

Master of Education in Curriculum and Instruction: Teaching English M.Ed. TEFL



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1. Dhofar University (DU) Vision, Mission, & Core Values

Vision

Dhofar University aspires to occupy a recognized position among institutions of quality higher education.

Mission

Dhofar University strives to achieve excellence in teaching, research and community service, in an open learning environment conducive to creativity and innovation and to the acquisition of cutting edge professional knowledge.

University Core Values

Academic excellence, Individual responsibility, Life-long learning, Quality, Continuous improvement.

2. About the Program

2.1 Program Title

Master of Education in Curriculum and Instruction: Teaching English

2.2 Program Abbreviation

M.Ed. TEFL

2.3 Program Objectives

The Master of Education in curriculum and Instruction: teaching English program at Dhofar University is a two-year program that aims to prepare effective teachers and practitioners according to international standards and contemporary thought in the field. In addition, the program aims to equip its graduates with the requisite skills and competencies for conducting action research as well as utilizing modern technology in their teaching and professional practice.

Graduates of the program will understand the theory and practice of language education pedagogy, curriculum planning and delivery, classroom supervision, materials and techniques, and student learning and assessment in language education.

2.4 Learning Outcomes

The M.Ed. TEFL program is designed to prepare teachers and practitioners to work as English language teachers in schools, colleges, institutions, and universities.. It will provide the individual with the knowledge, understanding and skills to deal effectively with advanced applied and research issues in TEFL. Graduates of the program will possess a solid foundation that will allow them to maintain their skills in their field.

Upon completion of the M.Ed. TEFL program, graduates will be able to:

- Apply new methods and approaches of teaching English in their institutions.
- Plan their lessons effectively
- Demonstrate teamwork and cooperative learning applications.
- Implement modern techniques, materials, and teaching aids in their classroom settings
- Conduct action research in their different institutions
- Practice life-long learning.
- Specify Arab student weaknesses in different skills and how to overcome them

- Utilize high level interpersonal skills to communicate in English.
- Implement technology in teaching English effectively.
- Manage and control their classes at different levels and ages.

2.5 Graduate Attributes

- Practice life-long, self-dependant learning skills.
- Demonstrate the ability to act independently and creatively in analyzing problems.
- Demonstrate their knowledge and skills in the investigation of problems and development of solutions.
- Be able to make sound judgments on complex issues and communicate their conclusions effectively to specialist and non-specialist audiences.
- Own the responsibility for their own learning and future professional development.
- Be able to collaboratively work in identifying issues and resolving problems.
- Develop the culture of doing appropriate literature review before the start of any research project.

2.6 Teaching and Learning Strategies

The teaching and learning strategies designed to satisfy the graduate attributes of the program are:

- Students are expected to participate actively in class discussions and out-of-class assignments, and to contribute to the process of constructing knowledge.
- Students are expected to participate actively in class discussions and out-of-class assignments
- Students are expected to be independent
- Students are encouraged to engage in critical thinking and to challenge ideas of others tactfully.
- Students will be required to write reports, and present their findings/work in class, workshops or seminars.
- Students are expected to practice teaching at schools especially if they don't have teaching experience.
- Students are expected to be engaged in individual and group projects whereby each student will be expected to contribute his own findings about a specific topic.
- Faculty members are expected to create opportunities in classrooms for students to demonstrate problem solving abilities through assignments, home works and projects.
- Students are expected to be engaged in appropriate literature review prior to commencement of any project assignment.

2.7 Admission Requirements

Admission to the Master in curriculum and Instruction: Teaching English Language is competitive and requires the candidate to:

- Have a bachelor degree in English language, English literature, translation (English-Arabic, or education (English emphasis) recognized by the Ministry of Higher Education

- Submit official transcripts for all undergraduate and/or graduate course work.
- Present an official certificate of passing IELTS score 5.5 or higher, or a paper-based TOEFL score of 550 or higher, or equivalent.
- Succeed in the admission interview conducted by the Graduate studies Committee of the college.

