**Dire Dawa University**

**College of Social Sciences and Humanities**

**Department of Amharic Language & Literature**

**Curriculum**

**M.A in Teaching Amharic**

**Course out lines**

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

**Course Code: TeAm511**

**Credit hour: 3**

**ECTS: 5**

**Pre-requisite course (s): None**

**Description**

This Course represents a survey of approaches and theories associated with language learning and teaching. It is intended to provide students with a solid theoretical foundation that is needed for understanding and investigating the practices in language teaching in general and in Teaching Amharic in particular. It covers the following broad areas: first and second Language acquisition theories: factors influencing second language learning.

**Learning outcomes**

Upon the completion of the course, students will be able to:

 Identify a wide range of basic issues and concepts related to language teaching and learning.

 Distinguish between different theories and models of language acquisition.

 Discover theories and assumptions that underlie different approaches to language teaching and learning.

 Describe the key features of language teaching approaches.

 List factors affecting language learning.

 Discuss current trends and practices in language teaching.

**Course Content**

1. **Fundamental issues and concepts in language acquisition**

1.1 First, second and foreign languages Learning Theories

1.2.Types of competence (e.g. Linguistic and sociolinguistic competence, discourse competence...)

1.3.Accuracy and fluency

1.4. comparison of first and second language acquisition

1.5.The role if L1 in L2.

1.6.Contrastive analysis vs. Error Analysis

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1.7.Major trends in Language Teaching methods

**2. Language Learning**

**Process of language learning**

2.1. First Language Acquisition Theories (Introduction)

2.1.1 Empiricism

2.1.2 Rationalism

2.1.3 Nativism

2.1.4 Cognitivism

2.1.5 Mentalism

2.1.6 Functional Approach

**Second/ Foreign Language Learning**

2.1. Theories of Second/ Foreign Language Learning

2.1.1. Acquisition-Learning Distinction

2.1.2. The Natural Order Hypothesis

2.1.3. The Monitor Model

2.1.4. The Input Hypothesis

2.1.5. The Affective Filter Hypothesis

2.1.6. The output Hypothesis

2.2. Process of Second/ Foreign Language Learning

**3. Variables in Language learning**

3.1. Individual differences in language learning

3.2. Social influences on language learning

3.3. Language Learning Strategies

3.4. Communicative Strategies

3.5. Language Learning styles

**4. Language Teaching**

4.1. Survey of the history of language teaching

4.2. Major trends in language teaching methods

4.2.1 The Grammar-Translation Method

4.2.2 The direct Method

4.2.3 The Natural Method

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4.1.4. The Oral Approach and Situational Language Teaching

4.1.5. The Audio-lingual Method

4.1.6. The Reading Method

4.1.7. Suggestopedia

4.1.8. Total Physical Response

4.1.9. The Silent Way

4.1.10. Cognitive Approach

4.1.11. Alternative Approaches and Methods

5. More Recent Approaches to Second Language Instruction

5.1. Communicative Language Teaching

5.2. The Natural Approach

5.3. Co-operative Language Learning

5.4. Content-Based Language Teaching

5.5. Task-Based Language Teaching

5.6. Other models and hypotheses

5.6.1 Acculturation Model

5.6.2. Accommodation Theory

5.6.3. Discourse Model

5.6.4. The Variable Competence Model

5.6.5. The Universal hypothesis

6. Discourse Analysis

7. Contrastive Analysis vs. Error Analysis

**Teaching Methods**

This course is delivered in the Cooperative modality. This means they will work through the course as part of a group, interacting with other learners and their own Learning.

**Assessment Methods**

This Course is organized into seven units. Each unit contains at least one group activity and concludes with an assignment. They will then complete the final project for the course. **18**

 class presentation & participation 5%

 Individual assignment 30%

 Assignment presentation 10%

 Group assignment 15%

 Final examination 40%

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

**Course Code: TeAm543**

**Credit: 3**

**ECTS: 5**

**Prerequisite: None**

**Course Description**

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).

**Learning outcomes**

At the conclusion of the course, the participants will:

 Understand research terminology

 Be aware of the ethical principles of research, ethical challenges and approval processes.

 Describe quantitative, qualitative and mixed methods approaches to research.

 Identify the components of a literature review process.

 Identify data gathering tools.

 Identify data analyzing tools.

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 Critically analyze published research.

**Course Contents**

**1. Introduction to Research**

1.1.What is Research?

