploma in Education by the School of Education of the University. This programme has not only been successful in

itself, it also been able to generate demand from the individuals who felt benefited from it.

Internationally comparable: There are universities in the native and non-native English speaking countries that formally train EFL teachers, train teacher educators and materials developers. The course has been developed after a thorough survey of the Master's Course in ELT of those universities. The intellectual challenge intended to be triggered by this course and the practical exposures are actually comparable to the ones of those universities. The postgraduates will come out with knowledge and skills sound enough to work in international arena.

Practice-based and skills oriented: While the trainees will receive adequate knowledge of contents that makes them theoretically sound, they will also undergo practical experience by literally undertaking tasks of teaching of English, teacher training and materials development in the field of ELT. When they come out from the University, they will be expected to be independent practitioners of these fields.

Conducive learning environment: A high quality team that includes in-house professionals, expatriates and visiting faculty with a sound, first-hand experience of teacher development, trainer development and materials writing will be involved to run the programme. The trainees will be provided with the facilities of resourceful library, workshops, seminars, computer facilities and interactive visits to other trainer development institutions in the country. The learning will be closely monitored by the faculty with immediate and personalized feedback.

Modeling of pedagogy: Pedagogy of each course will be based on the latest principles of teaching and learning of English. Specifically, students will be benefited through their instructors' facilitation, assessment and overall teaching techniques. Specific facilitation techniques such as instructor-learner conferences, presentations, investigative tasks, and collaborative projects, problem-solving and group learning methods will be employed.

Course Structure of M. Ed. in ELT

M Ed in ELT is of two years split into four semesters. Students take a total of 60 credits; 48-credit taught courses and 3-credit internship and 9-credit research work. One credit is equivalent to a minimum of 16 contact hours in a semester. The distribution of the courses is structured as follows–

<u>Core Courses</u>	
EDUC 515 Theory and Practice in Education – 3 EDUC 504 Research Methods in Education - 3	6
<u>Specialization Courses</u>	21
1. <u>Foundation courses</u> EDEL 500 Academic Reading and Writing -3 EDEL501 Phonetics and Phonology – 3 EDEL 502 Grammar and Semantics – 3 EDEL 503 Pragmatics and Discourse Analysis – 3 EDEL 506 English Fiction and Prose – 3 EDEL 507 English Poetry and Drama – 3 EDEL 508 Critical Traditions in English – 3	
2. <u>Professional Courses</u> EDEL 511 English Language Teaching Methods – 3 EDEL 512 Second Language Acquisition – 3 EDEL 513 Curriculum Design & Materials Development – 3 EDEL 514 Applied Linguistics – 3 EDEL 515 Evaluation and Testing in ELT – 3 ELED 516 Statistical Techniques in ELT - 3 EDEL 519 Teacher Development – 3	21
<u>Electives (At least One of the following)</u> EDEL 531 Classroom Studies and Action Research – 3 EDEL 532 Literature in English Language Classrooms – 3 EDEL 533 CALL – 3 EDEL 334 ICT in English Language Teaching and learning (3) EDEL 535 ELT Management – 3 EDEL 536 Critical Language Awareness EDEL 537 Teaching English to Young Learners – 3 EDEL 538 Teaching English to Adults – 3 EDEL 539 Translation Studies – 3	3
<u>Practical Courses</u> EDEL 541 Internship (3) EDEL 544 Research Project I (3) EDEL 554 Research Project II (3) OR EDEL 559 Dissertation (6)	9
Total Credits – 60 Cr. Hrs.	

- Students will complete all taught courses within the specified time. They will also be involved in Internship in the fourth semester. For their research, they will fulfil one of the options: either they will do research for dissertation as a single 6-credit component. Or they will take two separate research courses as specified above.
- Candidates can enrol as full time or part-time students. However, part-time students will have to complete the taught courses within four years of their enrolment.
- The degree will not be awarded to those candidates who do not complete their research work within four years of their enrolment.
- If a candidate is eligible as specified by the School of Education and wants to take a certain course (s), and does not want the degree, he/she will be allowed to do so. School of Education will decide the fee structure for this provision.
- Students will be allowed credit transfer for the modules they have already taken in PGDE. In this regard, Kathmandu University PGDE graduates will have the credits of the PGDE courses they have taken transferred to M. Ed. effective towards their graduation. With the transferred credits and newly earned credits, the total credits for M. Ed. graduation will have to be 60. So, the duration for M. Ed. course for Kathmandu University PGDE graduates will be between 1½ years to two years depending upon the class routine.

