



FACULTY OF LANGUAGE STUDIES

MA in Teaching English as a Foreign Language (TEFL)

Student Handbook

Prepared by Prof. Aziz Thabit Saeed

(The Parts on policies pertinent to all MA programmes which were collected by previous FLS deans were retained here)

(Revised by Prof. Najib Al-Shehabi)

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Preface

Dear Student,

Thank you for choosing the MA in Teaching English as a Foreign Language (TEFL) Programme.

*MA in TEFL Student Handbook is a document that is meant to provide you with an overall view of the programme. It gives you specific details about the programme in terms of its objectives, learning outcomes, admission requirements, modules, types of assessment, length of study, etc. It is indispensable to you as it presents an overall view of the programme. The MA Student Handbook is the first thing that you should read very carefully **before you go to your first tutorial. Course Learning/Teaching Materials** are especially important. Please make sure that you receive all materials that are essential to the course.*

Some key concerns that you should know before going to your first tutorial are the following:

- ✓ programme requirements;*
- ✓ programme aims;*
- ✓ programme learning outcomes;*
- ✓ programme structure/organization and assessment.*

Course attendance requirements: two hours each week per course. It is important that you attend the tutorials regularly. Each tutor will also be available for further consultation in his/her office hours and through the email and the LMS. Do consult your tutor whenever you have any queries, or whenever you feel that you need help in preparing for TMAs and final exams.

*It is vitally important that you read the actual textbooks as well as the assigned material. While the assigned material is sufficient for passing the examined modules, extra credit will be given to students' extracurricular knowledge and to their understanding of the concepts that the programme introduces. It is of utmost importance that you also read the **MA Award Bylaws (please check the university website)**, as they contain crucial details about assessment, GPA and progression.*

One last important word is to let you know that students who pass this Programme will receive TWO MA certificates one from the Arab Open University and the other from the Open University in Britain.

We wish you the very best of luck.

Prof. Aziz Thabit Saeed,
Dean of the Faculty of Language Studies (FLS)

1. PROGRAMME DESCRIPTOR, DURATION OF STUDY AND ADMISSION REQUIREMENTS

A. The AOU Degree Requirements: MA in TEFL

The degree comprises **48** credit hours, which you can complete over a two-year period of full-time study. The breakdown of credit hours and courses needed to complete the programme are as follows:

	Category	Credit Hours
1	8 Compulsory Modules	32
2	Proposal Prep. and Dissertation or	16 Proposal Prep. 4 Dissertation 12
	Non-thesis track: a comprehensive exam and 4 modules	0 16
TOTAL		48

(I) **Compulsory Modules (32 credit hours)**

The following courses comprise the modules in the programme: The programme is made up of the following three components:

1. **Compulsory modules: (32 credit hours)**

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL503	English Language Teaching Methods: Receptive Skills (I)	4
EFL504	English Language Teaching Methods: Productive Skills (II)	4

EFL505	Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing	4
EFL508	Practicum	4

2. Elective Modules: (8 credits—for non-thesis track)

Elective Modules		
Code	Module Title	Credit Hours
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
EFL515	Phonetics and Phonology	4

3. Thesis, non-thesis modules: 16 credits

Thesis modules:

Code	Title	Credit Hours
EFL529	Proposal Prep.	4
EFL531	Dissertation	12
		Total: 16

OR
Non-thesis Track: consisting of:

A: The following compulsory modules:

EFL521	Semantics and Pragmatics	4
EFL522	Contrastive Linguistics and Error Analysis	4

B: Any two modules of the following electives:

EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4

EFL513	Discourse Analysis	4
EFL514	Pedagogic Grammar	4
EFL515	Phonetics and Phonology	4
Total		16
C: A Comprehensive Exam:		
EFL525	Comprehensive Exam	0

** Students take the comprehensive exam after finishing all modules.

(3) Suggested Graduation Plan

This programme has a thesis or non-thesis option as the study plan below indicates:

Semester	Code	Module Title	Cred	Prerequisite
Sem. I	EFL501	Theories of Foreign Language Learning	4	None
	EFL502	Research Methods	4	None
	EFL503	English Language Teaching Methods: Receptive Skills (I)	4	None
Total			12	
Sem. II	EFL504	English Language Teaching Methods: Productive Skills (II)	4	EFL501 EFL502
	EFL505	Technology in the Classroom	4	EFL501 EFL502
	EFL506	Classroom Management	4	EFL501 EFL502
Total			12	
Sem. III	EFL507	Foreign Language Testing	4	EFL501 EFL502
	EFL508	Practicum	4	EFL503 EFL504

				EFL505 EFL506
	EFL529	Proposal Prep*	4	EFL501 EFL502
Total			8	
Sem. IV				
	EFL531	Thesis Module	12	EFL529
OR Non-thesis track -- Students will:				
A: take the following two compulsory modules:				
	EFL521	Semantics and Pragmatics	4	EFL501 EFL502
	EFL522	Contrastive Linguistics and Error Analysis	4	EFL501 EFL502
B: Choose any two modules from the list of electives below			8	
C: Sit for EFL525 Comprehensive Exam			0	
Total			16	

*Students should take EFL504 immediately after EFL503 since both address the theme of how receptive and productive skills are taught.

* EFL529 -- Proposal Prep. module is taken by thesis track students

**Students take the comprehensive exam after finishing all modules.

Non-thesis track students choose two modules (8 credit hours) from the following list of electives:

Elective Modules			
Code	Module Title	Credit Hours	Prerequisite
EFL511	English Linguistics and Applications	4	None
EFL512	Sociolinguistics	4	None
EFL513	Discourse Analysis	4	None
EFL514	Pedagogic Grammar	4	None

EFL515	Phonetics and Phonology	4	None
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* The comprehensive exam is taken after finishing all modules.

If you plan to finish in two years, you are expected during the first *summer* to have identified a topic of research for your dissertation, if you opt for the dissertation track. You should draft a detailed proposal, which must be approved by the end of the first semester of the second year (in the month of December), and you can start working on the dissertation by 1 February of the second year. You are expected to defend and successfully pass the dissertation in the summer of the second year. However, students may opt to take more time to finish their studies, but within a maximum of 8 semesters.

B. The OU-validated version:

DEGREE REQUIREMENTS: The postgraduate MA in TEFL Programme will be validated through a process of external peer review by the Open University (OU), UK as being of an appropriate standard and quality to lead to the Open University validated award of: **MA in TEFL (OUVA)**.

The degree comprises 48 credit hours, which can be completed over a two-year period of full-time study. The breakdown of credit hours and courses needed to complete the programme are as follows:

	Category	Credit Hours
1	Taught Modules	32
2	Proposal Prep. and Dissertation Or A comprehensive exam and 4 more modules	16
TOTAL		48

Admission requirements

To be admitted to the programme, you need to:

- A. Have a BA degree in English Language and Literature, or a related specialization from the Arab Open University or another recognized university with a graduation rating of **GOOD** or higher in light of local accreditation requirements in the branch countries.
- B. Achieve Band 6 or higher in the **Academic Version** of the '*International English Language Testing System*' (IELTS) test, OR
Achieve a score of 550 or more in the 'Test of English as a Foreign Language' (TOEFL) (**Paper-Based Test**) or the equivalent score in the Computer-Based Test.

C. Some branches may require an interview and/or recommendation letters.

2. ACADEMIC STAFF, CONTACT DETAILS AND AVAILABILITY ARRANGEMENTS		
External Examiner: Ms. Sara Etchells		
Teaching staff associated with the programme modules		
Name	Academic Rank	Contact
Prof. Aziz Thabit Saeed	<i>Professor of Linguistics and TESOL</i>	dean.el@arabou.edu.kw
Prof. Najib Al-Shehabi	<i>Professor of Linguistics (with experience in teaching TEFL)</i>	n.al-shehabi@arabou.edu.kw
Prof. Hayat Al-Khatib	<i>Professor of Applied Linguistics</i>	hkhatib@aou.edu.lb
Prof. Yehia Al-Sohbani	<i>Professor of Applied Linguistics</i>	y.alsohbani@arabou.edu.sa
Dr. Ghurmullah Alghamdi	<i>Associate Prof. of Applied Ling</i>	gghamdi@arabou.edu.sa
Dr. Manar Shalaby	<i>Asst. Prof. of Applied Linguistics</i>	manar@aou.edu.eg
Dr. Yusuf Shudooh	<i>Asst. Prof. of Applied Linguistics</i>	yshudooh@aou.edu.kw
Dr. Ismail Safieh	<i>Asst. Prof. of Applied Linguistics</i>	isafieh@aou.edu.kw
Dr. Marine Milad	<i>Asst. Prof. of Applied Linguistics</i>	marine@aou.edu.kw
Dr. Suleiman Abbas	<i>Asst. Prof. of Applied Linguistics</i>	s_abbas@aou.edu.jo
Dr. Etaf Qatanani	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	e_qatanani@aou.edu.jo
Dr. Omar Nofal	<i>Asst. Prof. of Applied Linguistics</i>	o_nofal@aou.edu.jo
Dr. Yousef Zrekat	<i>Asst. Prof. of Applied Linguistics</i>	y.zrekat@arabou.edu.sa
Dr. Shaimaa Helal	<i>Asst. Prof. of Applied Linguistics</i>	s.helal@arabou.edu.sa
Dr. Raya Alkharusi	<i>Asst. Prof. of Applied Linguistics</i>	raya@aou.edu.om
Dr. Seham Shaban	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	seham.osama@aou.org.eg
Dr. Amel Salah El-din	<i>Asst. Prof. of Applied Linguistics</i>	amel.eldin@arabou.edu.sa
Dr. Nawal Shakar	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	nawal.shakar@aou.org.bh

Dr. Anny Joukoulian	<i>Asst. Prof. of Applied Linguistics</i>	ajoukoulian@aou.edu.lb
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If more tutors are needed, the AOU will recruit based on the needs of each branch.

In the AOU system, all Tutors are available for contact in:

- (A) weekly tutorials
- (B) office hours. Other arrangements can be made through the LMS system and direct phone calls.

SUPPORT STAFF

Please contact your tutor/supervisor for a list of support staff in your branch.

3. INTRODUCTION TO THE PROGRAMME

The MA Programme in TEFL is a full-time postgraduate programme of study comprising taught courses and a research dissertation or a comprehensive exam as indicated above. The programme will be delivered through the blended learning system, which – according to the AOU regulations - is delivered through two complementary modes:

- face-to-face interactive tutorials, constituting 50% of course credit hours, and;
- interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 50% of course credit hours.

D. Candidates admitted into the programme must hold a BA degree in English Literature, English Language and Literature or a related field from the AOU or other accredited universities with a graduation rating of *GOOD* or higher in light of local accreditation requirements in the branch countries.

In addition, they have to meet the language requirement stated above.

