

OPEN UNIVERSITY *of* MAURITIUS

MEd in ENGLISH [OUpm013]

1. OVERVIEW

This programme covers theoretical as well as practical aspects of teaching English language and literature. The syllabus firmly anchors the learner in core areas of education such as curriculum development, assessment, and research while progressively delving into the specificities of teaching practice through the study of approaches and pedagogies, integration of ICT, and second language instruction. The programme has applied features ranging from reflective praxis, innovative teaching, and materials development. The dissertation module offers an opportunity for tutor-guided research into a meaningful area of professional practice.

2. PROGRAMME REQUIREMENTS

BA (Hons) English/ B Ed English OR equivalent, AND at least two years' experience in English language teaching.

3. PROGRAMME DURATION

Minimum	Maximum
2 years	5 years

4. MINIMUM CREDITS REQUIRED FOR THE AWARD

Postgraduate – 42 credits

5. ASSESSMENT

Assessments will consist of written examination of 3-hour duration, continuous assessment carrying a maximum of 50 % of total marks and a dissertation of 12 000 to 15 000 words (please see table below).

Continuous assessment will be based on tutor-marked assignment(s) in a range of formats including diary, portfolio, oral presentation, written assignments etc. Each module will carry 100 marks. To pass any module the learner should score a minimum

of 40.0% in continuous assessment and a minimum of 40.0% in the end of semester examination. Learners may re-sit up to a maximum of two failed modules for the semester of the programme.

MODULE	ASSESSMENT
Curriculum Development	1 Tutor-marked assignment + Written Exams
Research in Education	Oral Overview of Research Proposal Written Research Proposal
Reflective Praxis Workshop	Diary/ Oral Presentation
ICT in Education	1 Tutor-marked assignment with ICT component + Written Exams
Assessment	1 Tutor-marked assignment + Written Exams
Innovative Teaching Practice	Portfolio + Oral Presentation
TESL (Teaching English as a Second Language)	1 Tutor-marked assignment + Written Exams
Teaching Literature in ESL Contexts	1 Tutor-marked assignment + Written Exams
Materials Development	Coursework
Dissertation	Written dissertation + VIVA

6. GRADING

Marks (x) %	Description	Grade	Grade Point
$x \geq 70$	Excellent	A	5
$60 \leq x < 70$	Very Good	B	4
$50 \leq x < 60$	Good	C	3
$40 \leq x < 50$	Satisfactory	D	2
$x < 40$	Ungraded	U	0

7. AWARD

MEd in English with
Distinction
Merit
Pass
No Award

CPA ≥ 70
 $60 \leq \text{CPA} < 70$
 $40 \leq \text{CPA} < 60$
 CPA < 40

If CPA < 40, the learner will have to repeat the entire academic year, and retake the modules as and when offered. However, s/he will not be required, if s/he wishes, to retake module(s) for which Grade C or above has been obtained. Learners are allowed to repeat twice once over the entire duration of the Programme of Studies. No award is made if CPA < 40.

8. PROGRAMME STRUCTURE

YEAR	SEMESTER	MODULE	CREDITS
ONE	One	<ul style="list-style-type: none"> • Curriculum Development 	5
		<ul style="list-style-type: none"> • ICT in Education • Reflective Practice Workshop 	5 2
	Two	<ul style="list-style-type: none"> • Research in Education • Assessment • Innovative Teaching Practice 	3 5 3
TWO	One	<ul style="list-style-type: none"> • Dissertation 	(see total below)
		<ul style="list-style-type: none"> • Teaching English as a Second Language • Teaching Literature in ESL Contexts 	5 5
	Two	<ul style="list-style-type: none"> • Materials Development in ELT • Dissertation 	3 6
			42 credits

9. MODULES OUTLINE

Curriculum Development [OUpm013111]

Contents

- Evolution and Perspectives
- Curriculum Planning
- Curriculum Design
- Curriculum Maintenance and Continued Development
- Curriculum and Society
- Internationalisation of Education

Learning Outcomes

- Use theories and concepts to plan and manage educational courses
- Examine and analyse how change in trends and issues in education affect the larger community
- Project the effects of current educational policies and make ethical recommendations based on research

OU: ICT in Education [OUpm013112]

Contents

- Introduction to ICT
- Integrating technology in curriculum
- Enhancing classroom communication with ICT
- Visualising with technologies
- ICT learning and implementation

