

**INSTITUTE OF MODERN LANGUAGES
UNIVERSITY OF DHAKA**

Proposed regular MA in TESOL (Teaching of English to Speakers of Other Languages) for the students of BA in ESOL 2015-16 and subsequent intakes

Syllabus for 2020–2021 Session

PROGRAM SYNOPSIS

The regular Masters in TESOL is a post-graduate programme for the students who have completed BA in ESOL from the Institute of Modern Languages, University of Dhaka. This program will be unique as it proposes to provide students the exposure to current theories and methods of English language teaching and impart the skills of pedagogy hands on in real classrooms. Students will be able to observe teaching in real classrooms at different levels, and practice their learning and pedagogic skills on peers as well as on students in actual classroom, under specialist supervisions. They will use a variety of materials, some designed and produced by themselves for teaching in specific classrooms, and assess their impact through their own newly refined skills of testing on students in actual classrooms. This ability to apply their theoretical learning as practice and their learning and interaction in English throughout the course along with their exposure to technology will make them the proficient teachers of English required by the local and international academic institutions.

JOB PROSPECTS OF MA IN TESOL GRADUATES

In Bangladesh, there is a crucial need to produce well trained English language teachers to teach English better at different levels of education. Today, everyone realizes the importance of language development of students to prepare them for the digital workplace of tomorrow which inevitably requires sound proficiency in English. During the next decade, students will need to compete in the wider world through the knowledge of technology, supported by the proficiency in English. The proposed programme will focus on the improvement of students' skills in teaching English by exposing them to a variety of theories and practices and making them understand the variety of teaching methods and techniques available and teaching materials they have learnt to produce.

Bangladesh also needs to train its rising employable population into a potential business, technology and educational workforce with advanced competence in English for interpersonal and societal communication. As this is not the language of the country, Bangladeshis have to learn English to a high level of proficiency for use in the academic world and employment situations. The advancement of technology and the increasing globalization of life have expanded the scope and intensity of demands of the use of English for communication. This is why policy-makers and educationists at present have serious concerns about the lack of English language proficiency among the trainable personnel in Bangladesh.

The demand for TESOL teachers will be high outside Bangladesh as well, across South Asia, China, Korea, Vietnam, Taiwan, Japan, Turkey, the Middle East, and parts of Eastern Europe. English is accepted as the language of IT, of international commerce, of

exchange in trade and culture. This is why TESOL teachers are in high demand in all educational institutions. The demand for proficiency in the English language will continue to grow the world over and so will be for the skilled English teachers in a wider range of contexts emerging globally. This trend will only expand in future for the estimated two billion people who may learn English during the next ten years. The level of collaboration among English teachers and practitioners around the world has been increasing in the present century, and the current decade is witnessing phenomenal synergetic exchanges of expertise, which can reach Bangladeshi teachers of English through a program like an MA in TESOL.

Doing an M.A in TESOL will equip the graduates with skills to become effective English language teachers capable of innovating ideas in tandem with international demands of the time in English language pedagogy.

PROGRAM DETAILS

- Program title: **MA in Teaching English to Speakers of Other Languages (TESOL)**
- Mode(s) and duration: Full-time; one year (two semesters; each semester 6 months long).
- Credit Hours: 38

AIMS AND RATIONALE OF THE PROGRAM

The M.A in TESOL at the IML will enable students to:

- improve their ability as teachers by learning about the theory and philosophy of teaching;
- learn about practices and advances in techniques and trends of teaching and testing;
- acquire new linguistic and pedagogic excellence;
- and to conduct research in all aspects of their learning with a view to improve their skills and learning.

With this background it is hoped that the M.A in TESOL program, as proposed by the IML to uniquely blend theory and practice, balancing equally the learning of theory, on the one hand, and teaching, and testing practice, on the other, will help create ELT practitioners with adequate practical training that is based in academic study of language. Above all, the course will take into account the local culture and communication patterns. In this way it will help open up career opportunities for Bangladeshi English teachers within as well as outside the country.