The MA programme in TEFL has been developed and is delivered by the Arab Open University. It has been validated through a process of external peer review by the Open University, UK as being of an appropriate standard and quality to lead to the Open University validated award of MA in TEFL (OUVA)

Possible job opportunities

This programme opens up many gates of **employment** for you: the following are job areas, which you will be suitable for (perhaps with special induction and suitable training in some of the cases given below):

Public schools, bilingual and monolingual schools teaching through the medium of English, foundation programmes at universities, community colleges, language centers, international and regional publishers, Educational zones, banks, firms, foreign embassies, international educational/cultural organizations/agencies, government departments/offices, national, regional and international newspapers, satellite stations, news agencies, etc. The programme also opens up an important gate for **further/higher academic study** (e.g. a PhD degree).

4. PROGRAMME SPECIFICATION	
Duration of the programme	2 years
Dual accreditation	Open University UK and Ministry of Higher Education in the host country of the AOU Branch

The programme is made up of the following three components:

1. Compulsory modules: (32 credit hours)

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL503	English Language Teaching Methods: Receptive Skills (I)	4
EFL504	English Language Teaching Methods: Productive Skills (II)	4
EFL505	Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing	4
EFL508	Practicum	4
Total		32

2. Elective Modules—2 from the following list for the students who will opt for the non-thesis track (8 credits)

Elective Modules		
Code	Module Title	Credit Hours
EFL511	English Linguistics and Applications	4
EFL512	Sociolinguistics	4
EFL513	Discourse Analysis	4

EFL514	Pedagogic Grammar	4
EFL515	Phonetics and Phonology	4

3. Thesis, non-thesis modules: 16 credits

a. Thesis track

Code	Title	Credit Hours
EFL529	Proposal Prep.	4
EFL531	Dissertation	12
Total:		16

b. Non-thesis track

Students who opt for this track have to:

I. Study the following two **compulsory** modules (8 credit hours):

EFL521: Semantics and Pragmatics (4 credits)

- EFL522: Contrastive Linguistics and Error Analysis (4 credits)

II. Choose two more modules from the elective list (8 credits)

III. and take a comprehensive exam:

- EFL 525: Comprehensive exam (0) credits

Students who do not finish their degree can claim a certificate or a diploma in Teaching English as a Foreign Language from the OU.

The programme is organized in the following study plan:

Semester	Code	Module Title	Cred	Prerequisite
Sem. I	EFL501	Theories of Foreign Language Learning	4	None
	EFL502	Research Methods	4	None
	EFL503	English Language Teaching Methods: Receptive Skills (I)	4	None
Total			12	
Sem. II	EFL504			EFL501

		English Language Teaching Methods: Productive Skills (II)	4	EFL502
	EFL505	Technology in the Classroom	4	EFL501 EFL502
	EFL506	Classroom Management	4	EFL501 EFL502
Total			12	
Sem. III				
	EFL507	Foreign Language Testing	4	EFL501 EFL502
	EFL508	Practicum	4	EFL503 EFL504 EFL505 EFL506
	EFL529	Proposal Prep*	4	EFL501 EFL502
Total			8	
Sem. IV				
	EFL531	Thesis Module	12	EFL529
OR Non-thesis track -- Students will:				
A: take the following two compulsory modules:				
	EFL521	Semantics and Pragmatics	4	EFL501 EFL502
	EFL522	Contrastive Linguistics and Error Analysis	4	EFL501 EFL502
B: Choose any two modules from the list of electives below			8	
C: Sit for EFL525 Comprehensive Exam			0	

Total	16
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* EFL529 -- Proposal Prep. module is taken by thesis track students

* Non-thesis track Students take the comprehensive exam after finishing all modules.

Non-thesis track students choose two modules (8 credit hours) from the following list of electives:

Elective Modules			
Code	Module Title	Credit Hours	Prerequisite
EFL511	English Linguistics and Applications	4	None
EFL512	Sociolinguistics	4	None
EFL513	Discourse Analysis	4	None
EFL514	Pedagogic Grammar	4	None
EFL515	Phonetics and Phonology	4	None

5. PROGRAMME EDUCATIONAL AIMS AND OBJECTIVES

Educational aims and objectives

This taught postgraduate programme in TEFL will:

- Train you to become effective classroom teachers by introducing you to the latest language teaching theories, methods and approaches.
- Provide you with the necessary skills that enable you to both construct and evaluate language-teaching programmes.
- Expose you to various methods of preparing teaching materials.
- Develop in you the ability to conduct empirical research in the domain of EFL.
- Prepare you to combine theory and practice in the teaching-learning process.
- Train you to apply Computer-Assisted Language Teaching (CALT) techniques in your teaching.
- Familiarize you with the latest methods of assessment and evaluation.

The introduction of this MA programme reflects AOU strategy to start postgraduate studies that serve the needs of AOU graduates, on the one hand, and meet national and regional socio-economic development requirements, on the other hand. Secondly, the proposed programme is in high demand in all Arab countries, particularly in view of the following facts:

1. Many Arab countries are teaching English in grade 1 instead of grade 4 or 6 as has been the case till very recently. This expansion in the teaching of English at school level will require teachers who are qualified both linguistically and professionally.

2. More and more public and private universities are being established in many Arab countries, and thus there is a great demand for qualified MA holders to teach language skills to their students.

3. In many Arab universities, there is a shortage of specialists in TEFL. By providing an opportunity to Arab students to do their MA, the AOU is enhancing the possibility of their continuing for the PhD degree and hence filling current teaching vacancies in local and regional universities.

4. International and regional businesses, foreign missions, the mass media, international organizations, publishers, and translation establishments require Arab personnel who are proficient in both English and Arabic.

5. International communication/dialogue requires Arab personnel who are not only proficient in English and Arabic, but who are also knowledgeable in international culture/thought and modes of thinking, and who are capable of engaging in cross cultural studies and dialogue.

FLS believes that a strong and viable MA Programme in TEFL will help the AOU realize the following objectives:

- promoting a high-quality system of blended learning,
- providing students with blended learning programmes that address their academic and vocational needs,
- fostering an open and equal opportunity environment conducive to intellectual development, and to both theoretical and applied research,
- preparing students for further and more advanced study,
- preparing and qualifying students for employment in local and regional markets as well as in the global market,
- graduating individuals who can communicate with the world at large; understand it; and make themselves understood in it.

This taught postgraduate programme in TEFL will:

- build upon and develop students' existing knowledge of, and interest in, the study of TEFL;
- provide students with appropriate training in methods of research in TEFL at postgraduate level;
- provide students with the opportunity to carry out a substantial piece of independent research, and to write this up using the appropriate scholarly apparatus.

6. POSTGRADUATE EXIT AWARDS

This programme has the advantage of offering 'exit awards'. An exit award is a grant which you may claim if, for one reason or another, you exit (leave) the programme before you complete it towards the MA degree.

There are TWO exit awards:

1. Postgraduate **Certificate** in TEFL (C20)
2. Postgraduate **Diploma** in TEFL (D35)

On successful completion of the following postgraduate courses from the MA Programme in Teaching English as a Foreign Language, you can claim a **Postgraduate Certificate in Teaching English as a Foreign Language (C20) from the OU/UK**. The AOU does not offer such a certificate; it provides students who do not complete the MA programme with a statement only.

Code	Title	Credit Hours
EFL501	Theories of Foreign Language Learning	4
EFL502	Research Methods	4
EFL503	English Language Teaching Methods: Receptive Skills (I)	4
EFL504	English Language Teaching Methods: Productive Skills (II)	4
Total		16

Postgraduate Diploma in Teaching English as a Foreign Language

In addition to completing the above 4 courses, and on successful completion of the following 4 courses from the MA programme in TEFL, you will be eligible for a **Postgraduate Diploma in Teaching English as a Foreign Language (D35)**:

Code	Title	Credit Hours
EFL505	Technology in the Classroom	4
EFL506	Classroom Management	4
EFL507	Foreign Language Testing	4
EFL508	Practicum	4
Total		16

NOTE: The postgraduate awards referred to above can only be awarded to students enrolled in the MA Programme in TEFL who fail to complete the full programme. In other words, they are not free-standing awards. Besides, these awards are not offered by the AOU but rather by the Open University-UK only as per the AOU's bylaws and regulations. The AOU provides students who do not complete the MA programme with a statement only.

You should be aware of the fact that AOU bylaws allow continuing students to register in the MA **dissertation** module only if their GPA is 3 points or above. Students whose GPA is less than 3 points may apply for an exit award.

Process

If you wish to obtain an exit award, you should submit a signed letter to this effect to the Programme Coordinator of the AOU Branch where you are registered stating which exit award you are applying for and the MA course(s) you have completed successfully.

A meeting by the Branch Examination Committee (BEC) should be convened within a week. If the award is proposed by the BEC, it should be sent to the deanship within the same period.

The TEFL Postgraduate Board (TEFLPB) at the Deanship will then decide on the proposal. Finally, the decision is tendered to the AOU Central Examination Committee (CEC) for a final endorsement.

7. Programme structure and learning outcomes

Programme Structure - LEVEL 7a						
Compulsory modules	Credit hours	Optional modules	Credit hours	Credit points	Is module compensatable?	Semester it runs in
EFL501: Theories of Foreign Language Learning	4			15	NO	
EFL502: Research Methods	4			15	NO	
EFL503: English Language Teaching Methods: Receptive Skills (I)	4			15	NO	
EFL504: English Language Teaching Methods Productive Skills (2)	4			15	NO	
Total	16			60		

**The modules taught at this level constitute the requirement for the first exit award, i.e., a Certificate in TEFL.*

Intended learning outcomes of the Certificate in Teaching English as a Foreign Language are listed below:

Learning Outcomes – LEVEL 7a

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the Certificate in teaching English as a Foreign Language, they will have knowledge and understanding of:</p> <p>A1. The relationship between EFL research and the various kinds of educational practices to which it can relate;</p> <p>A2. Recent research and effective practice in TEFL;</p>	<p>The AOU learning/teaching strategy provides contact hours that are equal to 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems.</p> <p>The taught modules will be delivered through the AOU system which consists of two complementary modes:</p> <ol style="list-style-type: none">1. face-to-face interactive tutorials, constituting 50% of course credit hours, and;2. interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 50% of course contact hours. <p>The assessment strategy of each module offered is included in its respective “Module Specification” template.</p> <p>Learning outcomes are assessed primarily by means of written tutor-marked assignments (TMAs), and Final Exams (FEs), each is given 50% of the final mark.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this certificate, they will be able to</p> <p>B1. Define and appropriately utilise key terms, concepts and theories in TEFL studies;</p>	<p>Cognitive skills are developed and practised through study of the course materials, and students will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this certificate, they will be able to</p> <p>C1. Read academic publications pertinent to TEFL topics proficiently and with confidence;</p> <p>C2. Appraise, review and critically and reflexively formulate arguments relevant to TEFL;</p>	<p>Practical and professional skills are taught cumulatively throughout the programme. EFL502 teaches basic postgraduate research skills. This module as well as EFL501 are designed to prepare students to write their TMAs critically and reflectively.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this certificate, they will be able to</p> <p>D1. Take personal responsibility to complete a pertinent programme of learning which requires sustained and independent application.</p>	<p>Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules.</p>

On successful completion of the above level (7a) modules (16 credits) from the MA Programme in Teaching English as a Foreign Language, you can claim a Postgraduate Certificate in Teaching English as a Foreign Language from the OU/UK only. The AOU does not offer such a certificate; it provides students who do not complete the MA programme with a statement only.

