The following is lists of the graduate course offerings for the MA in TEFL programme run by the English Department at Debre Birhan University.

* 1. **List of Post Graduate Courses MA in TEFL**

**Course Title Course Number Credits**

Language Teaching Theories and Approaches TEFL 501 3

Linguistics as Applied Language Teaching TEFL 502 3

Graduate Seminar TEFL 503 2

English Language Teaching Methodology TEFL 505 3

Language Testing TEFL 506 3

Research Methods in ELT TEFL 507 3

Syllabus Design and Materials Development I TEFL 508 2

Syllabus Design and Materials Development II TEFL 601 2

Skills for English Language Teacher Education TEFL 602 3

MA Thesis (Year II Semester I) TEFL 603

MA Thesis (Year II Semester II) TEFL 603

**Total 24**

**11.2 Course Distribution by Year and Semester**

**Year I**

**Semester I**

**Course Title Course Number Credits**

Language Teaching Theories and Approaches TEFL 501 3

Research Methods in ELT TEFL 507 3

**Total 6**

**Semester II**

Language Teaching Methodology TEFL 505 3

Graduate Seminar TEFL 503 2

**Total 5**

**Year II**

**Semester I**

Linguistics as Applied to Language Teaching TEFL 502 3

Language Testing TEFL 506 3

**Total 6**

**Year II**

**Semester II**

**Course Title Course Number Credits**

Syllabus Design and Materials Development I TEFL508 2

Skills for English Language Teacher Education TEFL 602 3

**Total 5**

**Year III**

**Semester I**

Syllabus Design and Materials Development II TEFL 601 2

MA Thesis TEFL 603

**Semester II**

MA Thesis TEFL 603

**11.3 Course Descriptions for MA Programme**

**11.3.1 Teaching English as a Foreign Language (TEFL)**

**Course Title: Theories and Approaches to Language Teaching and**

**Learning**

**Course Code: TEFL 501**

**Credit Hours: 3**

**Learning objectives:**

At the end of the course trainees will be able to:

1. recognize the major historical development in language teaching methods and approaches;
2. distinguish the distinct features of each of the major methods, approaches and theories;
3. assess the strengths and weaknesses of the major methods, approaches and theories;
4. apply relevant methods, approaches, and theories to the current situation of language teaching and learning.

**Course Description**

This course helps trainees understand the major methods, approaches, and theories underlying the teaching and learning of English language. The course considers the major methods and approaches to language teaching that include the grammar translation method, the audio-lingual method, and current communicative approaches: communicative language teaching, the natural approach, cooperative language learning, content based instruction, and task-based language teaching. The course also covers important language learning theories such as behaviourism, cognitivism, and social constructivism. Moreover, theories of language such as structural, functional, and interactive views and important theories of second language acquisition such as inter language, factors contributing to individual differences and Krashen’s hypotheses are covered.

Delivery methods/ teaching and learning strategies

Various modes of delivery can be used but the commonly used include mini-lecture, group discussion based on reading, group work and reporting, assignment and presentation.

Assessment methods

The candidates are assessed while carrying out individual and group work, doing assignments and making presentation. In addition, they are required to do papers and take a final exam.

**Course Title: Linguistics as Applied to Language Teaching I**

**Course Code: TEFL 502**

**Credit Hours: 3**

**Learning Objectives**

At the end of this course, trainees will be able to:

1. To discuss foundation knowledge in unique features of human language.
2. To explain, analyse and describe the structural units of English: sounds, words, sentences, clauses, phrases; semantics, and pragmatics as well as discourse analysis.
3. Recognize and differentiate among fundamental concepts and theories in English phonology, morphology, syntax, semantics, and pragmatics as well as discourse analysis. Thus, candidates will become familiar with the principles underlying the analysis and description of the patterns in English language.

**Course Description**

The course deals with English phonology: vowels and consonants, stress, rhythm, intonation, assimilation, elision; elements of English grammar: time-tense system, modals, phrases and sentences; teaching pronunciation and grammar. This course also focuses on English morphological processes; vocabulary development; English syntax and semantics; pragmatics and discourse analysis and their implication for the teaching of English.

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, presentation, and discussion

Assessment methods

The course is assessed in the following ways: participation in answering questions; participating in discussion, making presentation, and submitting a paper.

