

Kathmandu University
School of Education



Curriculum

for

M Phil in Education

(Specialization in English Language Education)

Hattiban, Lalitpur, Nepal

December 2018

M Phil in Education (Specialization in English Language Education)

MPhil in English Language Education is a one and half year research degree that aims to enhance research skills and knowledge of the English language professionals. The program foresees transforming practices in English language education with researching, advocating, publishing and identifying needs of English language, teaching and learning, ELT management and research.

Program Objectives and Attributes

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

- an ability to identify research issue(s) and to develop viable research design as per the ethos of paradigm(s), methodologies and methods employed in 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 their field of study;
- an ability to accomplish defined scholarly research within a specific research program
- an ability to develop, implement and evaluate educational programs for the concerned community of practice;
- well-developed flexible problem-solving abilities (skills, knowledge and attitudes) appropriate to the area of study;
- an ability to develop the ethos of life-long learning in their personal and professional contexts.

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Structure of the program

The program is of three semesters. There are courses for 33 credit hours comprising core courses (9 credit hours) and specialization courses (12 credit hours), electives courses (3 credit hours), dissertation (including others options) (9 credit hours).

Overall Program Structure

Core Courses (9)	EDUC 600 Educational Dimensions (3) EDUC 620 Research Methods (3) EDUC 621 Advanced Qualitative Research Methods (3) or EDUC 622 Advanced Quantitative Research Methods (3)
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Specialization Courses (12)	EDEL 609 Language Teacher Education and Development (3) EDEL 619 Contemporary Thoughts in English Education (3) EDEL 629 Issues in English Language Education (3) EDEL 639 Trends in Applied Linguistics (3)
Electives Courses (any one) (3)	EDUC 642 Academic Writing and Research (3) EDUC 652 Statistical Methods in Research (3) EDUC 662 World Englishes (3)
Research/Dissertation (9)	EDUC 680 Dissertation (9) Or EDUC 670 Research Papers (9): two papers, one of which should have been published in referred journals during the study period (9 Credit hours) Subject to the approval by the research committee
Total Credits	33 Cr. Hrs.

Duration

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

Evaluation

The evaluation system is guided by the notion of continuous, productive and developmental assessment as learning. The CGPA grading system shall be used as follows:

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.

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

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.

Eligibility

1. For enrolment to MPhil in Education (English Literature, Linguistics, Language Studies, English Language Education), those having a Master Degree in with at least 50% score or equivalent to CGPA 3.0 out of 4 are eligible to apply.
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

CORE COURSES (9 Cr.)

EDUC 600: Educational Dimensions (3)

The course aims MPhil/PhD students to acquaint educational praxes through the autobiographical, curricular/pedagogical, sociocultural, political, and philosophical dimensions. The autobiographical dimension enables research students to explore their lived experience as educational practitioners through the lenses of adult learning, reflective practice and Freirean notion of conscientization. Likewise, the curricular/pedagogical dimension deals with different concepts related to curricular and pedagogical traditions arising from prescriptive, descriptive and critical curricular/pedagogical traditions. The sociocultural dimension deals with ideas pertaining to situated cognition and education as social/cultural process. Whereas the political dimension draws from the reconstructionist and Freirean schools, the philosophical dimensions unpacks pragmatism, perennialism, constructivism and beyond.

EDUC 620 – Research Methods (3)

This course aims at offering an introduction to research methods for MPhil/PhD students. Students will learn about basics of research methods, the philosophical and theoretical underpinnings of qualitative, quantitative and mixed methods research. In particular, this course will help the students to apply their understanding of research, identifying and stating the research problem, formulating research questions, and designing the entire process of research to write a report independently. At the end of the course, the students can write a coherent research proposal establishing a clear relationship between the what (research problem/agenda) and the how

(methodology) of research, able to locate their research considering the major paradigms, and develop competency of applying their preferred method in practice.

EDUC 621 – Advanced Qualitative Research Methods (3)

The course aims at enabling research students with skills, knowledge and understanding of qualitative research traditions, methods and techniques, thereby developing research capabilities in problematising research issues, conceptualising theoretical perspectives, 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 and ethical standards for their research projects. Key topics of this course include: *Overview of Qualitative Research Traditions, Key Paradigms and Worldviews, Problematising in Qualitative Research, Research Designs, Interpreting Qualitative Data and Maintaining Ethical and Quality Standards.*

EDUC 622 – Advanced Quantitative Research Methods (3)

This is an advanced level course designed for MPhil/PhD students with a prior background in basic statistics. The course introduces advanced statistical tools and techniques used in research so that students can apply their knowledge in their own research. The aim of the course is to develop proficiency to use computer based advanced statistical techniques and models in educational and social science research and interpret results in an independent manner. As the course is heavily based upon statistical software, prior experience/skill of using the software is essential.

SPECIALIZATION COURSES (12 Cr.)