EXPECTED LEARNING OUTCOMES

Successful students will be able to develop and demonstrate specific skills required in English language teaching. Specifically, they will be able to:

- be aware of and display detailed up-to-date knowledge of latest developments in the subject areas taught in the program;

- exhibit a critical awareness of how the theories and principles of linguistics, psychology, sociology, and cultural studies can inform practices in ELT;
- defend the ideas they reach through analytical and critical study of material, with data, demonstration and argument;
- be aware of learning styles and learner strategies, relating these to learning practices, with detailed critical understanding of how these and other individual differences can affect second language learning;
- develop skills to conduct independent and original research to investigate relevant areas to extend their learning and development;
- develop high-level skills of teaching, critical and analytical skills as well as interpersonal skills required of a proficient teacher of English language.

PROGRAMME

The curriculum is based on requirements of Education and TESOL (Teaching of English to Speakers of Other Languages) and is aligned with similar Masters programmes of mainstream US and UK universities. The programme covers TWO semesters.

STRUCTURE OF THE PROGRAM

The M.A in TESOL is a one- year full-time course.

The course offers a 38-credit program leading to a Master of Arts in Teaching English to Speakers of Other Languages.

Each semester will be of 19 weeks of which 15 weeks will be for class teaching, 1 week break for preparation, and 3 weeks for holding the semester final examination. The program shall include teaching of 8 courses in two 6 month-long semesters, writing a thesis, and taking part in the comprehensive exam spanning over one academic year. All courses shall be full unit course with the minimum credit of 4 and 100 marks.

PROGRAM OUTLINE

Year	Semester	SL	Course Code.	Course Title	Total Credits: 38
1 Year	1	1	TSL 501	Advanced Sociolinguistics	4
		2	TSL 502	Teaching English for General and Specific Purposes	4
		3	TSL 503	Recent Development in Second Language Acquisition Research	4
		4	TSL 504	Seminar : Research Plan and Presentation	4
					16
	2	5	TSL 505	Teacher Development and Education	4
		6	TSL 506	Seminar 2: Teaching Practicum	6
7		TSL 507	Language Curriculum Design and	4	

				Evaluation	
		8	TSL 508	Thesis and Defense	8
					22
		Total			38

ASSESSMENT POLICY

All courses are compulsory. Pass mark is 40%.

Taught Course: TSL 501, TSL 502, TSL 503 and TSL 505, TSL 507 will be assessed through course work (40%) and the Final written examination (60%) at the end of the respective semester.

Seminar course: There will be two seminar courses. Students will intensely study different books and research papers, relating to the courses offered in the programme. They will work on a seminar paper on a chosen topic and make presentations in front of the audience. Eventually, they will synthesis the ideas drawn from discussions and their intensive reading in the seminar and write a comprehensive assignment on a given topic.

TSL 504 and TSL 506, two seminar courses, will be assessed on the basis of students' performance in the presentations and written assignments.

Supervised Course: TSL 506 (Practicum) and TSL 507 (Thesis) will be supervised and have to be completed and submitted in a bound form (2 copies) by the end of the second semester. If students are unable to complete the practicum and thesis within the time frame, they will have to get re-admission and finish with the next available batch.

MARKS DISTRIBUTION AND EVALUATION POLICY

Total credits: 38

Total marks: 800

For TSL 501, TSL 502, TSL 503 and TSL 505, TSL 507, 100 marks of each course will be distributed in the following manner:

- a. Final 4-hour written examination : 60 marks
- b. Assignment/Class test/ presentation : 20 marks
- c. Mid-term examination : 20 marks

For one of the seminar courses, TSL 506, 100 marks will be distributed in the following manner:

- a. Presentation : 40 marks
- b. Assignment : 60 marks

TSL 504 and TSL 508 will have specific assessment policies.

