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**DEBRE BIRHAN UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ETHIOPIAN LANGUAGES AND LITERATURE (AMHARIC)**

**CURRICULUM FOR MA PROGRAMME IN TEACHING AMHARIC**

**May 2007 E.C /2015 G.C**

**Debre Birhan University**

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**CURRICULUM FOR MA PROGRAMME IN TEACHING AMHARIC**

**Introduction**

The expansion of education in general and higher education in particular, in Ethiopia is a matter of great urgency. As it has been the case over the past few years, the number of universities and the fields of studies are remarkably increasing in order to meet the growing need for trained manpower. One of the areas where this is required is the Teaching of Amharic as a professional course. The fact that Amharic language is a medium of instruction at elementary school and teacher training college, and also offered as a course in secondary and tertiary levels, and used as a working language in Federal government of Ethiopia and different regional states shows the greater concern is given to the language. Moreover, Amharic serves for wider communication in Federal government of Ethiopia.

Currently, in Debre Birhan University the department of Amharic Language and Literature is offering Amharic in the regular and summer degree programs. Starting from 2015 academic year the department developed this curriculum to launch post graduate degree, MA in Amharic Teaching.

This MA program is developed based on the directives that the Ministry of Education requests the university to expand its programs to catch up with the societal demands and new developmental strategies.

In order to satisfy the demand of graduate skilled manpower who can serve as language teachers, researchers, policy designers, curriculum and material developers, the department of Amharic Language and Literature designed this curriculum.

**Background**

The department of Ethiopian languages and Literature –Amharic was established in 2000 E/C to offer undergraduate programs. Now, the department is offering degree in both regular and summer programs. And also the department is heading to launch a MA program in Teaching Amharic starting from the year 2015 (2007 E/C) summer program.

**Rationale**

The government of Ethiopia has been giving due attention to higher education. As a result, the number of universities is increasing rapidly in the country. This instance also has increased the number of students enrolled at under graduate and graduate levels. This development has become a good opportunity for the expansion of Amharic language teaching.

Currently, there are some universities such as Addis Ababa, Bahir Dar, Debre Markos, Gondar, and Axum that are offering post graduate studies in Amharic Language Teaching. However, the number of trained Amharic teachers produced from these universities is not sufficient to meet the high demand of the country in the area.

From our experience and observation, there is a strong need from the nearby general secondary and preparatory schools Amharic language teachers to open up a graduate programme in Teaching Amharic. In addition, because of the development of teaching staff at PhD level, the department of Ethiopian Languages and Literature- Amharic has taken the initiation to launch the program. This will help to satisfy the needs of many students who are eager to join graduate program at Debre Birhan University. Especially, high school teachers, supervisors, curriculum designers and language experts as a whole will benefit a lot from the program.

The opening of the post graduate program in Teaching English as a Foreign Language at Debre Birhan University will have a great support for this newly opened program. The manpower and material resources available can be taken as a good opportunity.

**Objectives of MA program in Teaching Amharic**

General Objective: The main purpose of MA in Amharic teaching programme is to produce well-qualified experts in Amharic language teaching.

Specific Objectives: The MA in Teaching Amharic program has the following specific objectives of producing well-qualified:

* Amharic language teachers for general secondary and preparatory schools.
* Amharic language teacher trainers for elementary and secondary schools.
* Amharic language Syllabus designers and evaluators for elementary, secondary and preparatory schools.
* experts who can design, implement and evaluate Amharic language courses.
* Amharic language teaching material developers and evaluators for general secondary and preparatory schools.
* Amharic language test designers and evaluators.
* professionals who can conduct research in the area of Amharic language teaching and learning.
* experts who can design language policy and give consultancy service in language teaching issue.

**Resource Profile**

Manpower Profiles**:** The table below shows the total number of academic staff of the department along with their academic qualification and field of studies.

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Name** | **Qualification** | **Field of study** |
| 1 | Ato Kibebe Tsehay[[1]](#footnote-1) | PhD candidate | Documentary Linguistics |
| 2 | Ato Kebede Yimer | PhD candidate | Applied Linguistics in Ethiopian Languages Teaching |
| 3 | Ato Mengistu Tadesse[[2]](#footnote-2) | PhD candidate | Documentary Linguistics |
| 4 | W/ro Serkalem Yigeremu | PhD candidate | Applied Linguistics in Ethiopian Languages Teaching |
| 5 | W/ro Yeshareg Getaneh | PhD candidate | Applied Linguistics in Ethiopian Languages Teaching |
| 6 | Ato Zewdu Nahusenay | PhD candidate | Applied Linguistics in Ethiopian Languages Teaching |
| 7 | Ato Gedefawe Alelign | PhD candidate | Applied Linguistics in Ethiopian Languages Teaching |

Therefore, as mentioned above, the department has seven (7) PhD candidate members, who will be involved in this graduate programme. Most of these candidates have finished their course work and can teach at any time they are assigned. Other guest lecturers also will be invited from TEFL Program (at Debre Birhan University) as well.