1.2.Research Concepts

1.3.Research Ethics and Integrity

**2. Types of Research**

**2.1. Quantitative Research**

2.1.1 The Scientific Method

2.1.2. Design of Quantitative Surveys

2.1.3./ Quantitative Research Methods

**2.2. Qualitative Research**

2.2.1. Introduction to Qualitative Research

2.2.2. Qualitative Research Methods

2.2.3. Theory in Qualitative Research

**3. Mixed Research**

3.1.1. Introduction to Mixed Methods Research

3.1.2. Design of Mixed Methods Research

3.1.3. Evaluation of Mixed Methods Research

**4. Review Literature**

4.1. Importance of Review Literature

4.2. Process Of Review Literature

**5. Sampling and Data Gathering Tools**

5.1. Sampling Process

5.2. Data Gathering Tools

5.2.1. Questionnaire

5.2.2. Interview

5.2.3. Observation

5.2.4. Focused Group Discussion

5.2.5. Diaries

5.2.6. Tests

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**6. Data Analysis & Discussion**

6.1. Qualitative Data Analysis

6.2. Quantitative Data Analysis

6.2.1. T-Test

6.2.2. ANOVA

6.2.3. Correlation

6.2.4. Chi-Square

**6.3. Discussion**

**7. Summary, Conclusion & Recommendation**

7.1. Summary

7.2. Conclusion

7.3. Recommendation

**Teaching Methods**

This course is delivered in the Cooperative modality. This means they will work through the course as part of a group, interacting with other learners and their own Learning.

**Assessment Methods**

This Course is organized into seven units. Each unit contains at least one group activity and concludes with an assignment. They will then complete the final project for the course.

 class presentation & participation 5%

 Individual assignment 30%

 Assignment presentation 10%

 Group assignment 15%

 Final examination 40%

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**References**

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**Course Title: Pedagogical Grammar of Amharic**

**Course Code: TeAm522**

**Credit: 4**

**ECTS: 7**

**Prerequisite: None**

**Course Description**

This Course is designed to develop the students „understanding of the notion and types of Grammar. It intends to enable students to explore and analyzing structural units of Amharic Phonetics and Phonology, Morphology in Connection to Language Teaching and its Contribution for Communicative goals. The Course offers Plenty of Opportunities for students to apply their knowledge of Language description and analysis to the teaching Amharic in Curriculum of all levels. Students understanding this Course will gain a sound foundation for further studies in the fields of linguistics and Research in Amharic Grammar.

**Learning out comes**

It is expected that students attending the course will be able to do the following :

 Be able to Seriously Identify how to apply different approaches of Grammar in Teaching Amharic.

 Be able to explain The Phonological and Morphological Structure of Amharic.

 Be able to Demonstrate Competency in finding and using information ,adapting and Learning in response to new information, and exercising teamwork and self-management skills; and

 Demonstrate Competency in Oral and Written Communication by Systematically Organizing and Writing up their Presentations and Research Papers following academic discourse and Linguistics Conventions.

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**Contents**

**1. Introduction to Notion and Types of Grammar**

 Issues in the Notion of Grammar.

 Issues in the Notion of Syntax and Semantics.

 Grammar and Language Teaching.

 Traditional Grammar.

 Modern Grammar.

 **Methods to Teaching Grammar.**

 **Inductive**

 **Deductive**

 Grammar and Communication.

 Discourse in Language Teaching

 **Description of Amharic Grammar**

**2. Morphology of Amharic in language Teaching.**

 Derivation.

 Inflection.

**3. Description of Amharic Syntax**

 Phrase Structure

 Simple Phrase

 Complex Phrase

 Sentence Structure

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 Simple Sentence

 Complex Sentence

**4. Semantics**

**5. Grammar as Applied to Teaching Amharic Language skills**

 **Grammar and Listening Skills.**

 **Grammar and Speaking skill.**

 **Grammar and Reading Skill.**

 **Grammar and Writing Skill.**

**Teaching Methods**

This Course Content is delivered in intensive, block-teaching Learning mode. First face to face lectures are held on six consecutive days for five hours each day, in which the instructor will introduce the students in to the main concepts and issues of each of the four main units.

In general the following strategies will be implemented:

Interactive Group Learning.

Self-Study

Group Work **28**

**Assessment Methods**

The follow strategies will be used to assess students‟ performance and their assessment will be weighted according to the following percentage:

 class presentation & participation 5%

 Individual assignment 30%

 Assignment presentation 10%

 Group assignment 15%

 Final examination 40%

**References**

ኃይለ ፉሊስ (1966) “ሥርዓታዊ የአማርኛ ሰዋስው፡፡” አዱስአበባ፣ የኢትዮጵያ ቋንቋዎችና ሥነፅሁፍ (ያሌታተመ)፡፡

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

**Course Code: TeAm513**

**Credit hour: 3**

**ECTS: 5**

**Pre-requisite course (s): Theories of Language Learning and Teaching (TeAm 511)**

**Course Description**

Beside a revision of historical aspects of some selected approaches, methods and techniques of language teaching and learning, the course deals with methodological, material, curricular, etc issues that is central to teaching the four language skills. The intention of the course is to make learners familiar with different techniques & strategies of teaching language skills, I.e. listening, speaking, reading and writing.