<u>Programme Structure - LEVEL 7b*</u>					
Compulsory modules	Credit hours	Optional modules	Credit points	Is module compensatable?	Semester it runs in
EFL505: Technology in the Classroom	4		15	NO	
EFL506: Classroom Management	4		15	NO	
EFL507: Foreign Language Testing	4		15	NO	
EFL508: Practicum	4		15	NO	
Total	16		60		

**The modules taught at this level together with the ones taught at level (7a) constitute the requirement for the second exit award, i.e., a Diploma in TEFL.*

Intended learning outcomes of the Diploma in Teaching English as a Foreign Language are listed below:

<u>Learning Outcomes – LEVEL 7b</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed the Diploma in teaching English as a Foreign Language, they will have knowledge and understanding of:	The AOU learning/teaching strategy provides contact hours that are equal to 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems.

Learning Outcomes – LEVEL 7b

3A. Knowledge and understanding

<p>A1. The relationship between EFL research and the various kinds of educational practices to which it can relate;</p> <p>A2. Recent research and effective practice in TEFL;</p>	<p>The TEFL MA programme will be delivered through the AOU system which consists of two complementary modes:</p> <ol style="list-style-type: none"> 3. face-to-face interactive tutorials, constituting 50% of course credit hours, and; 4. interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 50% of course contact hours. <p>The assessment strategy of each module offered is included in its respective “Module Specification” template.</p> <p>Learning outcomes are assessed primarily by means of written tutor-marked assignments (TMAs), and Final Exams (FEs).</p>
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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this Diploma, they will be able to</p> <p>B1. Define and appropriately utilise key terms, concepts and theories in TEFL studies;</p>	<p>Cognitive skills are developed and practised through study of the course materials, and students will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals.</p>

3B. Cognitive skills	
<p>B2. Apply and refine critical thinking skills in relation to teaching English as a Foreign Language;</p> <p>B3. Contribute in an informed way to current debates about teaching English as a foreign language.</p>	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this Diploma, they will be able to</p> <p>C1. Read academic publications pertinent to TEFL topics proficiently and with confidence;</p> <p>C2. Appraise, review and critically and reflexively formulate arguments relevant to TEFL;</p> <p>C3. Critically reflect on their own teaching practice;</p>	<p>Practical and professional skills are taught cumulatively throughout the programme. EFL505 overviews technology applications in the classroom. EFL506 is designed to prepare students for practical management of classrooms. EFL507 looks at aspects of criteria and test preparation; while EFL508 prepares students to conduct their practicum both critically and reflectively. All modules are assessed through portfolio and final exam</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this Diploma, they will be able to</p> <p>D1. Take personal responsibility to complete a pertinent programme of learning which requires sustained and independent application.</p>	<p>Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules.</p>

3D. Key/transerable skills	

On successful completion of the 4 modules in LEVEL 7b in addition to the 4 modules in LEVEL 7a from the MA Programme in Teaching English as a Foreign Language (32 credits), students can be eligible for a Postgraduate Diploma in Teaching English as a Foreign Language form the OU/UK only. The AOU does not offer such a diploma; it provides students who do not complete the MA programme with a statement only

Programme Structure - LEVEL 7c					
Compulsory modules	Credit hours	Optional modules	Credit points	Is the module compensatable?	Semester it runs in
EFL529: Proposal Prep. EFL531: Thesis	4 12		60	NO	
OR					
Non-thesis track, comprising: I. Comprehensive Exam II. the following 2 modules:	0		0	NO	
EFL521: Semantics and Pragmatics	4		15	NO	
EFL522: Contrastive Linguistics and Error Analysis	4		15	NO	
And III. 2 modules from the list of electives	8		30		

Programme Structure - LEVEL 7c					
Total	16		60		

Intended learning outcomes at Level 7 are listed below:

<u>Learning Outcomes – LEVEL 7c</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed the degree in teaching English as a Foreign Language, they will have knowledge and understanding of:</p> <p>A1. The relationship between EFL research and the various kinds of educational practices to which it can relate;</p> <p>A2. Recent research and effective practice in TEFL;</p> <p>A3. Ethical frameworks and measures appropriate to educational contexts in TEFL;</p> <p>A4. Processes involved in carrying out a research enquiry in a relevant area of study within the identified themes of the programme.</p>	<p>The AOU learning/teaching strategy provides contact hours that are equal 50% of what traditional universities require. Thus, AOU students enjoy the benefits of both the open and traditional university systems.</p> <p>The TEFL MA programme will be delivered through the AOU system which consists of two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 50% of course credit hours, and; 2. interactive distance learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 50% of course contact hours. <p>The assessment strategy of each module offered is included in its respective “Module Specification” template.</p>

Learning Outcomes – LEVEL 7c

3A. Knowledge and understanding

Knowledge and understanding are gained and developed through the study of the course materials in all modules and the final dissertation or comprehensive exam. The taught modules include published teaching texts and set texts. Tutors also post support material to the students on AOU's LMS (Learning Management System). A further channel of instruction is tutors' office hours where you can have direct consultation with your tutors.

Learning outcomes of the taught modules are assessed primarily by means of written tutor-marked assignments (TMAs), and Final Exams (FEs). For the dissertation, you will choose a topic within an area studied earlier in the programme, and write up to 12,000-16,000 words. Tutors provide ungraded feedback on draft chapters.

3B. Cognitive skills

Learning outcomes:

When students have completed this degree, they will be able to

B1. Define and appropriately utilise key terms, concepts and theories in TEFL studies;

B2. Apply and refine critical thinking skills in relation to teaching English as a Foreign Language;

Learning and teaching strategy/ assessment methods

Cognitive skills are developed and practised through study of the course materials, and you will also have the opportunity to learn and practise these through group or individual tutorial work. They are assessed in TMAs and Finals.

Your ability to recognise a potential area for research in teaching English as a foreign language is specifically assessed in the extensive pieces of writing you will be producing in the course, mainly in TMAs and dissertation.

3B. Cognitive skills	
<p>B3. Critically interpret, assess and deploy EFL research methodologies and their evidence;</p> <p>B4. Contribute in an informed way to current debates about teaching English as a foreign language.</p>	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this degree, they will be able to</p> <p>C1. Read academic publications pertinent to TEFL topics proficiently and with confidence;</p> <p>C2. Appraise, review and critically and reflexively formulate arguments relevant to TEFL;</p> <p>C3. Critically reflect on their own teaching practice;</p> <p>C4. Produce and present written texts employing a suitable writing style appropriate to a specific academic genre that uses and cites source materials correctly and appropriately.</p>	<p>Practical and professional skills are taught cumulatively throughout the programme. EFL502 teaches basic postgraduate research skills. This module as well as EFL501 are designed to prepare you to write your TMAs critically and to undertake a final dissertation. You are assessed on these skills in the two foundation modules (EFL501 & EFL502), the subject modules, and the final dissertation (including writing your proposal and dissertation).</p>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>When students have completed this degree, they will be able to</p> <p>D1. Work independently on projects or extended assignments involving the analysis and presentation of materials and issues;</p> <p>D2. Produce original texts to communicate ideas concisely and effectively in written work to show clear expression and coherent structure;</p> <p>D3. Take personal responsibility to complete a pertinent programme of learning which requires sustained and independent application.</p> <p>D4. Use information and communication technology appropriately for information retrieval and communication purposes.</p>	<p>Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs particularly assess students' ability to communicate effectively their knowledge and understanding of the subject matter of foundation and subject modules. The full range of key skills is assessed in the dissertation module.</p>

On successful completion of the above modules in addition to Level (7a) and Level (7b) modules from the MA programme in Teaching English as a Foreign Language (48 credits), students will be eligible for the MA Degree in Teaching English as a Foreign Language.

8. PROGRAMME LEARNING OUTCOMES with CURRICULUM MAPS

The term "learning outcomes" (LOs) represents a central concept. It simply refers to the objectives that you attain at the end of a particular learning/teaching activity or at the conclusion of a certain course or programme. LOs are characteristically divided into four categories:

- (1) knowledge and understanding,
- (2) cognitive skills,
- (3) key skills, and
- (4) practical and professional skills.

MA in TEFL Learning Outcomes followed by tables that map the modules in the programme with the outcomes (Curriculum Map):

Knowledge and understanding

When students have completed this degree, they will have knowledge and understanding of:

- A1.** The relationship between EFL research and the various kinds of educational practices to which it can relate;
- A2.** Recent research and effective practice in TEFL;
- A3.** Ethical frameworks and measures appropriate to educational contexts in TEFL;
- A4.** Processes involved in carrying out a research enquiry in a relevant area of study within the identified themes of the programme.

Cognitive skills

When students have completed this degree, they will be able to:

- B1.** Define and appropriately utilize key terms, concepts and theories in TEFL studies;
- B2.** Apply and refine critical thinking skills in relation to teaching English as a Foreign Language;
- B3.** Critically interpret, assess and deploy EFL research methodologies and their evidence;
- B4.** Contribute in an informed way to current debates about teaching English as a foreign language.

Practical and professional skills

When students have completed this degree, they will be able to:

- C1.** Read academic publications pertinent to TEFL topics proficiently and with confidence;
- C2.** Appraise, review and critically and reflexively formulate arguments relevant to TEFL;
- C3.** Critically reflect on their own teaching practice;

C4. Produce and present written texts employing a suitable writing style appropriate to a specific academic genre that uses and cites source materials correctly and appropriately.

Key/transferable skills

When students have completed this degree, they will be able to:

D1. Work independently on projects or extended assignments involving the analysis and presentation of materials and issues;

D2. Produce original texts to communicate ideas concisely and effectively in written work to show clear expression and coherent structure;

D3. Take personal responsibility to complete a pertinent programme of learning which requires sustained and independent application.

D4. Use information and communication technology appropriately for information retrieval and communication purposes.

Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit																			
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
7a	EFL501: Theories of Foreign Language Learning	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓
	EFL502: Research Methods	✓	✓	✓	✓		✓			✓		✓	✓		✓		✓		✓	✓
	EFL503: English Language Teaching Methods: Receptive Skills	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
	EFL504: English Language Teaching Methods: Productive Skills	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓

Level	Study module/unit																			
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4
7b	EFL505: Technology in the Classroom	✓	✓		✓		✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓
	EFL506: Classroom Management	✓	✓		✓		✓	✓	✓	✓		✓	✓		✓		✓			✓
	EFL507: Foreign Language Testing	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓		
	EFL508: Practicum	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓

Level	Study module/unit																			
		A1	A2	A3	A4		B1	B2	B3	B4		C1	C2	C3	C4		D1	D2	D3	D4

7c	EFL529: Proposal Prep		✓	✓	✓	✓		✓	✓			✓	✓	✓		✓	✓	✓	✓
	EFL531: Thesis Module		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓

OR

A Comprehensive Exam and

I. the following two compulsory modules

EFL521: Semantics and Pragmatics		✓	✓		✓		✓		✓	✓		✓		✓		✓	✓	✓
EFL522: Contrastive Linguistics and Error Analysis		✓	✓		✓		✓		✓	✓		✓		✓		✓	✓	✓

II. Any two of the following list of electives

Elective Modules																		
EFL511: English Linguistics and Applications		✓	✓		✓		✓	✓	✓	✓		✓	✓		✓		✓	✓
EFL512: Sociolinguistics		✓	✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
EFL513: Discourse Analysis		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
EFL514: Pedagogic Grammar		✓	✓		✓		✓	✓	✓	✓		✓	✓		✓		✓	✓
EL515: Phonetics and Phonology		✓	✓		✓		✓	✓		✓		✓	✓	✓		✓	✓	✓

9. PROGRAMME MAP

Programme Level: Masters Degree (MA)

Credit hours: 48 (180 points)

Length of study: Two full years or more, depending on student's pace or branch-country requirements, as in the table below:

Semester	Course No	Course Title	Duration
I	EFL501	Theories of Foreign Language Learning	15 weeks
	EFL502	Research Methods	15 weeks
	EFL503	English Language Teaching Methods: Receptive Skills (I)	15 weeks
II	EFL504	English Language Teaching Methods: Productive Skills (II)	15 weeks
	EFL505	Technology in the Classroom	15 weeks
	EFL506	Classroom Management	15 weeks
III	EFL507	Foreign Language Testing	15 weeks
	EFL508	Practicum	15 weeks
IV	-Non-Thesis Track students take 2 compulsory courses and 2 electives -Thesis students start writing the dissertation		
	EFL521	Semantics and Pragmatics	15 weeks
	EFL522	Contrastive Linguistics and Error Analysis	15 weeks
		Elective 1	15 weeks
		Elective 2	15 weeks
		EFL525*	Comprehensive Exam

Thesis Track students:

2 summers	EFL529	Proposal Prep.	24 weeks
	EFL531	Dissertation in TEFL	
Total			2 Full years

* Students take the comprehensive exam after finishing all modules.

** Student opting for the thesis option should have had their proposal accepted by now and can start writing their dissertation this semester and continue in the summer.

The maximum number of semesters is eight.

10. DESCRIPTION OF PROGRAMME MODULES AND MODULE LEARNING OUTCOMES

The following is a brief catalogue description for each module in the programme. For full description of the aims and learning outcomes of each module as well as information about module content, mark distribution, textbook and relevant supporting material, see the following: www.arabou.edu.kw

EFL501: Theories of Foreign Language Learning:

EFL 501 identifies the main theories that address the question of how language is learnt. Special emphasis will be placed on major theories, especially behaviorism and cognitivism among others. Audiolingualism in learning a foreign language as a 'mimetic' activity involves students repeating or imitating new information and practice approach to language development. The cognitive/mentalist approach takes language learning as a mental process rather than a habit formation. The course explains how, through reliance on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. This shift in foreign language pedagogy towards the measurement of language performance/competency has resulted in a change in the role of the teacher from one of authority/expert to that of facilitator/guide.

EFL502: Research Methods

EFL 502 aims at providing principles and types of research methods which prospective teachers of English need. Research methods comprise a basic requirement that graduate students need for undertaking research at MA level. The module provides a range of theoretical, practical and ethical issues in foreign language research with emphasis on English language teaching and learning.

The module covers practical and valid approaches and techniques needed to teach English language receptive skills. The module prepares students to teach receptive skills (listening and reading) needed to pursue their career as ESL/EFL teachers. In EFL503, students learn to examine the challenges facing methodologists, material designers and developers as well as foreign language teachers in analyzing and choosing the suitable approaches, methods and materials for use in the English language classroom.

By the end of the course, you should be able to understand the general principles of teaching receptive skills and evaluate teaching and learning materials as used in classes of small and large numbers of learners.

EFL 504 - English Language Teaching Methods – Productive Skills (II)

The module covers practical and valid approaches and techniques needed to teach English language productive skills. It prepares you to teach speaking and writing skills needed to pursue their career as ESL/EFL teachers. In EFL504, you learn to examine the challenges for methodologists, material designers and developers as well as foreign language teachers in analysing and choosing the suitable approaches, methods and materials for use in the English language classroom.

By the end of course, you should be able to teach productive skills and evaluate teaching and learning materials as used in classes of small and large numbers of learners.

EFL 505: Technology in the Classroom

EFL 505 helps potential tutors of English as a foreign language incorporate technology in the classroom. It provides them with theoretical as well as practical skills in the basic terminology of ICT (*Information and Communication Technologies*) and e-learning; basic computer skills a tutor needs; advance online search, effective use of E-learning portals such as wikis, blogs, podcasts, using e-communication for study, managing an e-project and the general use of technology for effective classroom study. The course provides you with first-hand experience in utilizing technology in the classroom in an effective and modern manner.

EFL 506: Classroom Management

EFL 506 introduces best practices for managing English language classrooms. The purpose of this course is to provide pre-service teachers with group and individual class management and instructional procedures that can be used in the TEFL classroom. EFL 506 will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments. Emphasis will be placed on core management principles and the use of evidence-based effective procedures.

EFL 507: Foreign Language Testing

EFL 507 aims at acquainting you with the most recent trends, methods and procedures in the area of testing. You will be familiarized with the various test types needed in measuring receptive and productive skills.

EFL 503-English Language Teaching Methods – Receptive Skills (I)

EFL508: Practicum

EFL 505 introduces potential tutors to an integrated approach in planning and executing successful teaching sessions. The course combines instruction with practical skills and reflective lesson planning. It engages you in observation and peer teaching to develop independent practices supported by an understanding of the requirements of successful teaching procedures.

Learners have the opportunity to participate in in-field assignments leading to professional development. Familiarity of course material in teaching grammar, pronunciation and

vocabulary is combined with other necessary skills of professional conduct, methods of instruction, time management, needs assessments and proficiency tests. The module provides an opportunity to experience the practical aspect of EFL after being coached in the theoretical components.

EFL511: English Linguistics and Applications

A module in linguistics and its applications is certainly needed as a necessary background for students working for an MA in Teaching English as a Foreign Language (TEFL). It provides resources that teachers undoubtedly need before they can proceed to build up TEFL theories, methodologies and skills.

EFL 512: Sociolinguistics

This course aims at introducing students to the field of sociolinguistics, a branch of linguistics that explores the relationship between language and society. In this course, you will be exposed to such important topics as languages and communities, diglossia, varieties of English, variation at different levels of language, code-switching, language and gender, etc. It also acquaints students with the significant role that both L1 and L2 cultures play in the process of acquiring a second language.

Since the MA in TEFL prepares you to be EFL teachers, such a module is essential as it acquaints you with sociocultural aspects that are of high importance in the process of acquiring a second language. Seen in this light, the module will have important links to other modules such as Theories of Foreign Language Learning, Discourse Analysis, pragmatics, etc.

EFL 513: Discourse Analysis

EFL 513 offers an overview of several of the major theoretical and methodological frameworks for doing discourse analysis. It provides opportunity to try out different methods in the analysis of discourse using the different theoretical perspectives and methodologies from linguistic, socio-cultural and cognitive viewpoints. The course enhances your understanding of spoken and written language and allows you to explore the significance of discourse analysis and its related concepts in the study of language.

EFL 514: Pedagogic Grammar

The course offers a conception of grammar that takes into account the needs of EFL learners. In contrast with prescriptive or descriptive grammars, pedagogic grammars in TEFL contexts include basic and frequently used structures chosen for their maximum relevance to students who plan to use English for academic study. It can be contrasted with reference grammar, which only describes the grammar of a language.

EFL515: Phonetics and Phonology

This course aims to introduce you to the fundamental notions of contemporary phonetics and phonology with particular reference to the English language. EFL515 starts with a survey of the basic notions of articulatory phonetics, with special emphasis on the standard

pronunciation varieties of British and American English (RP and Gen AmE, respectively). This is followed by an overview of supra-segmental features, such as stress, connected speech and intonation, assimilation, elision, as well as international variants of English (World Englishes). Students will also be familiarized with the basic tenets of generative phonology, which are illustrated primarily with reference to English examples. Students will be taught to formulate the most important rules of lexical and post-lexical phonology of English. In addition, students shall be trained to use effective techniques and activities when teaching pronunciation.

EFL521: Semantics and Pragmatics

This module aims at introducing students into the major areas of semantics and pragmatics and their relation to the domain of foreign language acquisition. Semantic topics covered in the module include lexical meaning, word coinage, multi-word units, collocations, denotations, connotations, etc. Pragmatic topics include Grice's maxims of the cooperative principle, flouting maxims, politeness strategies, conversational implicatures, speech acts, etc. This module is significant as it provides learners with an important background in the areas of semantics and pragmatics relevant to the domain of EFL learning and teaching.

EFL 522: Contrastive Linguistics and Error Analysis

EFL522 offers an overview of several of the major theoretical and methodological frames on critical linguistics and error analysis for students intending to teach English as a foreign language. The course explores the role of interference and language transfer mechanism. In addition, the course offers description of the formal distinctions between the learners' first and second languages to predict errors.

The course aims to frame error analysis approaches within CL in order to relate hypotheses to empirical testing in TEFL preparation.

EFL529 Proposal Prep.

EFL529 - *Proposal Prep* course focuses on equipping the students with the necessary skills to prepare and structure a research proposal on an appropriate topic of their choice. Students will be assisted in planning, designing and structuring their research proposal. They will also start reviewing the relevant literature by putting into practice the knowledge acquired in the studied Research Methods Module (EFL502) as well as the knowledge they acquired in EFL501 - Theories of Foreign Language Learning.

EFL531 Dissertation

This MA dissertation (12,000-16,000 words) is the culmination of the MA in TEFL. It gives you a chance to demonstrate what you have learned throughout the programme through writing a piece of research on a TEFL topic. The research should reflect a sound methodology, a robust review of related literature and a well-developed discussion. Tutors help decide on the focus of the dissertation and comment on draft sections of their work through the year.