Facilities: The department can share most of the facilities including buildings, the classrooms, libraries, language laboratory, offices, etc. with the other departments within the faculty. In addition, it possesses hard and soft copies of current books. In addition, facilities which available at TEFL program also can be used.

**Graduate Profile**

On the completion of this program participants will be able to

* teach Amharic at general secondary and preparatory schools as well as college and university levels.
* serve as teacher trainers in teacher training colleges.
* conduct research in the areas of English language teaching and learning.
* teach Amharic as a second language in areas where Amharic is not the language of the region
* analyse and evaluate the factors that affect the Amharic language teaching -learning process.
* analyse and evaluate approaches and techniques used by Amharic language teachers.
* analyse and respond to student needs in planning and assessing language courses.
* evaluate teaching issues, learning needs and culture content in particular Amharic language learning environment.
* design and evaluate relevant syllabus to Amharic Language curriculum at all educational levels.
* produce and evaluate relevant teaching materials for Amharic Language Teaching.
* design and evaluate Amharic language tests.
* practice and reflect on classroom teaching.
* conduct research in the area of Amharic language teaching and learning.
* give consultancy services to educational institutions in their field of specialization.

**Admission Requirements**

The admissions to the graduate program of the department are based the requirements which issued by the School of Graduate Studies of Debre Birhan University. Specifically, applicants for Master of Arts in Teaching Amharic Language are supposed to fulfil the following criteria.

* Need to have completed the academic requirements for BA or BEd degree in Amharic, Ethiopian Languages and Literature, English major and Amharic Minor, or Pedagogical Science Composite Amharic (Pedagogical Science-Amharic).
* A pass score on the entrance examination administered as part of the applicant screening process.
* Should have a grade point minimum of CGPA 2.00 and with no F grade.
* Applicants would be admitted based on approval of the Department Graduate Committee (DGC), Academic Commission (AC) and the University legislation.
* Must submit acceptable official transcripts from the college or university where they obtained their BA or B Ed degree.
* Must achieve satisfactory performance in an entrance examination administered as part of the applicants' screening process as determined by DGC.
* Must fulfil other requirement set by the university.

Applicants may be organization/government-sponsored or self-sponsored. Both organization and self-sponsored applicants will pay fee for education and research based on the University (DBU) laws. However, actual selection will be dependent on availability of staff, advisor, number of applicants, etc. In situations when available space is less than the number of applicants, the department will set its own additional screening criteria.

**Duration of Study**

The curriculum is developed for summer program. The candidates for the summer program shall cover the courses in face to face mode and complete all the requirements within four years. The duration of the program will be four consecutive summers or four academic years. Under exceptional circumstances and with the recommendation of the chair of the graduate program committee, a student who did not complete the degree requirements within the maximum time, and who was thus required to withdraw, may be readmitted once to complete those requirements. Final approval for readmission is by the dean of graduate studies.

**Assignment of Course Code**

All courses required for master of Art in Amharic Teaching are coded as ‘TeAm’ followed by three digits. TeAm, which refers to field of study, is the acronym of teaching Amharic. Among the three digits the first digit stands for year, the second digit stands for course type and the last number stands for semester. Therefore from the first two digits 6 and 7 stands for courses to be taken in the first year and in the second year of the program respectively. And from the middle digits 0 stands for language teaching methods, approaches and related courses; 2 stands for applied linguistics and related courses; 1 stands for applied literature course; 3 stands for Amharic Language curriculum and related courses; and 4 stands for research and related courses. All odd and even numbers from the last digits stands for courses to be taken during semester one and two respectively.

**Job Opportunities**

The graduate program provides employment opportunities in Amharic language teaching at all educational levels, including universities, colleges and other language teaching institutions. The program allows graduates to access to more senior positions in language teaching institutions. In addition, some of our Masters graduates will have a chance to engage in research and language curriculum projects in tertiary levels and other related institutions.