**Learning outcomes:**

Having successfully completed this course, you should be able to:

 Use appropriate approaches, methods and techniques of teaching language skills.

 Teach purposes of oral language skills,

 Teach good listening & speaking habits,

 Distinguish between teaching & learning resources,

 Use the learning resources appropriately,

 Define the term literacy & other related terms,

 Give an overview of the methodology & approaches used & be familiar with materials used in teaching literacy (reading writing),

 Aware of development of literacy skills that occur at different stages,

 Familiarize with the language teaching materials & methodology,

 Prepare and use different materials in teaching language skills,

**contents:**

**1. Review of Selected approaches, methods & techniques of language teaching.**

1.1 A brief history of language teaching

1.2 Description & features of some approaches & methods

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**2. Teaching listening skills**

2.1 Effective listening

2.2 The purpose of teaching listening

**3. Teaching speaking skills**

3.1 Effective speaking

3.2 The purpose of teaching speaking

**4. Teaching/ learning resources and the use of Authentic materials,**

4.1 Teaching/ Learning resources

4.2 Use of Authentic materials

**5. Teaching reading**

5.1 Methods of teaching initial literacy

5.2 Effective reading,

5.3 The purpose of teaching reading,

5.4 Types of reading (efficient , intensive, extensive, …)

**6. Teaching writing**

6.1 Definition

6.2 Difference between speaking & writing

6.3 Problems in writing & their solution

6.4 Types of writing

6.5 Writing Process

**Teaching Methods**

Interactive, collaborative & independent learning/ teaching strategies will be employed through self-study and lecture. The followings will be the major strategies used for the course

 Lecture

 Self-study & book reading

 Doing individual & group assignments

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**Assessment methods**

The follow strategies will be used to assess students‟ performance and their assessment will be weighted according to the following percentage:

 class presentation & participation 5%

 Individual assignment 30%

 Assignment presentation 10%

 Group assignment 15%

 Final examination 40%

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**Course Title: - Multi-lingual/ Multicultural Issues in Language Teaching**

**Course Code: TeAm 521**

**Credit hours: 3**

**ECTS; 5**

**Prerequisite: None**

**Course Description**

As a Multilingual & Multicultural nation, Ethiopia needs well-qualified and professional language experts. This course deals with the fundamental functions and principles of managing cultural and linguistic diversity in a multi ethnic society. The course, therefore, introduces students to multilingual & multicultural concepts.

**Learning Out comes**

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

 Identify and make critical use of a range of sociolinguistic concepts relevant to the study of contemporary social, linguistic and educational environments in the Ethiopian context;

 Define broad notions of multiculturalism and multilingualism from different perspectives

 Familiarize and give explanation with some concepts, approaches, and theories used in the examination of culture and society

 Develop cross cultural competency with National culture, with their own subculture and within and a cross different sub societies and cultures

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 Give explanation about the historical origin of multilingualism and multiculturalism

 Express the Philosophical, psychological, and sociological foundations o Multiculturalism

 Express the reasons why diversity is a key work in our country today as well as learn new strategies to deal with diversity,

 Express concepts about socio cultural diversity, cultural theories,

 Express the relationship between culture and identity, culture and language, culture and communication, etc.

 Give logical explanation on concepts like ethnicity, race, class, and gender.

**Course Contents**

**1 Definitions**

1.1.Multiculturalism

1.2.Multilingualism

**2. Meaning & Theory of Culture**

2.1. What is culture?

2.2. Theory of Culture

2.2.1. Mono-cultureless/Ethnocentrism

2.2.2. Relativism

2.2.3. Universalism

**3. Historical Origin of Multiculturalism & Multilingualism**

**Multicultural ideas**

3.1. . Identity

3.2. Authenticity

3.3. Survival

3.1.1. Race

3.1.2. Ethnicity

3.1.3. Melting pot theory

3.1.4. Ethnic select

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**4. Issues in mono, bi- and multilingualism**