11. TEACHING AND LEARNING METHODS

The MA in TEFL programme comprises two major components: 8 compulsory modules, four credit hours each, and a thesis (for the thesis track option) comprising 4 credits for a module that prepares students for the thesis titled *proposal prep*. EFL529 and twelve credits for the dissertation (Thesis – 531). The non-thesis track students will have 4 additional modules with a comprehensive exam. Knowledge and understanding are gained and developed through the study of the programme-required modules as well as the final dissertation. Each one of the modules in the programme has a ‘project’ component, which acts as preparation for the dissertation module and a final exam. For the dissertation, you will choose a topic within an area studied earlier in the programme, and write this up in 12,000 to 16,000 words. Tutors provide ungraded feedback on draft chapters, but the dissertation itself forms the examined component of this final module.

Cognitive skills are developed and practiced through study of the course materials, and you will also have the opportunity to learn and practice these through group or individual tutorial work. They are assessed in TMAs throughout the programme and in the modules’ final examinations; assessment will also include your ability to recognize a potential area for research in TEFL which will be specifically assessed in the dissertation which forms the final component of the degree.

Practical and professional skills are taught cumulatively throughout the programme. One of the programme modules, *EFL502: Research Methods* introduces basic postgraduate research skills and methods, including the use of libraries and the internet. Subject modules require longer pieces of writing, all designed to prepare you to undertake a final dissertation. You are assessed on these skills through a practice research proposal in the programme modules, extended TMAs and the final dissertation.

Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs particularly assess your ability to communicate effectively your knowledge and understanding of the subject matter, and the full range of key skills are assessed in the dissertation module.

In general, MA teaching at AOU includes attendance of weekly classes (2 hrs. per week), meeting with tutors in their office hours (1 hr. a week per module), in addition to student-tutor contacts through the LMS and mobile calls as arranged (e.g. using WhatsApp).

12. PROGRAMME KEY READINGS

Refer to Module Specifications

13. Teaching staff associated with the programme modules		
Name	Academic Rank	Contact
Prof. Aziz Thabit Saeed	<i>Professor of Linguistics and TESOL</i>	dean.el@arabou.edu.kw
Prof. Najib Al-Shehabi	<i>Professor of Linguistics (with experience in teaching TEFL)</i>	n.al-shehabi@arabou.edu.kw
Prof. Hayat Al-Khatib	<i>Professor of Applied Linguistics</i>	hkhatib@aou.edu.lb
Prof. Yehia Al-Sohbani	<i>Professor of Applied Linguistics</i>	y.alsohbani@arabou.edu.sa
Dr. Ghurmullah Alghamdi	<i>Associate Prof. of Applied Ling</i>	gghamdi@arabou.edu.sa
Dr. Manar Shalaby	<i>Asst. Prof. of Applied Linguistics</i>	manar@aou.edu.eg
Dr. Yusuf Shudooh	<i>Asst. Prof. of Applied Linguistics</i>	yshudooh@aou.edu.kw
Dr. Ismail Safieh	<i>Asst. Prof. of Applied Linguistics</i>	isafieh@aou.edu.kw
Dr. Marine Milad	<i>Asst. Prof. of Applied Linguistics</i>	marine@aou.edu.kw
Dr. Suleiman Abbas	<i>Asst. Prof. of Applied Linguistics</i>	s_abbas@aou.edu.jo
Dr. Etaf Qatanani	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	e_qatanani@aou.edu.jo
Dr. Omar Nofal	<i>Asst. Prof. of Applied Linguistics</i>	o_nofal@aou.edu.jo
Dr. Yousef Zrekat	<i>Asst. Prof. of Applied Linguistics</i>	y.zrekat@arabou.edu.sa
Dr. Shaimaa Helal	<i>Asst. Prof. of Applied Linguistics</i>	s.helal@arabou.edu.sa
Dr. Raya Alkharusi	<i>Asst. Prof. of Applied Linguistics</i>	raya@aou.edu.om
Dr. Seham Shaban	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	seham.osama@aou.org.eg
Dr. Amel Salah El-din	<i>Asst. Prof. of Applied Linguistics</i>	amel.eldin@arabou.edu.sa
Dr. Nawal Shakar	<i>Asst. Prof. of Linguistics (with experience in teaching TEFL)</i>	nawal.shakar@aou.org.bh
Dr. Anny Joukouljian	<i>Asst. Prof. of Applied Linguistics</i>	ajoukouljian@aou.edu.lb

14. Assessment methods and strategies

AOU has explicit procedures for ensuring that student performance is properly judged and academic standards are maintained through assessment practice to promote effective learning. All AOU assessments are conducted with rigour and fairness and with due regard for anonymity.

The following are some of the procedures which FLS implements:

- To guarantee objectivity in marking, students' names and registration numbers are covered on final examination scripts. Furthermore, in courses taught by more than one tutor, the principle of 'group marking' is applied in the marking of all scripts;
- FLS adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided by the concerned GCC with model answers (approved by external examiners) to the questions they will be marking. In addition, grades given by branch tutors are centrally processed and moderated by relevant committees to ensure objectivity.
- FLS also ensures that faculty members involved in the assessment of students are competent to undertake their roles and responsibilities. This is done through training, directives and memos sent from the Deanships at AOU HQ as well as through posting relevant information on AOU website (e.g. *Assessment Booklet*).

MA MODULES ASSESSMENT

Components of Module Assessment

Module assessment is based on two main types of written works:

- (i) Tutor-Marked Assignments (TMAs)
- (ii) Final Exams (FEs)

Assessment Components

Students' module results will depend upon their achievements across the different components of assessment:

Continuous Assessment: This comprises the course TMAs (portfolio) which represent 50% of the Overall Assessment Score (OAS).

Final Assessment: This consists of ONE FINAL EXAM which represents 50% of the overall assessment score.

To pass a course, a student should obtain a minimum grade of C+, obtaining a minimum numerical score of 70 out of 100.

Students should pass all examined courses/modules with an accumulative average of not less than 3 points – i.e. an overall GPA of not less than B. For more details see the MA Award Bylaws.

In the case of MA dissertation module, the AOU MA bylaws state that students are required to present a dissertation acceptable to a board of examiners. This board of examiners will

consist of the student's supervisor (head of committee), one faculty member and an external examiner.

For more details, see the MA Award Bylaws.

How to Pass the Course/Module

In order to pass the course/module, a student must obtain:
An average of at least 60% across in each of the two main components of assessment (i.e. Continuous Assessment and Final Assessment), obtaining a numerical grade of no less than 70 out of 100.
In all these assessment components, students will be assessed according to criteria that are based on learning outcomes.
For the MA dissertation module, students are required to present a dissertation acceptable to a board of examiners.

Allocation of Marks

A. MA examinable modules (4 credit hours)

MA examinable modules are covered through four semesters and students are required to do the following tasks for each:

- (i) Prepare the required TMAs
- (ii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the MA modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMAs	50
FINAL ASSESSMENT	FINAL EXAM	50
GRAND TOTAL		100

Notes on TMAs & Final Exams

(i) Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 50% of the overall grade of the course.

(ii) Final Exams (FEs)

Final exams are typically of the essay type and are divided into three Sections/Parts each covering one or two blocks/themes of the course as in the table below: Students will be required to answer 3 questions in 3 hours.

Part	Questions	Notes
A	1	- ONE compulsory question, but there might be some option within this question. - The question typically deals with a very important/central topic
B	2&3	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme
C	4&5	- This part consists of 2 questions - Students answer one question only. - Each question is meant to test a certain block/theme

MA modules will be assessed as follows:

TMA (Portfolio): 50%
FE: 50%

Marking descriptor for all MA modules:

GRADE	CONTENT	LANGUAGE & ORGANIZATION
A	Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point.	<ul style="list-style-type: none"> - Has an introduction, defining plan of essay. - Body divided into several paragraphs/sections - Conclusion which directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register. - Wide range of specialized terminology.
B+	Very good answers showing very good knowledge of course material Adopting an analytical approach and providing relevant discussion covering most of the key issues.	<ul style="list-style-type: none"> - First four criteria above maintained - Demonstrates extensive grammar control. - Terminology specialized but less varied.

	Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.	
B	Quite good answers showing good knowledge of course material and concepts Adopting a less robust analytical approach and providing relevant discussion covering many of the key issues. The reasons given to support ideas are clear but slightly weaker than in B+ above. Theoretical and/or practical implications are explained, but not as clearly as is the case in A and B+	<ul style="list-style-type: none"> - Demonstrates good grammar and organization control - Terminology specialized but less varied than in B+. - Evidence of editing
C+	Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.	<ul style="list-style-type: none"> - Introduction and/or conclusion short but still satisfactory. - Evidence of editing - Less grammar control than above. - Good range of specialized terminology.
C	Fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others.	<ul style="list-style-type: none"> - No introduction and /or no conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

* "C+" is a passing mark, but if a student gets a "C+" average two semesters in a row, the student will be disqualified from the programme.

TMA (50 MARKS), and (40) out of the (50) marks are allocated for content including (Introduction, thesis statement, body paragraphs and use of quotations, statistics, examples, conclusion, summary of counter and supporting arguments, paraphrase of main points, personal opinion, etc.) The remaining (10) marks are allocated for Language

(grammar, spelling, punctuation and referencing). The final exam will be marked out of (50) marks.

All awards recommended by The Arab Open University Examination Boards are ratified by The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). This panel has the authority of the OU Senate to ratify the recommendations of all Examination Award Boards (EAB) after satisfying itself that the recommendations have been determined with due regard to the approved regulations, that the correct procedures have been followed, and that the appropriate academic standards have been upheld.

Once the Examination Board has taken place, The Arab Open University sends documentation to the OUVF via secure electronic transfer. Once documentation is complete, it is submitted to the MRAQCP. Once confirmed, The Arab Open University is informed, and if conferred, results can be released to students as final.

Student Complaints and Appeals

The AOU has an online complaint system allowing students to complain through the examinations department. The Branch Examinations Committee (BEC) considers these complaints and the student is informed of its decision within one week. Students who do not wish to use the online system of complaints and appeal can file a complaint in person. The same committee considers appeals by students and it must respond within the same time frame.

15. GENERAL GUIDANCE ON WRITING ASSIGNMENTS

15.1 General Guidance on Completing Assignments

Presenting your work

Assignments should be word processed with double spacing. If you use a word processor, ensure that the printer has a good ribbon or cartridge: the process used to monitor standards requires us to be able to make clear photocopies of your work. The dissertation also must be word-processed. Make sure that you use the cover page posted by your tutor.

Using other materials and sources

For satisfactory completion of TMAs in postgraduate studies, you are encouraged to go beyond the readings provided. Occasionally, you may feel the need to draw upon sources other than those provided in the module – from other books or academic journals and other sources, for example. Wherever you cite such sources you must give a full reference that would allow someone else to find and verify your use of the work. Use the referencing conventions provided by your tutor.