Admission Requirements

The candidate must have the following criteria fulfilled for admission -

- B. Ed. in English or PGDE in English or B. A. in English with at least second division or equivalent to CGPA 2.5.
- The applicants should also successfully complete the interview and/or written test conducted by the School of Education.

Evaluation Mode

The faculty members who are teaching the courses are responsible for the internal evaluation. Continuous In-semester assessment carries 50% weightage and End Semester assessment carries 50%. The in-semester assessment consists of various tools and techniques. The end-semester assessment will be through a three-hour written examination. The nature of the end-semester may vary between theoretical courses and practical courses.

The assessment will follow the following grading system.

Grade	A	A-	B+	B	F
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Grade Point	4.0	3.7	3.3	3.0	Below 3
Performance	Outstanding	Excellent	Very Good	Good	Fail

In order to pass the individual course one has to achieve at least C.

Grade Point Average (GPA)

Each letter grade is converted into the specific number of grade value associated with the grade. Grade Point Average (GPA) is calculated by multiplying the grade value of the earned grade by the number of credits for each course and dividing the total grade number of semester/term credits earned. The individual GPA of every course must be 3.0 or above at the end of every Semester/Trimester.

Cumulative Grade Point Average (CGPA)

CGPA is calculated at the end of the program.

The up-to-date over-all performance (CGPA) is a weighted average as below:

$$CGPA = (c_1 g_1 + c_2 g_2 + c_3 g_3 \dots) / (c_1 + c_2 + c_3 \dots)$$

Where $c_1, c_2 \dots$ denote credits associated with the courses taken by the student and g_1, g_2 denote grade values of the letter grades earned in the respective courses.

No student can pass examination with "F" grade in a particular course.

CGPA at the end of the degree defines the division as follows:

CGPA	Division
3.7 to 4	Distinction
3.25 to less than 3.7	First
3 to less than 3.25	Second
Less than 3	Fail

Graduation Requirements

For Graduation a student has to meet the following requirements:

1. Satisfactory completion of all courses prescribed for the particular area of the study in which the degree is granted.
2. A cumulative grade point average of at least 3.0.

3. One must pass the level within four years from the date of admission into the program, failing which all the grades and cumulative grades will get cancelled automatically.

Brief Introduction of the Courses

EDUC 515 Theory and Practices Education – 3

(Nature of the course: Theory)

This course is about linking educational theories into practices. Educational theories seek to know, understand, prescribe and apply into educational practices. This course includes topics such as ethics of belief, politics, social values, pedagogy, andragogy, curriculum, learning, teaching, policy, plan, leadership and culture. The course also includes different premise for twenty first century education. Selected theories of education will be discussed to capture the different dimensions of educational thoughts. During the course of the study, students are expected to relate these perspectives, principles and thoughts in the development of education. The main aim of the course is to widen the horizon of the knowledge and ideas of students so that they could be able to identify day to day educational problems and issues associated with certain theories, principles and philosophies of broad spectrum of educational landscape.

EDUC 504 Research Methods in Education– 3

(Nature of the course: Theory)

This course is an introduction to research methodologies used in social science. Students are introduced to systematic scientific inquiry in social science environment. Student will also learn and practice different approaches to conducting research. The course covers quantitative as well as qualitative types of research. Students will also participate in field activities as a part of the course.

EDEL 500 Academic Reading and Writing – 3

(Nature of the course: Theory and Practice)

This course is designed for the students with a view to equipping them with the academic reading and writing skills required for their level. It will provide them with the functional skills in using library and other resources including Internet. In addition to developing systematic reading for academic purposes, students will be introduced to academic writing which uses conventional style

for citation and referencing. It will provide them with the functional skills in using appropriate registers and organization of academic writing.