4.1.Mono-culturalism

6.1.1 Characteristics and Goals of Multicultural Education

6.1.2. Approaches to Multicultural Education

4.2.Societal and individual multilingualism

4.3. Research in bi- and multilingualism including first and second language acquisition

4.4. Inter language

4.5. Diglossia

4.6. Code switching and code mixing

4.7. Language vs. dialect distinction

4.8. Social and linguistic factors in language contact and change (shift vs. maintenance, language death)

4.9. Borrowing and contact-induced change

4.10. Pidgin and Creole languages

4.11. Language variation and linguistic/cultural identity (jargon, argot, slang, dialects)

**5. Language, culture and social interaction**

5.1.Sociology of language: social stratification and its effect on language use and identities, prestige of languages, language profiles, language in urban centres

5.2. Ethnography of speaking

5.3.Discourse and conversation analysis

5.4.Network analysis

5.5.Registers and domains (e.g. styles, forms of address and naming, attitudes);

5.6.Language and power (gender issues)

**6. Language planning and standardization**

6.1.Linguistic rights

6.2.Issues in corpus and status planning

6.3.Endoglossic vs. exoglossic language policy

6.4.Language policies in Ethiopia with a focus on education

6.5.Role of lingua franca/languages of wider communication in Ethiopia

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**7. Application of sociolinguistics to language teaching**

7.1.Effects of multilingualism on language teaching and multilingual education

7.2.Ethnographic microanalysis

7.3.Intercultural communication

Teaching Methods

Interactive, collaborative & independent learning/ teaching strategies will be employed through self-study and lecture. The followings will be the major strategies used for the course

 Lecture

 Self-study & book reading

 Doing individual & group assignments

**Assessment methods**

The follow strategies will be used to assess students‟ performance and their assessment will be weighted according to the following percentage:

 class presentation & participation 5%

 Individual assignment 30%

 Assignment presentation 10%

 Group assignment 15%

 Final examination 40%

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**References**

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

**Course Code: TeAm534**

**Credit hour: 3**

**ECTS; 5**

**Pre-requisite course (s): None**

**Course Description**

This Course will focus on the importance of using literature in language teaching. In the course students will acquaint with the different models of language teaching using literature, like the cultural model, the language model, and the personal growth model. The course is also aimed to familiarize the students with the different approaches to the use of literature in language teaching particularly in Amharic language teaching.

**Learning outcomes**

At the conclusion of the course, the participants will be able to

 Explain what does mean literature

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 List Genres of Literature.

 Explain why we use literature in the language Classroom.

 Understand how to use literature in the language Classroom.

 Identify Criteria to select texts.

 List techniques to apply literature in the language Classroom

**Content**

**1. Language and Literature**

1.1 Meanings of Language and literature

1.2 Relations Between Language and Literature

**2. Using Literature in language Teaching**

2.1 Reasons for using Literature In language Teaching(LT)

2.2 Objectives for using Literature In language Teaching(LT)

2.3 Why Teaching Literary Contents

2.4 Problems and their Solution

**3. Criteria For Selecting Literary Texts In LT**

3.1 The Student

3.2 The Content to be Thought

3.3 Other Issus Related to Content

**4. Criteria for Selecting the Text**

4.1. The student‟s cultural background

4.2. The students‟ linguistic proficiency

4.3. The students‟ literary background

4.4. Availability of texts

4.5. Length of the text

4.6. Exploitability of the text

4.7. Fit with syllabus

**5. Approaches of Using Literary Texts**

5.1 Content Based Approach

5.2 Language Based Approach

5.3 Aesthetic Based Approach

**6. Teaching Language Skills, Grammar and Vocabularies**

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**Using Genres of Literature**

6.1 Using Poetry

6.2 Using Short Story

6.3 Using Novel

6.4 Using Theater

**7. Types Literary Exercises and Making Them**

7.1 Types of Exercise

7.2 Approaches of Making Exercise

**Teaching Methods**

Lecture

Teacher supported Peer and Group Discussion

Self-study

Group Work

**Assessment methods**

Individual paper: 30%

Group paper: 20%

Individual presentation: 10%

Final exam: 40%

**References**

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

**Course code: TeAm518**

**Credit hour: 3**

**ECTS: 5**

**Pre requisite: None**

**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. Hence emphasis is given for developing blocks of instruction (an experiential approach to be employed) larger than lesson plan: curriculum, syllabus, materials in the form of units of courses, and smaller units such as lessons or activities in larger units of materials. Basic concepts in teaching technology and the importance of materials in language teaching will be featured. Needs analysis in classroom technology, adapting and developing materials are the major features of the course. Adapting and developing materials while teaching integrated skills will also be illustrated

**Learning outcomes**

After taking this course students will be able to:-

 Describe a model of curriculum design using appropriate terminology and list several basic principles of curriculum design

 Carry out a comprehensive needs analysis in order to determine appropriate structure and content for individual language learning courses

 Demonstrate their ability in designing an appropriate curriculum, syllabus, and materials

 Articulate the essential principles of participatory curriculum development

 Design or adapt authentic teaching materials which the can respond to specific learner needs within the context of a well sequenced syllabus or unit of a course

 Critically analyze language curriculum/syllabus/course and teaching materials.

