

**MASTER OF EDUCATION IN ENGLISH LANGUAGE TEACHING (M ED IN ELT)
ONE YEAR PROGRAM**


THE CURRICULUM



**KATHMANDU UNIVERSITY
SCHOOL OF EDUCATION
(KUSOED)
HATTIBAN, LALITPUR, NEPAL**

Approved by the 121st meeting of the Academic Council held on 30th June 2020

2020

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PROGRAM PROPOSAL

Kathmandu University School of Education offers programs on interdisciplinary areas with special focus on teacher education to develop human resource required for the nation building with special reference to education and pedagogy. To address the shift in the educational processes, the School aims at developing skilled and visionary educational professionals. In the given context, this document discusses the rationale for the program of M Ed in ELT (One Year) program, eligibility for the prospective students, program structure, course descriptions and student assessment modalities.

Rationale

Nepali academia has experienced an immense growth in higher education in the recent decades. However, there has always been questions on the quality of education and these institutions of higher learning are often criticized for not been able to bring about quality development, in spite of quantitative growth. As English being a language of global communication, the demand of efficient English language teachers is growing faster than ever before.

The English language pedagogy has changed responding to the contemporary needs, socio-economic changes, shifts in language need and use as well as the technological advancements. This one year master program ELT is designed to equip the for in-service teachers, teacher educators, and prospective language teachers to enable them to be informed about the latest trends in theory and practice of ELT, develop materials for classroom teaching and teacher training sessions and to deliver output based performance in classrooms.

This program aims at providing students opportunities for acquiring knowledge and skills not only for designing ELT curricula and executing them but also for empowering learners with the 21st century skills. In this regard, this program is a complete shift from traditional classrooms where the link between classroom and workplace situations has never been given space in the curricula. Both the students and faculties also explore the teaching learning situation of the English language in the context of Nepal so as to tackle the issues of language learning creatively and critically.

Realizing the needs for a comprehensive program for English language teaching, Kathmandu University School of Education has updated this program that was run previously. The courses will be delivered in face-to-face and/or online as per the demand.

Program Objectives

M Ed in ELT (One Year) program promotes innovations in pedagogical approaches prioritizing the combination of local and global practices in language teaching and learning. This program envisages integrating teaching and learning as lifelong learning based on the holistic, context-based and multi-methods approach to educational practice and research. The program will focus on preparing teachers committed towards basic and secondary levels of school education in Nepal. On the completion of the one-year program, the graduates will:

- develop skills for English language teaching following the recent trends of theories and practices;
- independently undertake small-scale need oriented research to address the issues of ELT;
- develop ELT materials as per the needs;
- design and deliver teacher training courses and activities for ELT practitioners as required in the changing situations;
- train pre-service trainees and in-service teachers for effective teaching of ELT;

Graduate Attributes

Upon the completion of the course, the program expects the graduates to demonstrate the following attributes:

- Intellectually rigorous in understanding the importance of languages.
- Lifelong learner to understand the issues of language learning and teaching;
- Respectful to linguistic rights of minority communities;
- Compassionate and ethical to the linguistic differences of learners;
- Responsible and committed to preserving the local linguistic ecology;
- Critical and creative language educator ;

Duration of the program

The program is structured to complete in one year but offers flexibility. Students are, however, required to complete all the requirements of the program within two years.

Eligibility Requirements

The candidates having a Master's degree in English (language or literature), Linguistics, or related fields from a university or an institution recognized by Kathmandu University are eligible to apply for the program.

Class size

The number of students in each cohort will be limited to 25.

Structure of the program

This is a two-semester program comprising nine courses of 3-credits each i.e., 27 credits in total. The program consists of:

- a) Two Core Courses (6-credits)
- b) Five Professional Courses (15-credits)
- c) Two Practical Courses (6-credits).

Total Courses (27 Cr.)	
Core Courses (6 Cr.)	<ol style="list-style-type: none">1. EDUC 508: Theory and Practice in Education (3)2. EDUC 509: Research Methodology (3)
Professional Courses (15 Cr.)	
<i>Specialization courses (12 Cr.)</i>	<ol style="list-style-type: none">1. EDEL 509 English Linguistics (3)2. EDEL 516 Perspectives in English Language Education3. EDEL 511 English Language Teaching Methods (3)4. EDEL 519 Teacher Development (3)
<i>Elective Courses (3 Cr)</i> (Any one)	<ol style="list-style-type: none">1. EDEL 513 Curriculum Design & Materials Development (3)2. EDEL 531 Classroom Studies and Action Research (3)3. EDEL 500 Academic Reading and Writing (3)4. EDEL 532 Literature in the Language Classrooms (3)5. EDEL 334 ICT in English Language Teaching and learning (3)6. EDEL 515 Evaluation and Testing in ELT (3)7. EDEL 540 Independent Study (3)
Practical Courses (6 Cr.)	1. Research Project (3)
	2. Internship (3)

Evaluation

The course facilitator assigned with the course paper is entirely responsible for the evaluation. The in semester; CAS comprises 50% weightage and end semester Paper Based

Test (PBT) carries the rest 50%. Students will be graded as the letter grade system in practice at KU. The grades and their corresponding impression have been presented below.