EDEL 501 Phonetics and Phonology – 3

(Nature of the course: Theory)

This course acquaints students to the different aspects of phonetics and phonology. Through this course students will be introduced to vocal sound production, segmental and supra-segmental, IPA, and generative and classical phonology. Phonological analysis exercises will give students a wide experience in English phonology.

EDEL 502 Grammar and Semantics – 3

(Nature of the course: Theory)

This course deals with morphological, syntactic and semantics aspects of language. Students will be acquainted to morphemes, affixes and the process of word formation. Students will also be acquainted to traditional grammars, transformational generative grammar as well as generalized phrase structure grammar. Students will also be familiarized with concepts and scope of semantics, the lexical semantics in terms of collocation and sense relations.

EDEL 503 Pragmatics and Discourse Analysis – 3

(Nature of the course: Theory)

This is a theoretical as well as practical course in linguistics dealing with pragmatics. Highlighting on different aspects of pragmatics, it goes on with the basic concepts of discourse analysis, its types and process, and analysis and interpretation of discourse structure. It deals with the analysis of classroom interaction in Sinclair and Coulthard mode. It also incorporates the approaches used to develop the discourse skills.

EDEL 506 English Fiction and Prose – 3

(Nature of the course: Theory)

This course is basically designed to develop students' readership through extensive reading of fiction and prose. The texts will be representative ones from mainstream British and American writers as well as non-native writers from Africa and Asia. In selecting the texts, a balance will be made in representing the literary ages and themes.

EDEL 507 English Poetry and Drama – 3

(Nature of the course: Theory)

This course is designed to introduce students to the beauty of English language as represented in drama and poetry. The texts will be representative ones from mainstream British and American writers as well as non-native writers from Africa and Asia. In selecting the texts, a balance will be made in representing the literary ages starting from Renaissance to the Postmodern.

EDEL 508 Critical Traditions in English – 3

(Nature of the course: Theory)

In order to understand the language learning, teaching and research, students need to be familiar with the critical traditions in the language they are being trained to teach. This course is an introductory course in order to acquaint students to the major English critical traditions that are useful in understanding the human phenomenon in diachronic and synchronic spheres. The traditions include psychoanalysis, modernism, post-modernism, deconstruction, Marxian thoughts etc.

EDEL 511 English Language Teaching Methods– 3

(Nature of the course: Theory and Practice)

The course is a practical introduction to the most popular methods and techniques for ELT in practice. The course also provides training in other teaching strategies and devices of materials design and production. Students will critically examine the methods in practice and decide appropriate once in the Nepalese context. The general objective of this course is to produce technically skilled and pedagogically efficient teachers.

EDEL 512 Second Language Acquisition – 3

(Nature of the course: Theory)

This is an introductory course for postgraduate students in Second Language Acquisition (SLA). The course is divided into seven units. The first unit introduces the basic concept of SLA and the role of the first language and errors in it. The second unit briefly deals with the theories and models of SLA. The third unit introduces the concept of interlanguage in different perspectives. The fourth unit tries to acquaint the learners with the role of individual differences in SLA. The fifth unit overviews the SLA research works carried out so far and the methodologies used in them. The sixth unit orients the students with the role of instruction in SLA. The last chapter deals with the curriculum design in SLA

EDEL 513 Curriculum Design and Materials Development– 3

(Nature of the course: Theory and Practice)

This course is designed for postgraduate students as a theory and practice course. It is intended that students will be practically acquainted with the concept of curriculum design and developing materials for classroom teaching. Students will be made aware of different types of syllabi in their respective subjects used and suggested by syllabus designers and practitioners from different Universities. Then they will be required to evaluate existing syllabi of schools and Universities of Nepal and make possible adaptations. Students will adapt and develop materials and use them practically. The materials include materials for teaching language aspects and skills as well as teaching aids. They will also be acquainted with the use of CALL in the ELT class.

EDEL 514 Applied Linguistics – 3

(Nature of the course: Theory and Practice)

This applied course introduces students to the applied aspects of linguistics in relation to language teaching. Through this course students will be introduced to sociolinguistics, psycholinguistics speech therapy, error analysis, contrastive analysis as well as the relationships of linguistics to language teaching. Students will not only be acquainted to principles of applied linguistics but also undertake practical work.