**Degree Requirements**

1. Satisfactory completion of the 26 credit hours of course works.

2. A thesis with four credit hours approved by internal and/ or external examiners with a minimum evaluation of Satisfactory.

Each instructor will describe criteria for satisfactory completion of courses at the beginning of each semester. Criteria for successfully completing thesis are presented by the graduate committee of the department. To a considerable extent, instruction is individualized and many opportunities are provided during the program to allow students to improve work, which does not meet the criteria. Failure in one course or failure to complete the program in the allotted time, however, will result in no degree being granted. A grade point average of 3.00 must be maintained to graduate.

**Graduate Requirements**

For the MA in Teaching Amharic, candidates are required to get a minimum of cumulative grade point average (CGPA) 3 (Bs in all courses taken). Furthermore, the candidates are expected to do a research work as partial fulfilment of the requirements for graduation. They are required to get a PASS grade in their MA thesis.

In other words, the MA in Teaching Amharic is awarded on the basis of

* successful completion of all intended credit units of work and a thesis.
* a thesis approved by examiners (internal and external) with a satisfactory grade.
* completion of required course of study with a minimum grade point average of 3.00; and

**Grading system**

Academic achievement in the programme is determined based on Debre Birhan Universiton legislation. The grading system is indorsed in the following table that the letter grading system with their corresponding grade points and descriptions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Raw Mark Interval** | **Letter Grade** | **Grade Points** | **Description** |
| 95 ≥ 100 | A+ | 4.00 | Excellent |
| 90 ≥ 95 | A | 4.00 |  |
| 85 ≥ 90 | A- | 3.75 |  |
| 80 ≥ 85 | B+ | 3.50 | Very Good |
| 75 ≥ 80 | B | 3.00 | Good |
| 70 ≥ 75 | B- | 2.75 |  |
| 65 ≥ 70 | C+ | 2.50 | Satisfactory |
| 58 ≥ 65 | C | 2.00 | Unsatisfactory |
| 50 ≥ 58 | C- | 1.75 |  |
| 40 ≥ 50 | D | 1.00 | Unsatisfactory |
| <40 | F | 0.00 | Fail |

As the above table shows, to graduate in a Master program a candidate needs to obtain a minimum CGPA of 3.00 and “B” grade in all courses.

**Thesis Examination**

The department utilizes a defence oral examination in which the candidate, after completing the thesis, discusses it with the committee and makes any changes required prior to typing in final form. The candidate shall give an oral account of the research on which the thesis is based and defend the thesis itself. The candidate must be prepared to answer questions on the field of the research and related fields.

Thesis examinations are open to the university community. The chair of examining committee shall allow proper opportunity for questions on the thesis to come from persons who are not members of examining committee but are attending the examination. The dean of graduate studies may have the right to attend or designate all phases of the examination.

After the chair of the examining committee is satisfied that all relevant questions have been answered, the examining committee shall meet to classify the thesis.

**Classification of the Thesis:**

There are four possible outcomes of the thesis defence.

(1) the thesis may be passed as submitted.

(2) the thesis may be passed on the condition that revision be completed to the satisfaction of the advisor.

(3) the examining committee may defer making judgment if it judges that the thesis could pass after additional work by the candidate. A thesis upon which judgment is deferred shall come forward for re-examination within a period of specified by the examining committee.

(4) the thesis may be failed. In this case, the candidate is required to withdraw from the university.

Master’s thesis is evaluated as **Fail**, **Satisfactory, Good, Very good or Excellent.**

**NOMENCLATURE:**

**“Master of Art degree in Teaching Amharic**”

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**Course Offering Schedule**

The program generally comprises a variety of training which is going to be delivered on face-to-face instruction. The training includes seminars, courses and a research phase. The program consists of nine courses which are going to be delivered in consecutive four summer duration. During the end of the third summer of the fourth year, students will select and submit their MA thesis topics to the department and in consultation with their advisors give the final shape during the kiremt semester. The remaining two semesters will be devoted to thesis writing. All courses will include components of continuous assessment deemed necessary on graduate programs such as term papers and assignments. The schedule of courses is presented as following.