Grade	A	A-	B+	B	B-	C+	C	F
Grade Point	4.0	3.7	3.3	3.0	2.7	2.3	2.0	Below 2.0
Performance	Outstanding	Excellent	Very Good	Good	Satisfactory	Fair	poor	Fail

In order to pass, the scholar has to maintain at least C in individual course and a Cumulative Grade Point Average (CGPA) 3.0. The calculation of CGPA and their impression is as follow.

CGPA is calculated at the end of the program using the given relation.

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

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.

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

CGPA	Impression/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

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.

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 three years from the date of admission into the program, failing which all the grades and cumulative grades will get cancelled automatically.

Course Descriptions

Core Courses (6 Credit hours)

These core courses are common to all Master programs.

EDUC 508: Theory and Practice of 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 509: Research Methodology – 3

(Nature of the course: Theory)

This is a basic social research methodology course aimed at developing acquaintance with key tenets of quantitative (i.e. positivistic), qualitative (i.e. interpretive and beyond), and mixed research designs. The course begins with introducing positivistic research traditions, thereby creating a space for interpretive and other traditions in social research; and thus, celebrating both “old” and “new” paradigms of research. In this, the insufficiency of conventionally defined efficiency paradigm shall be discussed as a way of conceiving the primacy of context-based, cultural, and humanistic dimensions in broadening the scope of social research. This discourse shall further be enriched by articulating methods of systematic and narrative literature review together with a host of metaphors for mapping the field of inquiry. Taking survey (and other quantitative research methods), ethnographic, phenomenological, and narrative inquiry methods at disposal learners will chart the journey of scholarship about different research designs. Finally, there will be an opportunity for students to familiarize themselves with different sets of quality and ethical standards needed by qualitative researchers.

Professional Courses (15 Credit hours)

The professional courses are considered to be the signature courses of a specialization. As far as the program is concerned five courses – three courses as specializations and two courses as elective courses-- are prescribed as professional courses.

Specialization courses (9 Credit Hours)

EDEL 509: English Linguistics – 3

(Nature of the course: Theory and Practice)

English Linguistics is a one- semester three credit units Masters level course. It is designed for students of Master of Education specializing in English Language Teaching (ELT). The course intends to prepare English teachers enhancing the understanding of the English language in its use. The course is intended to explore the teaching and learning of the English language in the context of South Asia with special focus on the context of Nepal. The course is divided into four modules – phonology, morphology, syntax and semantics of the English language. The course has been developed in such a way that the students will be able to handle the challenges of teaching English phonology, morphology, syntax and semantics on its completion.

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 516 Perspectives in English Language Education

English language education has undergone changes in several spheres such as curricular models, pedagogical approach, learner needs, technology adaptation and assessment models. These changes have not only affected the way teachers and educators function in the discipline, they have also impacted on the way language teaching has responded to language policies. Due to the shift in the status of this language, issues such as World Englishes have created newer perspectives in language pedagogy. In this context, this course will familiarize graduate students to the synchronic as well as diachronic perspectives of language education. Including the concepts of emergence of second language acquisition to present, the course will give

students a wider understanding of how the language education is advancing to a perspective of social justice and empowerment.

EDEL 519: Teacher Development in ELT – 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 (Any one) (3 Credit hours)

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 500: Academic Reading and Writing – 3

(Nature of the course: Theory and Practice)

This course designed for the postgraduate level equips the students with the skills necessary for researching, reading and writing academic papers in English language. During this course, the students will follow the process of engaging in essentials of academic writing, APA citation and referencing, and maintaining accuracy and structural integrity of academic paper. The course also gives special emphasis on reading skills necessary for engagement in an issue and

literature review while writing. The course aims to empower the students with the skills for writing course papers across different subjects introduced at this level.

EDEL 531: 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 334: ICT in English Language Teaching and Learning – 3

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.

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.

Practical Courses (6)

The practical courses are designed to develop abilities among students to carry out a research project and gain experience as an intern (as a trainer, teacher or any other roles).

EDEL: 554 Research Project – 3

(Nature of the course: Practice)

The main purpose of this Research Project is to enable the students to develop and write academic research papers. Under the supervision of a faculty member, the students work in different stages of conducting an academic research. The students are guided to collect the data, interpret them and discuss the data integrating the theoretical insight in the process of preparing an academic research paper.

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.