15.2 Assessment Criteria for Assignments

The University Scale

FLS MA courses use a standard scale of performance as follows:

Letter Grade	Grades Range	Points
A	90 and above	4
B+	85 – 89	3.5
B	75-84	3
C+	70-74	2.5
C	60-69	fail

In interpreting scores for individual assignments, remember that the final result status for the course depends on both continuous assessment and the examination.

15.3 Structuring and Drafting Your Assignments

The student notes appended to the TMAs provide guidance on how to approach each assignment. However, it is still important that you draft your work carefully before committing to the final text. Most writers change things as they write.

You need to pay particular attention to the development of your argument – perhaps drawing on what you have learnt about academic writing from your reading of each course material. Some people find it easier to write the introduction last of all, when they know what it is they are introducing. Others prefer to write the introduction first, outlining what they are going to do, and then refer back to it when writing the rest of their answer. In either case, reread the introduction when you have finished writing the assignment to make sure that it does indeed outline the work that you have written and the results that you have reached.

Structure the main body of your answer carefully, developing ideas and arguments systematically. Try to include ‘signposts’ to help your reader. For example, draw points together at the end of a section, and then indicate how you are going to follow on from these in the next section. Do not be afraid to use subheadings in the final version if you want to. This may be a departure from conventions you are used to. However, headings can help you to structure your argument and to see more clearly where you are in danger of including irrelevant material. Finally, remember not to introduce new points in your conclusion.

15.4 Writing Your Assignments

You are expected to write your assignments in English of a standard reflecting postgraduate study. Your mark will match the way your TMA is written in good English grammar, vocabulary, spelling, writing techniques, etc. Indeed, the overall standard of your English should be high and this is reflected in the course assessment criteria (see below).

When you have finished your assignment, read it through carefully. Check that it is clear and provides a full answer to the question(s) asked. If you are unsure about your writing style, you could ask your tutor to explain any points that are unclear. At this point, you should also check aspects of presentation (spelling, punctuation, verb concord, etc.).

If you feel that you need additional support with academic writing, or if you have any specific difficulties, you should discuss this with your tutor early on in the course and try to work out a way of solving any problems.

15.5 What Constitutes Plagiarism or Cheating?

If you submit an assignment that contains work that is not your own, without indicating this to the marker (acknowledging your sources), you are committing 'plagiarism'. This might occur in an assignment when you:

- use a choice phrase or sentence that you have come across
- copy word-for-word directly from a text
- paraphrase the words from a text very closely
- use texts downloaded from the Internet
- borrow statistics or assembled facts from another person or source
- copy or download figures, photographs, pictures or diagrams without acknowledging your sources
- copy from the notes or essays of a fellow student
- copy from your own notes, on a text, tutorial, video or lecture, which contain direct quotations.

Plagiarism may occur inadvertently due to inexperience. So read carefully all the course-specific study advice that you receive in your mailings, especially statements concerning plagiarism and how to reference your sources.

By submitting work that is not your own, you are denying yourself the benefit of this valuable learning strategy. Copying the work of others would be counter-productive to your goal of understanding the course work and to real achievement. Most students will not wish to take such a negative approach to studying, and the University does not tolerate it.

Although you are encouraged to show the results of your reading by referring to and quoting from works on your subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted by the University. You are encouraged to collaborate with others in studying, but submitted work copied from or written jointly with others is not acceptable. Therefore, in future you will be asked to sign a statement to confirm that all assessment work you have submitted is your own.

Submitting work that has been done by someone else and persistent borrowing of other people's work without citation are obvious instances of plagiarism and are regarded as cheating. It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. If a case of plagiarism is proven, this is a serious offence and the Arab Open University disciplinary procedures will be followed (please refer to AOU Examination and Assessment Bylaws and Students' Code of Conduct and Disciplinary Bylaws at the AOU).

15.6 Completing and Submitting Your Assignments

You should submit your TMA to your tutor on the LMS, through the *turnitin* system, by the cut-off date identified in the Assignment Booklet. A standard TMA Cover Form is included in your Assignment Booklet. Attach one of these to each TMA you submit. Please ensure that you complete the TMA Cover Form correctly. We recommend that you keep a copy

of each assignment for reference and as a safeguard against the unlikely event that your submitted TMA is lost.

If you think you may be late in submitting an assignment, consult your tutor as soon as you can (and, in any case, *before* the submission date).

Posting TMAs and/or tutor comments on AOU portals or other means of public distribution is not permitted.

15.7 Marking and Grading

Generic marking criteria for assignments and examination

In all the **assignments, and in the examination**, your work will be assessed according to the following **generic marking criteria**, which are based on the Learning Outcomes described above:

- the relevance of your answer to the specific question set
- the extent to which you display knowledge and understanding of the course material
- the extent to which you demonstrate the skills of analysis and description
- the extent to which you demonstrate critical interpretation and evaluation of evidence
- the extent to which you construct a persuasive academic argument, well supported by evidence
- the clarity of your expression and your use of academic conventions
- the extent to which you demonstrate the skills of independent study (particularly in the case of the dissertation you are required to do).

15.8 Marking Criteria for the Dissertation

Students who had passed the ten required modules with a GPA of not less than 3 points will proceed to register in EFL531, the dissertation module. Once their work is done, the supervisor will assess their dissertation in accordance with the following criteria:

Assessment and Grading Criteria for the Dissertation (Adapted from the “**Criteria for Honors Dissertations, University of Queensland, Australia. English, Media Studies and Art History.**”)

The Dissertation should demonstrate the student's critical capacities, intellectual initiative, and writing skills, and show an ability to develop a consistent, coherent, and independent response to the Dissertation topic.

The Dissertation is normally assessed according to the following six marking criteria:

- Ability to Articulate and Explain the Dissertation Topic
- Quality of Scholarship and Research
- Ability to Use Appropriate Theoretical and/or Methodological Concepts
- Quality of Argument
- Quality of Structure and Organization

- Standard of Presentation

How well a Dissertation satisfies the criteria determines the result it receives. The criteria should form the basis of ongoing discussions between the student and the supervisor, as part of the assistance and feedback provided to students seeking to achieve excellence.

Points to Consider in Ensuring the Dissertation Satisfies the Criteria.

The following points are intended to assist a student to ensure that the Dissertation will satisfy the criteria and assist the examiners in determining the mark and grade awarded. However not all of the following points may be relevant or equally important, for all Dissertations.

Ability to Articulate and Explain the Dissertation Topic

- Does the Dissertation clearly articulate and explain the research question or scholarly problem that it considers?
- Are all keywords and key concepts carefully and clearly explained?

Quality of Scholarship and Research

- Has previous scholarly analysis, criticism, and research relevant to this topic been identified and considered?
- Is this previous scholarly material incorporated competently (e.g. by quotation, paraphrase, and/or commentary) and meticulously acknowledged by citation?
- Does the Dissertation demonstrate competence in understanding and evaluating this material?
- Have any similarities and/or differences between this Dissertation and previous investigations been clearly indicated?
- Has there been a rigorous regard to accuracy, thoroughness, and the ethical issues associated with the particular field of enquiry?

Ability to Use Appropriate Theoretical and/or Methodological Concepts

- Does the Dissertation show evidence that appropriate theoretical and/or methodological texts have been read, and relevant concepts understood?
- Does the Dissertation engage in an informed and confident way with these concepts?
- Does the Dissertation make its own theoretical and/or methodological approach clear and justify that approach?

Quality of the Argument

- Does the Dissertation formulate a coherent and developing argument?
- Does it address the topic, explore its parameters, and draw in materials relevant to the argument?
- Does it lead to a well-formed, conclusive statement incorporating the major findings?

Quality of Structure and Organisation

- Does the Dissertation have a logical structure given its course matter and overall approach?
- Is there an appropriate form of introduction and conclusion either as separate sections or as parts of the first and last sections respectively?
- Does this structure distinguish major from minor points and apportion its word allocation accordingly?
- Is there an excessive reliance on quotation, paraphrase, or other primary or secondary material?
- Does it conform to the word-length requirement for 12,000-16,000 words?

Standard of Presentation

- Is the standard of written expression acceptable?
- Does it correctly cite and reference all source materials used in the project, normally using as a style guide of the current edition of the MLA Handbook for Writers of Research Papers (or the Linguistics Style Guide) or Harvard style?
- Has it been carefully proofread to ensure the accuracy of spelling, grammar and punctuation, quotations and references, including cross-references and clarity of expression? Is all of the material accurately paginated and sequenced?
- Has an abstract been provided?
- Has a statement of originality been provided and signed on all copies submitted? For example: 'The work presented in this dissertation is original, except as acknowledged in the text, and had not been submitted, either in whole or in part, for a degree at this university or at any other university.'
- The cover and title page should clearly state the candidate's name, the full title of the dissertation, the degree for which it is submitted, the year as well as the AOU branch name. In addition, it should also identify the supervisor, and contain the following statement: 'A dissertation presented in partial fulfilment of the requirements of the degree of MA.'

GRADING OF DISSERTATIONS

As stated in the AOU MA Award Bylaws, students will be subjected to a viva by a committee consisting of:

- A. The Supervisor (chairman)
- B. A faculty (FLS) member (member)
- C. An external examiner (member)

This committee will be formed by the Faculty Council upon a recommendation by the MA in TEFL Postgraduate Board. The result of the viva will be one of the following:

1. Pass
2. Fail
3. Referred

A referred student is given a maximum of four months to re-submit his dissertation. A failed student will get another chance. If he fails again, he is not allowed a second re-submit. In such a case, he may apply for an exit award (a diploma) which would be granted by the OU, UK only in accordance with programme regulations and AOU Master's Bylaws. According to the said bylaws, a failed student is barred from registering again in the same masters' programme.

16. SCHEDULE FOR THE AWARD REGULATIONS

(Adapted from OU/UK regulations)

You may not submit material which you have included in a previous submission for a higher degree or other academic award of this or any other awarding body. You may refer to this material in your dissertation as long as you say so in the dissertation and the accompanying statement.

DISSERTATION DEADLINE

If you need to do a dissertation for a degree, you must submit it by the date given for the particular programme. It must meet the following regulations in this schedule.

DOCUMENTS NEEDED

You must submit:

- (a) two copies of the work, including supporting material (for example, diagrams and other resources);
- (b) four copies of a summary of 200 to 400 words (one of these copies should appear at the beginning of each copy of the dissertation); and
- (c) a statement as to what part, if any, of the material you have previously used for another degree or other qualification of this or any other university or institution.

DEPOSITION

Both copies of the dissertation and any supporting material will become AOU property.

TEXT FORMAT

The text of the work must be either typewritten or printed in letter-quality or near-letter-quality print on international A4 (297 millimeter x 210 millimeter) paper of good quality. It may be typewritten or printed on both sides of the paper. The minimum widths of the margins (to allow for comments) should be as follows.