**Course Title: Graduate Seminar**

**Course Code; TEFL 503**

**Credit Hours: 2**

**Learning Objectives**

At the end of this course, trainees will be able to:

1. familiarize themselves with principles of effective communication;
2. review a range of scientific articles in the field of language teaching and learning;
3. produce an effective seminar paper and present it effectively**.**

**Course Description**

The course provides opportunities for trainees to explore issues related to language teaching and learning which may lead them to identifying areas of interest for researching. The course also intends to develop trainees’ skills of reviewing scientific articles and making presentation. The course considers advanced skills development in library research; principles of effective presentation and giving a seminar on an approved topic.

More specifically, the course deals with principles of effective communication: quantity, quality, relevance and manner; seminar skills: non-verbal signals, summarising main points; seminar paper: plan, structure, strategy and language; presenting instructor approved seminar papers.

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, presentation, and discussion

Assessment methods

The course is assessed in the following ways: participation in answering questions; participating in discussion, making presentation, and submitting a paper.

**Course Title: English Language Teaching Methodology**

**Course Code: TEFL 505**

**Credit Hours: 3**

**Learning objectives:**

At the end of the course trainees will be able to:

1. gain insights into English teaching methodology from different participants’ perspectives;
2. apply relevant methods, approaches, and theories to the current situation of language teaching;
3. demonstrate effective teaching skills while carrying out teaching tasks;
4. identify a puzzle area in language teaching and conduct a small scale action research.

**Course Description**

Surveying language teaching methods: grammar translation, audio-lingualism, communicative approach; teaching initial reading and writing; teaching listening, speaking, reading and writing at various levels; integrating the four skills; techniques of teaching pronunciation; teaching vocabulary; the role of grammar in language teaching; using language games, role play, drama and the media in language teaching.

Based on the description above, this course aims to equip trainees with theoretical and practical aspects of English language teaching methodology. It also helps trainees to integrate theory, practice and experiences into the nature of language learning, use and teaching. The course is concerned with the following topics: an overview of language teaching methods; defining methodology; principles and belief about language learning; language learning strategy. It also gives an emphasis on methods, approaches and techniques for teaching the four language skills: reading, writing, listening, and speaking and teaching other elements of language: vocabulary and grammar; classroom observation and analysis; micro teaching and action research.

Delivery methods/ teaching and learning strategies

Various modes of delivery can be used but the commonly used include mini-lecture, group discussion based on reading, group work and reporting, assignment and presentation; performing teaching tasks and conducting action research on puzzling areas of classroom teaching.

Assessment methods

The candidates are required to do assignments on the areas of ELT methodology and make presentations; carry out group discussion based on reading; carry out teaching tasks/micro-teaching and conduct a small scale action research and submit reports.

**Course Title: Language Testing**

**Course Code: TEFL 506**

**Credit Hours: 3**

**Learning objectives:**

At the end of the course trainees will be able to:

1. identify the features and principles of language assessment and testing;
2. distinguish and understand the various assessment and testing methods;
3. design effective assessment tools and tests.

**Course Description**

The course is designed to equip trainees with the knowledge and skills of assessment and testing language. Defining test: characteristics of a good test: practicality, validity, reliability, discrimination and wash back; types of language test: achievement, proficiency, aptitude, diagnostic; approaches to language testing: discrete point, integrative, communicative, norm-referenced, and criterion-referenced; language teaching and testing; testing language skills: listening, speaking, reading, writing, pronunciation, grammar and vocabulary; construction, analysis and administration of language tests.

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, group discussion based on reading, assignment, presentation, discussion, delivering a topic, and group work and reporting.

Assessment methods

The course is assessed in the following ways: participation in group work; answering questions; participating in discussion; assignment and exam.

**Course Title: Research Methods in ELT**

**Course Code: TEFL 507**

**Credit Hours: 3**

**Learning Objectives:**

At the end of the course, trainees will be able to:

1. recognize the distinct features of quantitative and qualitative research;
2. identify the steps that lead to conduct research;
3. understand the various ways of sampling;
4. design and develop instruments for data collection;
5. identify techniques used to analyze and interpret data;
6. design effective research proposal.

**Course Description**

This course aims to help trainees develop knowledge and skills of doing research. The course covers aspects related to quantitative and qualitative research; types of qualitative research including historical, case study, ethnographic research, classroom research; quantitative research design including quasi-experimental and experimental; sample design; designing instruments for data collection: questionnaire, interviews, observation, tests and thinking aloud; identifying methods for data analysis; steps in a research process: topic selection, stating the problem, formulating hypothesis, reviewing literature, data analysis and discussion, conclusion and recommendation. The course also introduces the trainees to some statistical techniques such as correlation and regression analysis, analysis of variance, the analysis of cross tabulations, rank order data, cluster analysis ; descriptive statistics; the use of a computer soft ware for data entry, analysis and interpretation

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, group discussion based on reading, assignment, presentation, discussion, and delivering a topic

Assessment methods

The course is assessed in the following ways: participation in group work; answering questions; assignments and exam.