# MA Program in Teaching Amharic: List of Courses

|  |  |  |
| --- | --- | --- |
| Course No. | Course Title | Credit Hours |
| TeAm 601 | Theories of Language Learning and Teaching | 4 |
| TeAm 643 | Advanced Research Methods in Language Teaching | 3 |
| TeAm 622 | Multilingual/Multicultural Issues in Language Teaching and Learning | 2 |
| TeAm 605 | Approaches to Teaching Language Skills | 3 |
| TeAm 624 | Grammar as Applied to Language Teaching | 3 |
| TeAm 616 | Literature as Applied to Language Teaching | 2 |
| TeAm 608 | Language Testing | 2 |
| TeAm 737 | Syllabus Design and Material Development/Evaluation | 3 |
| TeAm 741 | Graduate Seminar | 2 |
| TeAm 742 | Master’s Thesis | 4 |
| Total | | |

**Course Registration Schedule**

All candidates are expected to be registered for courses based on the following arrangement.

Summer I

|  |  |  |
| --- | --- | --- |
| Course number | Course Title | Credit hours |
| TeAm. 601 | Theories of Language Learning and Teaching | 3 |
| TeAm. 643 | Advanced Research Methods in Language teaching | 3 |
| TeAm. 622 | Multicultural/Multilingual Issues in Language Teaching | 3 |
| Total | | 9 |

**Summer II**

|  |  |  |
| --- | --- | --- |
| Course number | Course Title | Credit hours |
| TeAm. 605 | Approaches to Language teaching Skills | 3 |
| TeAm. 608 | Language Testing | 2 |
| TeAm. 616 | Literature as Applied to Language Teaching | 2 |
| Total | | 9 |

**Summer** **III**

|  |  |  |
| --- | --- | --- |
| Course number | Course Title | Credit hours |
| TeAm. 624 | Grammar as Applied to Language Teaching | 3 |
| TeAm. 741 | Graduate Seminar | 2 |
| TeAm. 737 | Syllabus Design and Materials Development | 3 |
| Total | | 8 |

**Winter Semester I**

|  |  |  |
| --- | --- | --- |
| Course number | Course Title | Credit hours |
| TeAm. 742 | Master’s Thesis | 4 |
| Total | | 4 |

**Winter Semester II**

|  |  |  |
| --- | --- | --- |
| Course number | Course Title | Credit hours |
| TeAm. 742 |  | 0 |
| Total | | 0 |

**Course Breakdown**

**Course Title**: Theories of Language Learning and Teaching

**Course Code:** *TeAM 601*

**Credit hour:** 3

**Pre-requisite course(s):** No

**Some of the learning objectives:**

At the end of this Course, students will be able to

1. understand historical developments in language teaching theories.
2. discuss basic issues and concepts related to language teaching and learning.
3. acquainted withe first and second language acquisition process.
4. discover theories and assumptions that underlie different approaches to language teaching and learning.
5. asses the strength and weakness of different theories, approaches and methods.
6. list factors contributing to individual differences language learning.
7. apply relevant theories, approaches and methods for the current language teaching and learning situations.

**Course Description**

This Course is intended to provide theoretical concepts that enable students to understand and investigate the practice in first and second language education. It deals with theories of language learning such as behaviorism, cognitivism and social constructivism. It also covers theories of language including structural, functional and interactive views. Language teaching models, factors contributing to individual differences and hypothesis are incorporated.

**Teaching and learning methods**

This course can be delivered through mini-lecture, peer and group discussion, self-study along with oral and written report, group work and presentation.

**Assessment methods**

Candidates need to be assessed both in their individual and group work such as individual paper (submission & presentation), group paper: (submission & presentation), participation, final exam can be used.

**Course Title:** Advanced Research Methods in Language Teaching

**Course Code**: TeAm 643

**Credit hours**: 3

**Pre-requisite course code(s)**: No

**Some of the learning objectives:**

At the end of this course, students will be able to

1. identify the basic steps that lead to conduct language research.
2. discuss the distinct features of quantitative and qualitative as well as mixed research design.
3. differentiate various sampling techniques.
4. develop appropriate instruments that enable to collect the intended data.
5. recognize techniques that used to analyze and interpreter data.
6. responsive enough to ethical, validity and reliability issues in language research.
7. design scientifically accepted language research proposal.
8. organize and report research papers according to academic discourse conventions.

**Course Description**

This course designed to help candidates to develop knowledge and skills that enable them to plan, process and report language research effectively. It covers steps in a research process; types of qualitative, quantitative and mixed research designs: sampling techniques; developing instruments for data collecting; identifying methods for data analysis and interpreting; statistical techniques; research writing formats; ethical, reliability and validity issues in language research.