 Critically select, analyze and evaluate teaching materials.

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 Articulate and develop their own theories/philosophy of language curriculum designs & materials evaluation.

 adapting coursebook materials to particular learning needs and teaching contexts,

 designing their own teaching materials and supplementing materials parallel to the methodology, to the level and needs of the students and to present school environment

**Contents**

**1. Definitions**

1.1 Curriculum

1.2 Syllabus

1.3 Methods and Designs of Curriculum and Syllabus

1.4 Evolution of Second Language Curriculum

**2. Origins of Language Curriculum Development**

**3. Frameworks for Language Curriculum**

**4. Needs and situation Analysis**

**5. Types of syllabus Designs:**

5.1 Product-oriented syllabus

5.2 Functional-notional syllabus

5.3 The proportional syllabus

5.4 Task-based Syllabus

5.5 content based syllabuses k

5.6 Hidden curriculum

**6. Curriculum Theorizing**

**7. Curriculum Implementation**

**8. Materials Development**

8.1 Adaptation

8.2 Adoption

8.3 Selection

8.4 Evaluation

**9. Designing Communicative Course Books**

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**Teaching Methods**

Lecture

Teacher supported Peer and Group Discussion

Self-study

Group Work

**Assessment methods**

Individual paper: 30%

Group paper: 20%

Individual presentation: 10%

Final exam: 40%

**References**

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**Course Title: Language Testing and Assessment in Amharic Teaching**

**Course Code: TeAm516**

**Credit hour: 3**

**ECTS: 5**

**Pre-requisite course(s): None**

**Course Description**

This course deals with theoretical and practical consideration in the construction, use, and critical evaluation of both classroom and standardized tests of language proficiency. Hence, students will acquainted with basic concepts of validity and reliability, as well as a variety of different kinds of tests.

**Learning outcomes**

After the completion of the subject students will be able to:

 Understand the main purposes of assessment and main types of assessment procedures.

 Understand the relationship between teaching and assessment.

 Construct different types of language tests.

 Critically evaluate test/assessment instruments.

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 Explain major terms such as validity and reliability, and their relevance to students‟ own teaching situations.

 Comment critically on testing and assessment practices as used in their own teaching situations

**Content**

**1. Meaning of Language Testing**

1.1 Reasons for Testing

1.2 Teaching and Testing

1.3 Measurement, Testing Vs Evaluation

1.4 Uses of Language Testing

**2. Types of Language Tests**

2.1 Achievement test

2.2 Diagnostic Test

2.3 Proficiency Test

2.4 Aptitude Test

2.5 Placement Test

2.6 Continuous Assessment

**3. Types of Testing**

3. 1. Direct Vs Indirect Testing

3.2. Discrete point Vs Integrative Testing

3.3 Norm-Referenced Vs Criterion-Referenced Testing

3.4 Objective Vs Subjective Testing

3.5 Communicative Language Testing

**4. Testing Language Skills**

**4.1** Testing Listening Skills

4.2 Testing Oral Skills

4.3 Testing Reading Skills

4.4 Testing Writing Skills

4.5 Testing Grammar and vocabulary

**4. Testing Criteria**

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4.1.Validity

4.2.Reliability

**5. Developing and Administering Tests**

5.1.Test Construction

5.2.Test Administration

5.3.Backwash Effects

**Teaching Methods**

Lecture

Teacher supported Peer and Group Discussion

Self-study

Group Work

**Assessment methods**

Individual paper: 30%

Group paper: 20%

Individual presentation: 10%

Final exam: 40%

**References**

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**Course Title: Seminar on Amharic Language Teaching**

**Course Code: TeAm645**

**Credit hour: 2**

**ECTS: 3**

**Pre-requisite course code(s)**: **Research Methods in Language Teaching (TeAm543)**

**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.

**Learning out comes**

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**.**

**Teaching methods**

The course can be delivered through presentation, discussion, and reflection based on reading selected article **54**

**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: TeAm646**

**Credit Hours: 6**

**ECTS፡ 10**

**Prerequisite: Seminar on Amharic Language Teaching (TeAm645)**

**Course Description**

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

**Learning out comes**

After completion of this program, trainees will be able to conduct research independently.

**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**.**