- Inside margin 40 millimeters
- Top and outside margins 15 millimeters
- Bottom margin 20 millimeters

You should number the pages and include a table of contents. You must provide a list of illustrations (if any) and a list of all the separate items you have attached (for example, maps, plans, slides, tapes and films). The title page and front cover must include:

- (a) your full name and degree;
- (b) your personal reference number (Univ. ID);
- (c) the title of the dissertation;
- (d) the degree that it is for (MA in TEFL); and
- (e) the date you are submitting it.

BINDING

The papers should be secured so that they will stay firmly in place when the volume is opened fully, for example, stapling, ring-binding or spine binding.

OTHER MATERIAL

You can submit diagrams, maps and similar documents in a folder of any size, which has the same details on it.

Work presented in other forms (for example, on film, slides or audio tapes) should be recorded by a suitable process on good-quality material. The item should last for a long time and be able to be viewed on our equipment.

You should put the item in an appropriate container, which has the same details on it.

LANGUAGE

The work must be written in English. Brief quotations in foreign languages are allowed.

17. TEFL Post Graduate Board

TEFL Post Graduate Board	
Chair	Professor Aziz Thabit Saeed, Dean of FLS
Members	Prof. Nagwa Younis, Egypt Branch
	Prof. Hayat Al-Khatib, PC, Lebanon Branch
	Dr. Ghurmallah AL-Ghamdi, BD, Bahrain Branch
	Dr. Manar Shalaby, Egypt Branch
	Dr. Omya Karrar, Head of QAD
	Registrar, HQ

18. PROGRAMME CALENDARS

Information about the programme calendar for each module will be posted on LMS at the beginning of the semester in which a module is offered.

Appendices

Appendix I

I. Nature of the TMA¹

The TMA (Tutor-Marked Assignment) is an essay type assignment that assesses your ability to communicate effectively your knowledge and understanding of the subject matter of each of the modules in the MA in the TEFL programme. In addition to gauging your progress of study, it serves to invoke and develop your investigative and research skills.

The TMAs, therefore, aim to develop intellectually independent TEFL candidates with the ability to research and present module-related topics in an organized and convincing manner.

The TMA question(s) will involve engagement with and critique of a current theory or advanced scholarship by writing an academic position paper on a relevant study area, displaying knowledge and understanding of a module-related topic at an advanced level. Through TMA writing, you demonstrate in-depth theoretical knowledge and insight in tackling module-related themes from a variety of perspectives, indicating critical competencies and life-long learning leading to a successful career in TEFL.

II. Grading

Each TMA will be graded out of 50 marks. The other 50 marks are assigned to the final examination.

III. Learning Outcomes of the TMA:

In completing a TMA for a TEFL module, you are expected to demonstrate knowledge and understanding of:

1. The relationship between EFL research and the various kinds of educational practices to which it can relate;
2. Recent research and effective practice in TEFL;

3. Ethical frameworks and measures appropriate to educational contexts in TEFL;
4. Processes involved in carrying out a research enquiry in a relevant area of study within the identified themes of the programme.

In addition to the four specific learning outcomes stated above, the following are general outcomes that have to be demonstrated in the TMA. That is, in completing a TMA, you are expected to show descriptive, analytical, cognitive, interpretation and communication skills to:

1. Analyze and describe major concepts and theories in TEFL studies, using appropriate terminology;
2. Apply and refine critical thinking skills in relation to teaching English as a foreign language;
3. Construct a coherent argument, clearly focused on the topic under discussion;
4. Develop good academic practice in the acknowledgement of source materials and presentation of references or bibliographies;
5. Present written work to a high standard;
6. Respond to tutor feedback about improving the effectiveness of written communication.
7. Work independently, scheduling tasks and managing time effectively;
8. Make independent judgements;
9. Assess the value of evidence critically (including quantitative and qualitative data).

IV. Module-specific TMA Question/Questions

The TMA question could consist of one or more parts and each part could consist of steps to be followed in writing the TMA depending on the nature

of the module and on its contents (**see Appendix 1 for a TMA sample of EFL 508: Practicum module**).

The General Course Coordinator (GCC) of each module will post on LMS the TMA question together with a step-by-step explanation of how to handle the assignment. Also, tutors will answer students' questions pertinent to the TMA in the classroom, during office hours and on the LMS. The information presented in this TMA booklet should guide you towards completing your TMA successfully.

V. Structuring and drafting your TMA

You are expected to write 3000 words in each assignment in English of a standard reflecting postgraduate study. Particular attention should be paid to the development of arguments supported by evidence and examples from the taught material and associated readings. Innovative ideas shall be deemed as an added asset.

The attained mark shall match the relevance of the content of the TMA to the question as well as the extent to which the TMA is written in good English; using correct grammar, vocabulary, spelling and writing techniques. Indeed, the overall standard of English should be high and this is reflected in the TMA assessment criteria (see below).

In drafting the TMA, some students find it easier to write the introduction last of all, when they know what results they reached. Others prefer to write the introduction first, outlining what they are going to do, and then refer back to it when writing the rest of their answer. In either case, you are encouraged to reread the introduction when you have finished writing the assignment to make sure that it does indeed outline the work that you have written and the results that you have reached.

You need to structure the main body of the TMA carefully, developing ideas and arguments systematically. In addition, you should try to include 'signposts' to help your reader; for example, drawing points together at the end of a section, and then indicating how these will be followed up in the next section.

VI. Presenting your TMA

The TMA should be written and submitted through the *turnitin* system found in the LMS. Your name and ID should appear on the coversheet of the TMA (see coversheet at the end of this booklet). Sufficient space on each page such as a wide left-hand margin, should be left for tutors to provide their feedback and comments in case a tutor decides to download a hardcopy. Also, assignments should be word processed with double spacing; to enable making clear photocopies of your work, for purposes of monitoring and quality control.

You should ensure that TMA presentation is clear and succinct and that it adheres to the limited word length to best advantage.

VII. Using other materials and sources

For a satisfactory completion of TMAs at postgraduate level, you are encouraged to go beyond the readings provided; you need to refer to other relevant books and academic journals as well as any other related sources. Full references are required in citation to allow verification of use of the work. Referencing conventions are described below.

References

Referencing is an important issue in the presentation of your written work. Guidance about how to apply the **Harvard** system to different types of

references is provided in the *Student Handbook*. It is also summarized below:

Books

Single author

- in the essay/ text (Fowler, 1991, p. 16)
- in the reference section: Fowler, R. (1991) *Language in the News*, London, Routledge.

Two authors

- in the essay/ text (Bloor and Bloor, 1995, p. 32)
- in the reference section: Bloor, T. and Bloor, M. (1995) *The Functional Analysis of English: a Hallidayan approach*, London, Edward Arnold.

A single author's chapter in an edited collection

- in the essay/ text: (Heath, 1986, p. 21)
- in the reference section: Heath, S. B. (1986) 'The functions and uses of literacy' in Castell, S., Luke, A. and Egan, K. (eds) *Literacy, Society and Schooling: a Reader*, Cambridge, Cambridge University Press.

Articles in journals

Single author

- in the essay/text: (Heath, 1982, p. 58)
- in the reference section: Heath, S. B. (1982) 'What no bedtime story means: narrative skills at home and school', *Language and Society*, 11, pp. 49-76

Government publications

- in the essay/text: (Central Advisory Council for Education, 1967, p. 2)
- in the reference section: Central Advisory Council for Education (1967) *Children and their Primary Schools*, London, HMSO (The Plowden Report).

Authors cited or quoted in books

Single author

- in the essay/ text: (Howard, cited in Heath 1994, p. 73)
- in the reference section: Heath, S. B. (1994) 'What no bedtime story means: narrative skills at home and school' in Maybin, J. (ed.) *Language and Literacy in Social Practice*, Clevedon, Multilingual Matters in association with The Open University.

VIII. Completing and Submitting Assignments

As indicated above, TMAs should be submitted to your course tutor through the *turnitin* system by the cut-off date assigned. A standard TMA Cover Form is included at the end of this booklet. This cover form needs to be attached to every submitted TMA.

In cases of unforeseen circumstances that may prevent a student from abiding by the cut-off date of a TMA, the student should consult with the course tutor as soon as this is anticipated and in any case, *before* the submission date.

Posting TMAs and/or tutor comments on AOU portals or other means of public distribution is not permitted.

IX. What Constitutes Plagiarism or Cheating?

TMAs provide a vehicle for assessing your performance during a course. They contribute to the overall course result. By submitting work that is not one's own, you deny yourself the benefit of this valuable learning strategy. Copying the work of others would be counter-productive to the goal of understanding the course work and to real achievement. Most students will not wish to take such a negative approach to studying, and the University does not tolerate it.

If a student submits an assignment that contains work that is not their own, without indicating this to the marker (acknowledging the sources), this is considered an act of 'plagiarism'. This might occur in an assignment when:

- using a choice phrase or sentence that you have come across
- copying word-for-word directly from a text
- paraphrasing the words from a text very closely
- using a text downloaded from the Internet
- borrowing statistics or assembled facts from another person or source
- copying or downloading figures, photographs, pictures or diagrams without acknowledging the source
- copying from the notes or essays of a fellow student
- copying from your own notes, on a text, tutorial, video or lecture, which contain direct quotations.

(Slightly adapted from an OU document on quoting versus plagiarism)

Plagiarism may occur inadvertently due to inexperience. So you are advised to read carefully all the course-specific study advice that you receive in your mailings, as well as refer to the *Student Handbook*, especially statements concerning plagiarism and how to reference sources. It is important to remember that plagiarism is strictly barred and would be subject to punitive action by the Arab Open University.

Although you are encouraged to show the results of your reading by referring to and quoting from works on the subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted by the University. You are encouraged to collaborate with others in studying, but submitted work copied from or written jointly with others is not acceptable. You will be asked to sign a statement to confirm that all assessment work you have submitted is your own (see the Cover Form provided at the end of this booklet).

Submitting work that has been done by someone else and persistent borrowing of other people's work without citation are obvious instances of plagiarism and are regarded as cheating. It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. If a case of plagiarism is proven, this is a serious offence and the Arab Open University disciplinary procedures will be applied (please refer to AOU Examination and Assessment Bylaws and Students' Code of Conduct and Disciplinary Bylaws at the AOU).

X. The marking criteria

The TMA carries 50% of the overall grade of the course. The marking criteria cover content and language components in an 80 to 20% ratio. This means that out of the 50 marks allocated for the TMA, 40 marks are allocated for content and 10 marks for language. The marking of the TMA is monitored by the Branch Course Coordinator (BCC), and samples will be sent, together with reports, to FLS Dean every semester.

Assessment Criteria for Assignments

AOU follows a fixed scale grade system for both the BA and MA programmes and such information is posted on SIS. The following is the MA grade scale.

Letter Grade	Grades Range	Points
A	90 and above	4
B+	85 – 89	3.5
B	75-84	3
C+	70-74	2.5
C	60-69	fail

The final result status for the course depends on both TMA (50%) and the examination (50%).