2.8 Graduation Requirements

The M.Ed. TEFL program is offered in two tracks as follows:

- 1) Course work and Comprehensive Exam option
- 2) Course work and Thesis option
 1. Course work and Comprehensive Exam option: The student is required to take 33 credit hours (nine core courses + 2 ELECTIVES) and a Comprehensive Exam.
 2. Thesis option: The student is required to take 27 credit hours (seven core courses + 2 ELECTIVES) and a thesis.

However, the student is required to:

- a. Complete successfully the specified program of study with a minimum CGPA of 75%.
- b. Present official evidence of passing IELTS level 6.0 or TOEFL with a minimum of 550 or equivalent
- c. Complete the Master's thesis or project.

2.9 Grading System

The grading system for the M.Ed. TEFL program is given below:

Numerical Grade	Grade Type	Equivalent Letter Grade	Equivalent Grade Points
90-100	Outstanding	A	4
85-89	Excellent	B+	3.5
80-84	Very Good	B	3
75-79	Good	C+	2.5
70-74	Fair	C	2
Less than 70	Fail		
	Incomplete	I	
	Pass	P	
	In progress	PR	
	Withdrew	W	
	No Grade Reported	-	

2.10 Study Plan

M.Ed. TEFL students are required to finish 27 credit hours + a six-credit thesis.

Twenty one credit hours are core courses and six of them are electives. In the case of the courses option, they have to take 27 credit hours as core courses and 6 credit

hours as electives courses. So, the total will be 33 credit hours. The study plan will be as follows:

CREDIT HOURS	COURSE NAME	COURSE CODE	SEMESTER	YEAR
3	GENERAL INSTRUCTIONAL METHODS	EDUC 502	1ST	ONE
3	INSTRUCTIONAL METHODS/EFL	EDUC 506		
3	RESEARCH METHODS IN EDUCATION	EDUC 590		
9	TOTAL NUMBER OF CR. HRS. 1ST SEMESTER			
3	ELECTIVE COURSE		2ND	
3	ADVANCED INSTR. METHODS/EFL	EDUC 605		
3	STATISTICAL ANALYSIS IN EDUCATION	EDUC 678		
9	TOTAL NUMBER OF CR. HRS. 2ND SEMESTER			
18	TOTAL NUMBER OF CR. HRS YEAR 1			
3	CALL	EDUC 508	3RD	TWO
3	ASSESSMENT AND EVALUATION IN TEFL	EDUC 585		
3	ELECTIVE COURSE			
9	TOTAL NUMBER OF CR. HRS 3RD SEMESTER			
6 OR 3 + 3 + 0	Thesis OR Pr. Curriculum, Materials & Syllabus Design + Professional Development In Education + Comprehensive Exam	EDUC 695 OR EDUC 615 + EDUC 677	4TH	
6	TOTAL NUMBER OF CR. HRS 4TH SEMESTER			
15	TOTAL NUMBER OF CR. HRS			

	YEAR 2
33	TOTAL NUMBER OF CR. HRS WHOLE PROGRAM

- **Additional Remarks:**

The program is monitored well and the thesis is controlled by the following steps:

1. The student agrees with the supervisor on the topic and its main ideas.
2. The proposal is prepared and corrected by the supervisor.
3. The proposed is presented before a panel of specialists.
4. After approval of proposal, the student starts work on the whole thesis with the supervision of the supervisor.
5. When the thesis is ready a committee is formed with:
 - External examiner
 - Internal examiner
 - Supervisor as chair.
6. A copy of the thesis is sent to each examiner for reading and comments.
7. On the designated date the committee meets and the student is asked to present his thesis publicly.
8. The committee members comment on the thesis and give their recommendations and remarks.
9. The committee makes the final decision recommending one of the following options:
 - Thesis is approved
 - Thesis is approved with minor amendments.
 - Thesis is approved with major amendments.
 - Thesis is rejected.
10. In case of amendments, the student makes them with assistance from his supervisor, and after he finishes them, the form is signed by the committee and the chair of the department.
11. The form is sent to the dean and the registration office