**Teaching methods**

Based on the students’ background, needs and interests, the following strategies can be used. Mini-lecture, discussion, group presentation on selected articles, identifying researchable problem, designing and defending a research proposal individually.

**Assessment Strategy**

The course can be assessed through the following modalities. Individual paper, a mini-group project, individual and group presentation.

**Course Title:** Grammar as Applied to Language Teaching

**Credit Hour:** 3

**Course Code:** TeAm 642

**Prerequisite:** No

**Course Description**

This course helps the trainee to build up knowledge and skills on applying grammar to teach Amharic. The course deals with Amharic phonology and morphology system, time-tense usage; types of speech; quantifiers and complements, phrase and sentence structure. This course also covers semantic, pragmatic, and discourse analysis and their implication for teaching Amharic language.

**Some of the Course Objectives:**

At the end of this course students will be able to

1. use appropriate structural units to analyze Amharic grammar.
2. implement semantic, pragmatic and discourse analysis to teach Amharic.
3. understand the importance of grammar teaching for communication purposes.
4. develop perspectives on teaching Amharic grammar for second language learners.
5. judge and evaluate grammar books in light of current trends in grammar teaching methodologies.
6. develop perspectives on selecting, adopting and implementing Amharic grammar texts for second language learners.

**Suggested teaching and learning methods**

The course can be delivered through mini-lecture, Individual and collaborative reflection, presentation and discussion.

**Assessment strategy**

This course may be assessed through individual and group paper, presentation, final exam and reflection.

**Course Title:** Language Testing

**Course Code: TeAm 608**

**Credit hours : 3**

**Pre-requisite course(s):** No

**Some of the learning objectives:**

At the end of the course trainees will be able to

1. aquent with principles of language assessment.
2. distinguish various assessment methods.
3. construct effective assessment tools.
4. aware of test validity and reliability concepts.
5. evaluate tests critically based on principles.

**Course Description**

This course designed to equip candidates with the knowledge and skills in language assessment and testing. Generally the course deals with theoretical and practical consideration in the construction, use, and critical evaluation of tests in language proficiency. Hence, it includes the relation between language teaching and testing; characteristics of a good test; types of language test; approaches to language testing; testing language skills; construction, analysis and administration of language tests.

**Teaching Methods**

The course can be delivered through mini-lecture, peer and group discussion based on reading, reflection based on assessment of sample tests, Self-study, and group Work.

**Assessment strategy**

Students can be assessed based on their individual and group paper, presentation, final examination.

**Course Title**:Multilingualism and Multiculturalism in Language Teaching and Learning

**Course Code**: TeAm 622

**Credit hour**: 3

**Pre-requisite course**: no

**Some of the learning objectives:**

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

1. Understand the notions of multilingual and multicultural education
2. Understand how the use of language varies according to different social factors
3. Identify basic issues on language planning

Course description:

Different topics and subtopics can be covered; some of the main parts of the course covers the following topics:

Bilingualism, multilingual and multiculturalism

The connection between language and society

How the use of language varies according to different social factors

The way we use it in different social factors

The rise and development of multilingualism

Language culture and education

Language planning

**Delivery method**

The commonly used delivery methods include mini-lecture, group discussion, group work and individual presentation, individual assignment

**Assessment methods**

The trainees are assessed while carrying out individual and group presentation. They are also required to prepare papers on theoretical and practical issues.

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

**Course** **code:** TeAm 737

**Credit hour:** 3

**Some of the learning objectives**

After taking this course students will be able to

1. define the term curriculum, syllabus and textbooks clearly.
2. describe different model of curriculum design
3. recognize basic principles of curriculum design
4. identify factors that influence in syllabus design
5. carry out needs analysis to determine the structure and content of language learning courses
6. demonstrate their ability by designing syllabus, and developing teaching and learning materials
7. articulate the essential principles of participatory curriculum development
8. critically analyze and evaluate language curriculum, syllabus, and teaching materials.

**Course Description**

This course aims to provide students with a general understanding of the major approaches, theories, and issues of language curriculum and materials development. The course focuses on defining curriculum and syllabus; origin of language curriculum; frameworks of designing curriculum; needs and situation analysis, types of syllabus design; curriculum implementation; developing and evaluating communicative teaching materials by integrating language skills.

**Teaching Methods**

Mini-lecture, teacher supported peer and group discussion, reflection based on reading, self-study based on project and group work.

**Assessment strategy**

Individual and group paper presentation, reflection based on reading, mini-lecture arerecommended as assessment modalities for this course.