TMAs will be graded according to the following criteria, which also mirror the learning outcomes of the TMA:

- ***Relevance of the answer to the question as set***

Tutors will look for evidence that you have clearly understood the question, and directed your answer accordingly.

- ***Knowledge and understanding of course materials***

Tutors will look for explicit evidence that you have read and understood the relevant parts of the course material. You should demonstrate that you have understood the key elements of particular approaches to theorizing and researching relevant literature. The material should be used critically and imaginatively, rather than just reproduced.

- ***Practical application of ideas in the course***

Where appropriate, you should show awareness of the strengths and limitations of particular approaches to theorizing and researching critical works, and demonstrate how these can be applied to everyday life.

- ***The ability to present and pursue an argument***

The tutor will examine how effectively you have developed and sustained a well-reasoned argument in the assignment, supported with appropriate evidence from course materials and, when required, extra curriculum data.

- ***Presentation***

Assignments should be clearly structured and written, with headings and 'signposts' where appropriate. References should be set out as stipulated above.

More specific guidance is given for each TMA.

*The holistic Marking Descriptor for all TMA*s in the MA in TEFL modules is detailed below:

GRADE	CONTENT	LANGUAGE & ORGANIZATION
A	<p>Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point.</p>	<ul style="list-style-type: none"> - Has an introduction, defining plan of essay. - Body divided into several paragraphs/sections - Conclusion which directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register. - Wide range of specialized terminology.
B+	<p>Very good answers showing very good knowledge of course material</p> <p>Adopting an analytical approach and providing relevant discussion covering most of the key issues.</p> <p>Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course.</p>	<ul style="list-style-type: none"> - First four criteria above maintained - Demonstrates extensive grammar control. - Terminology specialized but less varied.
B	<p>Quite good answers showing good knowledge of course material and concepts</p>	<ul style="list-style-type: none"> - Demonstrates good grammar and organization control

	<p>Adopting a less robust analytical approach and providing relevant discussion covering many of the key issues.</p> <p>The reasons given to support ideas are clear but slightly weaker than in B+ above. Theoretical and/or practical implications are explained, but not as clearly as is the case in A and B+</p>	<ul style="list-style-type: none"> - Terminology specialized but less varied than in B+. - Evidence of editing
C+	<p>Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.</p>	<ul style="list-style-type: none"> - Introduction and/or conclusion short but still satisfactory. - Evidence of editing - Less grammar control than above. - Good range of specialized terminology.
C	<p>Fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others.</p>	<ul style="list-style-type: none"> - No introduction and /or no conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

Therefore, the total marks for the TMA are (50 MARKS), (40) out of the (50) marks are allocated for content including (*Introduction, thesis statement, body paragraphs, use of quotations, statistics, examples, conclusion, summary of counter and supporting arguments, paraphrase of main points, personal opinion, etc.*) The remaining (10) marks are allocated for Language (*grammar, spelling, punctuation and referencing*).

Generic marking criteria for assignments

In all the assignments, works will be assessed according to the following generic marking criteria, which are based on the Learning Outcomes described above:

- the relevance of the provided answer to the specific question set
- the extent to which the TMA displays knowledge and understanding of the course material
- the extent to which the TMA demonstrates the skills of analysis and description
- the extent to which the TMA demonstrates critical interpretation and evaluation of evidence
- the extent to which the TMA constructs a persuasive academic argument, well supported by evidence
- the clarity of expression and use of academic conventions
- the extent to which TMA demonstrates the skills of independent study.

XI. The overall assessment *word count* expected from students for each module

Academic essays/articles for MA in TEFL TMAs are set appropriate to the assessment outcomes. For Programme Modules, TMAs have 3000 word length. Word count will include everything in the main body of the text

including headings, tables, citations, quotes, lists, etc. The list of references and appendices are **NOT** included in the word count.

The word count must be clearly and correctly stated on the title page of the TMA. A 10% margin is allowed. Below this margin or above it, students will be penalized for inability to present the expected work within the set limit.

XII. In cases of encountered difficulties

In cases of encountered difficulties, additional support can be discussed with the tutor early on in the course to work out ways of solving any potential problems.

Tutor Marked Assignment (TMA)

FACULTY OF LANGUAGE STUDIES MA TMA COVER FORM

Branch:	Programme:	
Module Title:	Module Code:	
Student Name:	Student ID:	
Section Number:	Tutor Name:	
Mark Allocated to TMA	STUDENT MARK	
50%	Earned Mark : Marks awarded on content and language out of (50).	
	<hr/> 50 Comments on the <i>content</i> and <i>language</i> of your answer will be given on the Feedback Form.	

No of words: _____

Notes on plagiarism:

- A. According to the Arab Open University by-laws, “the following acts represent cases of cheating and plagiarism:
- Verbatim copying of printed material and submitting them as part of TMAs without proper academic acknowledgement and documentation.
 - Verbatim copying of material from the Internet, including tables and graphics.
 - Copying other students’ notes or reports.
 - Using paid or unpaid material prepared for the student by individuals or firms.
- B. Penalties for plagiarism range from failure in the TMA to expulsion from the university.

Declaration: I hereby declare that the submitted TMA is my own work and I have not copied any other person's work or plagiarized in any other form as specified above.

*Student Signature:*_____.

TMA feedback:

- *The relevance of answer to the question as set*
- *Knowledge and understanding of course materials*
- *Practical application of ideas in the course*
- *The ability to present and pursue an argument*
- *Presentation and language*

Appendix II:

A sample TMA

EFL 508: Practicum

The following pages provide a sample TMA for *EFL 508: Practicum*, which is a module that requires a particular type of TMA layout. We have prepared this sample to function as an example of how module TMAs are constructed and how this one in particular is tailored.

Tutor Marked Assignment (TMA)

EFL 508 – Practicum

FACULTY OF LANGUAGE STUDIES

TMA COVER FORM

Branch:	Program:
Module Title:	Module Code:
Student Name:	Student ID:
Section Number:	Tutor Name:

Mark Allocated to TMA	STUDENT MARK	
50%	Earned Mark : Marks awarded on content and language out of (50).	
	<hr/>	

50

Comments on the *content* and *language* of your answer will be given on the Feedback Form.

No of words: _____

Notes on plagiarism:

C. According to the Arab Open University by-laws, “the following acts represent cases of cheating and plagiarism:

- Verbatim copying of printed material and submitting them as part of TMAs without proper academic acknowledgement and documentation.
- Verbatim copying of material from the Internet, including tables and graphics.
- Copying other students’ notes or reports.
- Using paid or unpaid material prepared for the student by individuals or firms.

D. Penalties for plagiarism range from failure in the TMA to expulsion from the university.

Declaration: I hereby declare that the submitted TMA is my own work and I have not copied any other person’s work or plagiarized in any other form as specified above.

Student Signature: _____.

TMA feedback:

- *Relevance of the answer to the question as set*
-
-
-

- *Knowledge and understanding of course materials*
-
-
-
- *Practical application of ideas in the course*
-
-
-
- *The ability to present and pursue an argument*
-
-
-
- *Presentation and language*
-

Question

Based on the work completed as part of your practicum experience, provide, in a 3000-word essay, a critical reflective discussion in which **you communicate effectively the knowledge and understanding** you gained during the practicum experience and how they relate to the EFL training you accumulated through your study.

Areas of Discussion

The TMA requires that you provide a critical reflective account of the practices you have accumulated during the practicum experience. The essay must include an ongoing reflection about:

- 1) What you have learned from the educational context you joined and its relationship to EFL research, theories and effective practices in TEFL (LOs 1&2);**
- 2) Insights that you have gained, including ethical frameworks and measures appropriate to educational practices in TEFL (LO3);**
- 3) And finally, how the practicum experience has had an impact on you at a personal level and in terms of career path.**

Further critical reflection can address whether the placement was what you had hoped it to be; what was the best part of the experience and what was the most difficult?

TMA Guidelines

For you to gain the most from your practicum experience you should engage in ongoing reflections about the nature of what you are doing and learning, moving back and forth between EFL taught theories and the educational practices encountered during your practicum training. To this end, it is recommended that you keep an observation log to record the activities and their significance in TEFL theories and research, and to write your reflections on them, which would eventually guide you towards discovering, exploring and evaluating the relationships between your academic programme and the practicum experiences you engaged in during your applied training. Your observation log will be part of your portfolio.

In discussing the TMA, you may wish to draw on the following ideas:

1. What work was completed as part of your practicum experience and to what end?
2. How does your practicum experience relate to the concepts and theories studied in the TEFL programme? How does your present/past coursework relate to your practicum activities?
3. What have you learnt about your profession, yourself and the world of work?
4. How have your career goals been influenced by your experience?
5. In your view, what could have been useful but has not been considered in your practicum experience?
6. What examples of excellence you observed in your practicum experience.

When writing, you need to pay attention to structure, layout, correct language and the use of appropriate referencing and citation. Refer to TMA booklet for more information on TMA completion.

Useful References

- Donna, Joel and Sato, Mistilina. (2009). *Minnesota Educator Induction Guidelines*. Minnesota. Teacher Support Partnership.
- Hargreaves, A., Earl, L., Moore, S., & Manning, S. (2001). *Learning to change: teaching beyond subjects and standards*. San Francisco. Jossey-Bass.
- McKeachie, W. and Svinicki, M. (2013) *McKeachie's Teaching Tips: Strategies, research, and theory for college and university teachers 14th edition*. Wadsworth Cengage Learning. Australia
- Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J. and Warwick, P. (2008). *Reflective Teaching*. Continuum. New York and London.
- Schmoker, Michael J. (2006). *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Using e-Library

- You are strongly recommended to visit the e-library on campus and use it to support your TMA writing.
- You are also requested to show your tutor that you have used the e-library to complete your TMA. However, avoid submitting a copy/paste material, it is a plagiarized work, which is strictly banned and firmly penalized by AOU.

Marking Grid

GRADE	CONTENT	LANGUAGE & ORGANIZATION
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A	<p>Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structured, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point.</p>	<ul style="list-style-type: none"> - Has an introduction, defining plan of essay. - Body divided into several paragraphs/sections - Conclusion which directly relates arguments to topic. - Evidence that it has been edited. - Error-free grammar & register. - Wide range of specialized terminology.
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	explained, but not as clearly as is the case in A and B+	
C+	Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set.	<ul style="list-style-type: none"> - Introduction and/or conclusion short but still satisfactory. - Evidence of editing - Less grammar control than above. - Good range of specialized terminology.
C	Fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others.	<ul style="list-style-type: none"> - No introduction and /or no conclusion. - Body badly organized or irrelevant. - Poor grammar control (extremely limited range of grammar & register). - Limited or not specialized range of terminology.

We wish you the very best of luck!

June 2019

Revised in December 2019.