**Course Title: Syllabus Design and Materials Development I**

**Course Code: TEFL 508**

**Credit Hours: 2**

**Learning Objectives:**

At the end of the course trainees will be able to:

1. define what curriculum and syllabus are
2. distinguish the features of major approaches to syllabus design;
3. identify important factors that influence syllabus design and material development;

**Course Description**

This course focuses on defining curriculum; general curriculum planning; defining syllabus; product-oriented syllabuses; grammatical and functional-notional; process-oriented syllabuses: procedural, task-based, and content-based; syllabus design and methodology; ESP and its contributions: needs analysis as a base for syllabus design, materials development, and authenticity; selecting, evaluating, adapting, grading and sequencing language learning materials.

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, group discussion based on reading, assignment, presentation, discussion, and delivering a topic.

Assessment methods

The course is assessed in the following ways: participation in group work; answering questions; assignment on an aspect of syllabus design and material development**.**

**Course Title:** **Syllabus Design and Materials Development II**

**Course Code: TEFL 601**

**Credit Hours: 2**

**Learning Objectives:**

At the end of the course trainees will be able to:

1. examine materials used in the classroom in their institution and discover the principles and theories underlie them;
2. design a syllabus or produce a material for classroom use based on relevant theories and concepts of syllabus design and material development.
3. Prepare language tests on the macro and micro language skills for certain grade levels.

**Course Description**

Grading and sequencing materials for the teaching of listening, speaking, reading and writing; preparation of materials for different grade levels by integrating the four major language skills including the sub-skills of pronunciation, vocabulary, and grammar; presenting the materials to TEFL 701 class for evaluation and comments; preparation of test materials; presenting the test to TEFL 701 class for evaluation and comments; trying out the materials on general secondary school students; reporting on the outcome.

Delivery methods/ teaching and learning strategies

The course delivery includes mini-lecture, group discussion based on reading, assignment, presentation, discussion, and delivering a topic

Assessment methods

The course is assessed in the following ways: participation in group work; answering questions; assignment of 4000 words on an aspect of syllabus design and material development**.**

**Course Title: Skills for English Language Teacher Education**

**Course Code: TEFL 602**

**Credit Hours: 3**

**Learning objectives:**

At the end of the course trainees will be able to:

1. identify the various skills required for teacher educator;
2. identify and make use of models of teacher development;
3. develop observation skills; and
4. understand the principles of supervision models and know how and when to apply them; Acquire new insights into the practice of English language teaching and reflect upon your practice to develop a deeper understanding of why they do what they do

**Course Description**

This course is designed to provide trainees with a variety of ways to further their professional development by building on their current practice and experience of English language teaching. The course draws on their professional teaching and personal learning experiences, not only as an English language learner and teacher but also as a reflective practitioner in English language teacher education. The course covers the following topics: modes of supervision, classroom observation; tutorials, appraisal-models of supervision and support for teacher in practice; feedback and interpersonal skills for teacher educators; teacher education modes- lectures, active learning, practice teaching, theory and practice in teacher education, and teacher education approaches- crafts, techniques, reflective; teacher education materials and resources and their uses.

Delivery methods/ teaching and learning strategies

Various modes of delivery can be used but the commonly used include mini-lecture, group discussion based on reading, group work and reporting, assignments and presentation; performing and teaching tasks and practicing active learning methods

Assessment methods

The candidates are required to do assignments on the areas of teacher education and make presentations; carry out group discussion based on reading; carry out teaching tasks/micro-teaching and submit reports.

**MA Thesis (TEFL 603):** Candidates are required to conduct research and write a thesis assisted by a supervisor.

**Course Title: Thesis**

**Course Code: TEFL 603**

**Credit Hours: 6**

**Learning Objective:**

At the end of the course, trainees will be able to conduct research independently

**Course Description**

The trainees are required to conduct research on the approved topics and produce thesis under supervision of instructors.

Assessment methods

The thesis is assessed by the candidates’ supervisors, internal and external examiners. The trainees are also required to make presentation of their thesis and defend it successfully**.**