Learning Outcomes

- Demonstrate knowledge and skills with regard to the use of ICT in education
- Analyse the characteristics and scope of ICT in education
- Use ICT to effectively support the delivery of education in a variety of fields
- Organise the delivery and support systems having ICT applications in educational contexts

Reflective Practice Workshop (30 Contact Hours) [OUpm013113]

Contents

- Reflective Practice
- Critical Pedagogy
- Teacher Research Skills

Learning Outcomes

- Apply critical perspectives on teaching and learning
- Demonstrate reflective skills
- Initiate and monitor professional development

Research in Education [OUpm013121]

Contents

- Nature and purpose of educational research
- Approaches to educational research
- Planning your research
- Statistical analysis
- Presenting research
- Research Proposal

Learning Outcomes

- Select an appropriate methodology to research educational and organisational issues
- Review and interpret research articles
- Explore qualitative methods including Action Research to look into educational problems
- Collect and analyse data to address specific issues
- Develop appropriate research proposals
- Effectively conduct research in educational contexts.
- Submit a coherent research proposal

OU: Assessment [OUpm013122]

Contents

- Introduction to assessment
- Understanding assessment
- Alternative assessment
- Assessment techniques
- Assessment as tool for learning

Learning Outcomes

- Apply the basic concepts of assessment to education – teaching/learning
- Demonstrate knowledge of different assessment techniques that can be implemented in the classroom
- Apply alternative assessment
- Explain how scoring and analysis can be implemented

Innovative Teaching Practicum (3-day seminar and up to ten classes of innovative teaching) [OUpm013123]

Contents

- Integration of innovative pedagogies in the classroom
- Use of authentic materials
- Innovative integration of ICT
- Integration of innovative assessment in classroom teaching
- Observation and self-evaluation

Learning Outcomes

- Plan and design innovative lessons
- Integrate innovative pedagogy in the classroom
- Demonstrate reflective practice (during the ten innovative lessons)

This module enables further practice of the reflective skills learnt in the previous semester, compounding them with the integration of innovative teaching in ten lessons in the learner's workplace. The learner will have the possibility of applying innovative methodologies in the classroom and recording observations and feedback in a diary. The module will begin with a three-day seminar at the end of which learners will propose their plans for ten lessons of innovating teaching.

OU: Teaching English as a Second Language [OUpm013211]

Contents

- Theories of Second Language Acquisition (SLA)
- Research in SLA and Applied Linguistics
- Fundamentals of SLA and approaches to teaching English as a Second Language
- Approaches to teaching the four skills

Learning Outcomes

- Discuss key concepts in SLA
- Develop an understanding of the interface between SLA and teaching
- Apply SLA theories and research to classroom realities
- Discuss approaches to the teaching of the four skills

OU: Teaching Literature in ESL Contexts [OUpm013212]

Contents

- Philosophy and theory of literature
- Notions about literary language
- Critical theories and teaching literature
- Material selection and adaptation for teaching literature
- Assessment in the literature classroom

Learning Outcomes

- Discuss the philosophy and theory of the study of literature
- Analyse the intertextuality between language and literature
- Synthesise the role of literature in language learning
- Apply critical theories in the reading of literary texts
- Apply principles of assessment in the testing of literary texts
- Formulate criteria for literary text selection

OU: Materials Development in ELT [OUpm013221]**Contents**

- Approaches and methods of syllabus for materials design
- Materials evaluation for selection
- Materials adaptation
- Materials design
- Grading and sequencing
- Multimedia materials

Learning Outcomes

- Discuss the concept of syllabus and evaluate the effectiveness of different English language syllabi
- Describe and evaluate syllabus planning processes in specific teaching contexts
- Critique the effectiveness of English language materials (published or in-house) currently being used based on criteria
- Justify adaptation and/or supplementation of English language materials
- Design and write appropriate learning materials

OU: Dissertation [OUpm013222]**Contents**

- Educational, teaching -based research
- Writing a 12 000- 15 000 word dissertation

Learning Outcomes

- Conduct relevant research using appropriate methodologies
- Demonstrate ability to reflect on practice
- Synthesise research process, results and analysis into a coherently presented written dissertation

10. Mode of Delivery

The modules will be delivered through a mix of ODL and contact-based sessions. ODL modules will have self-learning materials.