TSL 501-508 (courses): 8 x 100..... : 800 Marks

Total = 800 marks

Final results will be converted to letter grades as below:

(Following the UGC prescribed grading system effective from 13.06.2006)

Numerical Grade	Letter Grade	Grade Point
80% and above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.5
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.0
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.5
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.0
Less than 40%	F	0.0

In the Transcript/Marks Sheet, only the Letter Grade and the Corresponding Grade points and final CGPA, not the numerical marks, will be shown.

COURSE DESCRIPTION

ESL 501: Advanced Sociolinguistics

Students in BE in ESOL attended a variety of courses that had taught them about languages as influenced by and used in society. Hence, they are expected to apply their knowledge in understanding sociolinguistic research done inside and outside classrooms. This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data. The theoretical approaches include linguistic relativism, language variation, and sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics. It will focus on dialect, register, styles, standard language, speech communities and diglossia. It examines issues such as language planning and policy, language use in the bilingual/multilingual community, language maintenance and shift. It also explores the spread of English in the world today and the development of several varieties of English. Some key issues will be the cross-cultural and localised functional range that English has developed in various domains. Hence concepts like nativisation, acculturation, attitude towards English, norms, standards and intelligibility will be studied. Students will engage in activities and research exploring language variation within their own linguistic communities, including studying those language varieties to which they have access.

Recommended books:

Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.

Coupland, N. and Jawarski, A. (eds.) (1997). *Sociolinguistics: A reader and coursebook*. Basingstoke: Macmillan.

- Heller, M. (2006). *Linguistic minorities and modernity: A sociolinguistic ethnography*. New York: A&C Black.
- Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. New York: John Wiley & Sons.
- Pennycook, A. (2010). *Language as a local practice*. London: Routledge.
- Phillipson, R. (2010). *Linguistic imperialism continued*. New York: Routledge.
- Wardhaugh, Ronald. (2000). (6th edition). *An Introduction to Sociolinguistics*. Oxford: Blackwell.

TSL 502: Teaching English for General and Specific Purposes

ESP (English for Specific Purposes), in an innovative way, approaches the field of English language education for improving learners' proficiency in English in relation to a particular field of knowledge like science and technology, medicine, trade and commerce, law, agriculture etc. Unlike most of the EGP (English for General Purposes) courses, which aims at developing learners' general proficiency and communicative competence in target language, ESP is learner-centered, often customized to meet the academic, professional or occupational requirements of the learners regarding English.

The course aims to develop and inculcate a sound understanding of EGP and ESP and analyze different aspects of language including syntax, semantics, morphology, pragmatics, discourse and genre and skills, and explore the possibilities these courses have for analyzing pedagogical aspects of ELT including needs analysis, curriculum and syllabus design, methodological choices, materials development, and assessment issues. Hence the course content features elaborate discursive knowledge relating to the history, evolution and development of EGP and ESP and common and contrastive features of ESP and EGP. In addition, attempts are made for facilitating the process of applying the theories on practical issues for further enriching learners' understanding leading to familiarization with ideas like adopting materials, supplementing materials etc.

Recommended books:

- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. New York: Lawrence Erlbaum Associates.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave, Macmillan.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes*. Cambridge: CUP.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Oxon: Routledge.
- Kırkgöz, Y., & Dikilitaş, K. (Eds.). (2018). *Key issues in English for specific purposes in higher education*. London: Springer.
- Liyanage, I. & Walker, T. (Ed.). (2014). *English for academic purposes (EAP) in Asia: Negotiating appropriate practices in a global context*. Sense Publishers: Australia
- Paltridge, B. and Starfield, S. (Ed.). 2013. *The handbook of English for specific purposes*. New York: Wiley-Blackwell.