EDEL 609 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 programme 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.

EDEL 619 Contemporary Thoughts in English Language Education (3)

The course on Contemporary Thoughts in English Language Education is interdisciplinary in nature. Locating English language education in post-colonial era, this course takes in the

discourses of politics of post-colonial English, globalization and English and English in South Asia. English has been in Nepal for more than 200 years and it has influenced Nepalese society in many different ways. The course encourages the students to conduct research applying the theories of post-colonialism to understand the impacts of English in different aspects of our life. The course is divided into four modules— theories of post-colonialism, politics of English, English and globalization and English in South Asia.

EDEL 629 Issues in English Language Education (3)

English Language teaching has a long history. It has undergone several changes in the international setting which has also impacted in the Nepalese ELT. Methods have come and have run their course. Socio-political issues have impacted the English language education which is considered by the policy makers and practitioners. Globalization and contextualization have become strong dichotomies whereas NEST and NNEST issues are also some of the issues which need academic attention. Therefore, the emphasis in this course is on analysis historical and contemporary issues in English teaching and learning. In addition to equipping students with the latest trends and issues in English Language Education. This course will also promote on research based decision making on ELT pedagogies.

EDEL 639 Trends in Applied Linguistics (3)

The course on Trends in Applied Linguistics encompasses a wide range of trends in the contributions of linguistics to language teaching. The focus is on exploring and analyzing the trends and theories of applied linguistics to address the current concerns of English language education in the context of Nepal. The course is designed to encourage the students in research in English language education integrating the theories of applied linguistics, critical discourse analysis and information and technology in language learning. The course is divided into four modules— language education and applied linguistics, theories of language learning, critical discourse analysis and computer-aided language learning.

ELECTIVES – ANY ONE (3 Cr)

EDUC 642 Academic Writing and Research (3)

This course introduces students to critical and analytical thinking and reading as well as university-level writing through the study and application of the principles of university-level discourse. The course focuses on expository writing. Students examine methods for discovering and arranging ideas and consider ways in which audience determines style. The course involves written and oral assignments based on the main text and a variety of prose models.

EDUC 652 Statistical Methods Research (3)

This is the course designed for students/researchers on statistical methods and research. The course covers fundamentals of descriptive and inferential statistical techniques. The aim of the course is to develop competency and ability to use these techniques in educational research. The emphasis of the course is more on interpretation of results and understanding strengths and limitations of different statistical measures. Use of computer in statistical analysis has become indispensable. Advance software is available and their use is widespread. This course provides hands-on training on the use of statistical package. At the end of the course, student will be able to use a statistical software independently for basic statistical analysis.

EDUC 662 World Englishes (3)

English language education has been increasing its scope in the globe in recent areas. The course aims to recognize the continuous spread of Englishes which have given rise to different varieties of English languages around which is contested and defamiliarized the standard English. In doing so, the course usages the curriculum from the several kinds of materials written in the varieties of English languages. The course prepares students to recognize the Englishes around the world with respecting social inclusion and justice.

DISSERTATION/RESEARCH PAPERS (9 Cr.)

EDUC 680 – Dissertation (9)

The students are required to conduct an independent educational research/inquiry based on a defined original research problem, theoretical perspective(s) and sound research design. The process of completing the design entails – proposal defence, completion of the research under the guidance of an assigned supervisor, evaluation by an external examiner, and successful viva-voce.

Or

EDUC 670 Research Papers (9)

The students can choose the Research Papers options in which they write two publishable research papers in which one of them should have been published in a refereed journal (approved by the Research Committee). The process entails the students proposing the area/topics for the research that develops into a paper, assignment of the supervisor, submission of completed and published papers, and viva-voce.

The following tabular presentation shows the process of completing the dissertation/research Papers

Steps	Dissertation	Research Papers
Conceptualisation	Dissertation Proposal should be done by the end of the First Semester	Proposal for researcher papers shall be submitted during the First Semester
Research Conduction	Upon the successful defence of the proposal, a supervisor shall be assigned	Upon the successful defence of the proposal, a supervisor shall be assigned
Submission	The dissertation shall be submitted to the Dean through the concerned HOD/coordinator with the recommendation by the supervisor	The two papers (one published and another of publishable quality) be submitted to the Dean through the concerned HOD/coordinator with the recommendation by the supervisor. The journal (of referred and blindly reviewed) in which the article is published or approved to be published should be approved by the Research Committee.
External Examination	An external examiner is appointed to assess the quality of dissertation	An external examiner is appointed to assess the quality of research papers
Viva-Voce	A viva-voce is done to assess both the presentational and scholarly quality of the dissertation	A viva-voce is done to assess both the presentational and scholarly quality of the research papers
Grading	The grading shall be done as S (Satisfactory) or US (Unsatisfactory)	The grading shall be done as S (Satisfactory) or US (Unsatisfactory)