EDEL 515 Evaluation and Testing in ELT – 3

(Nature of the course: Theory and Practice)

This is an introductory course on evaluation and testing. This is designed for postgraduate level students with a view to equipping them with the basic knowledge of the principles and practices of evaluation and testing. As it is intended as a professional course, it also provides them with the functional skills in designing assessment tools for their classroom, conducting them and analyzing the test results.

ELED 516 Statistical Techniques in ELT – 3

(Nature of the course: Theory and Practice)

This course intends to use descriptive and inferential statistics in survey research especially in language education. The course aims to use soft-ware for data analysis in research such as SPSS. Apart from statistical design and implementation of the Students will be given adequate Using primary as well secondary data, students will be given hands-on experience in

EDEL 519 Teacher Development – 3

(Nature of the course: Theory and Practice)

This course is designed for graduate level students as a practical course in teacher development. With this course students will play a different role from a teacher i.e. of a teacher developer. Teacher development in itself is a wide area and training students to be teacher developers will certainly be an ambitious task. So this course will be an introductory one and will 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.

Elective courses

EDEL531 Classroom Studies and Action Research (3)

(Nature of the course: Theory and Practice)

This course is intended to familiarize students with the real world classroom problems and the ways to solve such problems. Students are required to work in real classrooms, identify a problem, propose an action plan, implement it and reflect on the experience. This experience is aimed at bridging the gap between the theories and the practice by way of theorizing from the practice and practicing the theories.

EDEL 532 Literature in the Language Classrooms– 3

(Nature of the course: Theory and Practice)

This course is designed for graduate level students as a skills course in using literature in EFL. It is intended that students will be to understand the principles and techniques of teaching literature in EFL classroom. The course will comprise some representative works from English literature as well as the teaching methodology.

EDEL 334ICT in English language teaching and learning

This course reflects the changes in information, exchange of technology and will be able to provide the students with the required level of skill to use computer in teaching-learning English. Students will acquire skills to use computer for processing documents, developing teaching learning materials (audio/visual) and organizing collaborative learning of English. Students will also undertake projects based on application of computer in English teaching throughout the course. The course focuses to develop the ability of designing audio/visual teaching aids and effective presentation with the help of some basic software and to develop skill of using some software which is especially designed to help English teaching and learning.

The descriptions of the other Elective courses in process.

EDEL 541 Internship – 3

(Nature of the course: Practice)

Internship is organized to provide opportunity to students to practice the learned knowledge and skills in their specialization in a real work situation. Objectives, outcomes and activities of the internship program is developed by the individual student under the guidance of work supervisor and approved by the internship coordinator assigned by School of Education.

EDEL 544 Research Project-I (3)

(Nature of the course: Practice)

The research project-1 is offered in the third semester. The main purpose of this research project-1 is to develop research proposal by the students in their areas of interest. The students will develop this proposal under three modules. Module-1 is Introduction Unit followed by Issue statement, Purpose of the Study, Research Questions, Research Hypothesis if exists, significance of the study, de/limitation, etc. or any other accepted format provided by the facilitators. Module-2 is about literature Review Unit. It consists thematic review, theoretical review, policies reviews, reviews of past researches, research gaps, conceptual framework, theoretical framework, etc. or any other accepted format provided by the facilitators. Module-3 is about research methodology section.

EDEL 554 Research Project II (3)

(Nature of the course: Practice)

The research project-2 is offered in the fourth semester. The main purpose of this Research Project-2 is to produce the data from the field, analyze and interpret the data, draw findings and conclusions. This research project has two modules. Module-1 involves preparing an account of the analysis and/or interpretation of the data (terminology depends on research methods). Module-2 involves drawing from, integrating and extending work in all previous modules to prepare the final project report.

EDEL 559 Dissertation (6)

(Nature of the course: Practice)

In the fourth semester, students will be required to carry a research in the field of ELT and write a dissertation. The research work and the dissertation will be supervised by a faculty. Students will choose either this dissertation research or the Research Project I and II above.