TSL 503: Recent Development in Second Language Acquisition (SLA) Research

The course will introduce recent development in SLA acquisition and learning based on empirical research studies. The specific emphasis will be given to the comprehension and production of language use, individual differences, learner strategies, attitudes to learning, motivation, and role of affect, and sociocultural factors in the classroom. Furthermore, the course will explore the implications of relevant research findings from second language learning to teaching. The course will also familiarize students with theories and empirical research on child and adult second language acquisition (SLA). The main purpose is to help students use the knowledge to foster learning environments that ensures the development of second language and literacy skills of their future students. Students will also learn to appreciate linguistic, cultural, and community diversity and their interrelationships with SLA.

Recommended books:

- Ellis, R. (1998). *Understanding second language acquisition*. Oxford University Press.
Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.
Lightbown, Patsy M. & Spada, Nina. (2013). (4th ed.). *How languages are learned*.
NC: Oxford University Press.
McDonough, J. and McDonough, S. (1997) *Research methods for English language teachers*. London: Arnold.

TSL 504 Seminar : Research Plan and Presentation

This course will review and reinforce what students have learnt about the research process in the course titled Research Methodology at the undergraduate level. The course will highlight different aspects of conducting research: literature searching and critical evaluation of literature; developing the research question and identifying research design; reference management; and ethical issues. The relevance of obtaining knowledge and insights from the literature survey and then linking of ideas from the literature survey to the research findings will be emphasized. Students will develop competence in critically evaluating the validity and reliability of existing research, finding the gaps in the evidence and developing a feasible research design that fulfils the principles of research practice. The major tools of collecting and analyzing data in the qualitative and the quantitative approaches will be discussed and examined. Finally, they will formulate a realistic detailed research proposal for their MA Thesis and they will learn how to present an MA research plan in written and oral forms, and critically discuss the research of others.

Recommended books:

- Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge: Cambridge University Press.
Brown, J. (1998). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge: Cambridge University Press.
Hart, C. (1998) *Doing a literature review*. London: Sage.
McDonough, Joe M. and McDonough, J. (1997). *Research methods for English language Teachers*. London: Routledge.
Nunan, D. 1992. *Research methods in language learning*. Cambridge: Cambridge University Press.

- Ridley, D. (2008) *The literature review: A step-by-step Guide for students*. London: SAGE
- Seliger W. and Sohamy, E.G. (1989). *Second language research*. Oxford: Oxford University Press.
- Tarone, E., Susan M. G. and Andrew D. C. (Eds.). (2013). *Research methodology in second language acquisition*. London: Routledge.
- Mackey, A. and Gass, S. M. (2005) *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

ESL 505: Professional Development for TESOL Teachers

This course is designed to improve teachers' overall understanding of a number of important areas of practical classroom language teaching methodology. That is, by studying this course teachers will find it easier to understand the issues facing teachers and lecturers from a range of institutions in Bangladesh and they will also develop an awareness of how they can apply these principles and theories to their own teaching. This course will enable the participants to understand the process and importance of continuous professional development. This will provide in-service content area teachers with the knowledge and concepts needed to successfully collaborate with English personnel of different institutes. Students will be introduced to different aspects of Professional development in TESOL and asked to reflect on concepts related to ESL/EFL and the mainstream classroom.

Recommended books:

- Carter, R., & Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: CUP.
- Ur, Penny. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.
- Harmer, J. (2015). *The practice of English language teaching* 5th Edition Book for Pack. Longman Handbooks for Language Teaching.
- White, R., Mattin, M., Stimson, M., & Hodge, R. (1991). *Management in English language teaching*. Cambridge: Cambridge University Press.
- Burns, A., & J. C. Richards. (eds.). (2009). *The Cambridge guide to second language teacher education*. Cambridge: CUP.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge: Cambridge University Press.
- Roberts, J. (1998). *Language teacher education: the reflective trainer*. New York: Arnold.
- Wallace, M.J. (1991). *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.