**Course Title:** Literature in Amharic Language Teaching

**Course Code: TeAm 616**

**Credit hours: 3**

**Some of the learning Objectives:**

The course will benefit a language teacher who wishes to explore the how’s and whys of using literature in the language classroom. Trainees will be able to

1. develop a thoughtful and principled approach to using literature in the language classroom.
2. explore the tools for developing their own classroom materials.
3. familiar with certain generalizable procedures and techniques which they can then apply or adapt to their own setting.
4. find ways of using literature which will help learners to achieve their main purpose for being in the classroom, that is, to improve their Amharic language skills.

**Course Description**

The emphasis is mainly on some of those underlying issues and concerns relevant to using literature with the language learners. Pinpointing possible approaches can help trainees to select and design materials for classroom use. Language and literature, Stylistics in the classroom, Literature in texts and reading literature cross culturally are different parts of the course. Using novels, poetry and plays as a tool to teach language in the classroom is also points of discussion. Reflecting on the literature lesson, micro-tasks on specific areas of teaching, observing classroom practices and evaluating text books are also main topics of the course.

**Delivery Methods**

Group discussion, peer and group presentation, mini-lecture, individual presentation and reading assignment are the main ways of delivering the course.

**Assessment methods:**

Text evaluation, group paper work and participation, individual assignment and presentation are the techniques for evaluating the course.

**Course Title: Approaches to Teaching Language Skills**

**Course Code: TeAm 605**

**Credit Hours: 3**

**Pre-requisite course (s): No**

**Some of the learning Objectives:**

This course seeks to provide an overview of language teaching approaches, issues, methods and practices, with a particular focus on the teaching of Amharic. It will also provide teaching principles, readings and classroom activities, for both pre-service and in-service trainees. The course has the following objectives.

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

1. understand the nature of language teaching methods.
2. apply appropriate methods and approaches to the current classroom situation.
3. have a detailed account of major twentieth-century trends in language teaching.
4. identify the syllabus, the role of teachers and learners, the materials used and assessment techniques for a particular method.
5. examine the Amharic teaching methods in their particular area.

**Course Description:**

The course reviews the historical language teaching methods, provides a background for discussion of contemporary methods and suggests analyzing techniques for the trainees. The following major contents will be covered.

A brief history of language teaching, The nature of approaches and methods in language teaching, The oral, Situational, Audio-lingual, Communicative method and the natural approach, Total physical response, The silent way, Suggestopedia and community language learning will be discussed. Comparing and evaluating these methods and approaches is also another area of discussion.

Based on the theoretical methods and approaches, Amharic language classroom teaching methods will be evaluated. Observing classroom teaching procedures, Analyzing teaching materials, assessment instruments and action research on Amharic teaching are also included. Appropriate methods for teaching the four major language skills, Grammar and vocabulary will be discussed.

**Delivery methods**

Different learning and teaching strategies can be used. But for this level; Discussion, Group work, Individual presentation, Reading assignment and reporting are recommended.

**Assessment methods**

Trainees are required to do individual and group assignments, they are expected to present their work individually. They have to carry out discussion, conduct classroom observations and prepare action research.

**Course Title:** Graduate Seminar

**Course Code**: TeAm 741

**Credit hour**: 2

**Pre-requisite course code(s)**: No

**Some of the learning objectives**

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

1. develop critical reading, writing, and presenting skills.
2. review scientific articles in the field of language teaching and learning.
3. produce an effective seminar paper**.**

**Course Description**

The course provides opportunities for trainees to develop their critical thinking, reading, writing and strong presentation skills. More specifically, the course focuses on developing trainees’ penetrating library documents; skills of reviewing scientific articles; summarising main points; preparing seminar paper on an approved topic; acquiring and practicing effective presentation skills. Furthermore, it helps them to explore issues related to language teaching and learning which may lead them to identifying areas of interest for researching.

**Teaching and learning methods**

The course can be delivered through presentation, discussion, and reflection based on reading selected articles.

**Assessment methods**

The course can be assessed in the following modalities: active participation in reflection, discussion, making presentation, and submitting seminar paper.

**Course Title: Thesis**

**Course Code: TeAm 742**

**Credit Hours: 4**

**Prerequisite: Graduate Seminar**

**Learning Objective:**

After completion of this program, 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**.**

1. MA in Teaching Amharic [↑](#footnote-ref-1)
2. MA in Teaching Amharic [↑](#footnote-ref-2)