TSL 506: Teaching Practicum

Teaching Practicum students to demonstrate their understanding of the principles, methods and techniques of language teaching. It will allow students to have close look to plan and teach in a more independent manner, overseen by experienced teacher/s and academic mentor/s. Here, students will get the opportunities to observe some practical

classes and do their demos in those practical situations to get immersed with the current theory and practices of teaching English in different levels and in different contexts. Hence, the focus will be given on accommodating more space for the TESOL students to facilitate practice.

The students will be assessed through observation of their teaching (practice teaching/micro teaching), and the portfolio(containing lesson plans, daily journals, self reports, feedback they submit, of all the work done in and out of class). There will be a weekly session facilitated by supervisor, to discuss students' observation, concerns and accomplishments in the classroom. They will reflect on their observations, focusing on issues like teacher talk, student talk, feedback, materials used. The observation and practice teaching will lead to writing summaries of statement of *teaching philosophy* of those observed. The observation and practice teaching will lead to writing midterm and final reflection papers of their experiences. The students will be assessed during the course and at the end of the course on their teaching and their reports submitted as a portfolio, containing lesson plans, journals and self reports.

Recommended books:

Allwright, D. (1998). *Observation in the language classroom*. UK: Longman Group.

Carter, R., & Nunan, D. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: CUP.

Thomas, A.M.1987. *Classroom Interaction*. Oxford, OUP.

Ur, Penny. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press.

TSL 507: Curriculum Development and Evaluation

The course intends to acquaint students with the principles, theories, and frameworks of English language curriculum and evaluation. They will develop an advanced understanding of the processes involved in curriculum development and evaluation and the relationship between evaluation, innovation, and management. Consequently, they will recognise the significance of curriculum and evaluation in ensuring effective language learning and teaching. Students will also develop practical skills of designing English language curriculum, considering the relationship among the theories of language, learning and teaching. They will be able to identify the purpose, content, design, and assessment procedures of the curriculum, based on these theories and contextual realities, and the structure of the educational programme.

The course will, in addition, present examples of evaluations of various projects, courses, teaching methodologies, classroom practices, materials, teacher and student role in classroom, and learning outcome. As a result, students will be aware of the strategies and techniques of evaluating any language curriculum. They will design questionnaires, observation sheets, and questions for interviews and conduct an evaluation of a curriculum. In the process, they will develop critical insights and unravel the assumption, strengths, and weaknesses of any given curriculum and suggest possible ways of bringing about changes to it. Specific preferences will be given to the English language curriculums developed by the National Curriculum Textbook Board, Bangladesh and students will identify ways of changing and managing these curriculums.

Recommended books:

- Dubin, F. & Olshtain, E. (1986). *Course design*. Cambridge: Cambridge University Press.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT*. Second Edition. Oxford: Blackwell.
- McGrath, I. (2002) *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford: Oxford University Press.
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press
- Nunan, D. (1986). *Syllabus design*. Oxford: Oxford University Press
- Tomlinson, B. (Ed.) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- White, R. (1988). *The ELT curriculum: Design, innovation and management*. Cambridge: Blackwell.
- Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: University Press.
- Yalden, J. (1987). *The communicative syllabus: Evolution, design and implementation*. London: Prentice-Hall International (UK).

TSL 508 Thesis and Defense

The Thesis written by each student has to be based on an original empirical research underpinned by a comprehensive literature survey, conducted independently on the basis of some theories. Students will investigate and report their findings on the basis of data they have collected to answer their research question. They will be expected to write a well-conceived and appropriately-executed paper based on their original piece of work, of word limit between 12000 to 15,000 words, on the basis of research skills developed at the undergraduate level. The research report will be assessed by both the supervisor and by an external examiner. Finally, candidate will face an interview in a formal defense of the thesis. It will be conducted by the Examination Committee members to assess students' learning outcomes through research.

RETAKING OF TERM-FINAL EXAMINATION AND IMPROVEMENT OF GRADES POLICY

Reference: Policies followed in MA in English, Faculty of Arts, and DU