

**Curriculum Evaluation of professional post-graduate MA in ELT/ TESOL program: A
study on Bangladeshi Institutions**

**Submitted in partial fulfillment of the requirements for the degree of Masters of Arts in
TESOL**

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Inspiring Excellence

Declaration

I declare that the Dissertation titled “Curriculum Evaluation of professional postgraduate ELT/TESOL program: A study on Bangladeshi Institutions” is submitted to the BRAC Institute of Languages (BIL), BRAC University in the partial fulfillment of the degree MA in TESOL. The paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Dedication

This paper is dedicated to my loving parents,

Abdus Sobhan
&
Jahanara Begum

Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Abstract

This study examines the effectiveness of the ELT/, TESOL curriculum in Bangladesh. More particularly, this provides an overview of the current state of the programs and students feedback on their learning, expectations, and any discrepancies in academic grading through marking scale comparing to public and private university grading system. Also to be singled out, level of expertise of instructors has also appeared to evaluate their acceptability and efficiency in this field along with the cost effectiveness of the programs. However, to conduct this research, researcher has followed mixed-method approach where both qualitative and quantitative data are collected from enrolled or passed out MA in ELT, TESOL students and their instructors from 2 public universities and 3 private universities. Hence, two separate questionnaires for instructors and students are used as tools for data collection following Stufflebeam's CIPP model of program Evaluation. Finally, this study has illustrated a number of striking findings where it is clearly presented that the current Professional Post-graduate ELT/TESOL programs are moderately fulfilling students' expectations and job market's demand. It is also evident that these programs are moderately cost effective in our country. Moreover, most of the instructors involved in teaching do not possess any relevant degree to teach at these programs. Majority are joining from different background like literature. However, there is also a large discrepancy found in the grading scale and curriculum of public and private universities who offer MA in ELT/TESOL program. In fine, the study ends with some important recommendation and suggestions how to develop and sort out any debatable issues form the findings.

Chapter 1

INTRODUCTION

1.0. Introduction:

This study aims at discovering the effectiveness of post-graduate professional ELT curriculum in Bangladesh. In this chapter of the study, the background of the study, context, significance, scopes, purposes of the study are explained. In the next section, the contextual needs for the study are described. Then the purpose of the study is mentioned. The significance and the scopes of the study are mentioned just after the contextual need. The purpose of the study and the overall outline of the thesis are also here in this **chapter**.

1.0. Background to the Study:

English language is considered as a wider means of communication and the widely studied subject across the world. Admittedly, English is the international language in terms of vitality. However, to teach English to the outer circle of English speaking community has always been proved as a striking challenge so far along with the expanding circle by the language trainers- both native trainers and non-native trainers found it arduous and difficult; especially in a country where English plays the role of a foreign or second language. Over the course of time, to reduce the degree of difficulty of English language teaching, curriculum and program designers have developed a number of English language teaching programs such as TEFL, ELT, TESOL, ESOL, for the professionals who are engaged with English language teaching in different levels. Since, English used to be spoken as a monolingual language which was restricted to Britain and its domain of influence. However, today it is spoken by over two billion people in the world in various dialects and proficiency levels. As English has gone beyond its natural borders, nonnative speakers of English outnumber native speakers three to one as asserted by Crystal

(1997). In course of time, English has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes of learning all around the world as the language of instruction (Flowerdew and Peacock, 2001). On account of the current status of English, the need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. Thus, some crucial aspects related to English teaching such as the ones about curriculum, methodology and evaluation has gained considerable importance throughout the world.

Nunan (1992) states that though there are a wide range of diverse and sometimes contradictory views on the nature of language and language learning, curriculum developers need to take account of and respond to data coming from learners, teachers, evaluation specialists and so on. Since last few decades, Bangladesh, being speaker of outer circle of English language, is relentlessly attempting to train good number of experts for English language teaching by commencing a number of professional development programs such as MA in ELT, TESOL. Interestingly, not only public universities, but also reputed- private universities are also offering the same programs for English language teachers. Henceforth, no initiatives have been taken by the curriculum developers or program coordinators, to justify or evaluate their curriculum whether they meet the standard or not. In fact, their grading system, course content, credit hours are not cross checked substantially. Moreover, how far these programs are capable of fulfilling learners expectations enrolled under these programs are not yet been examined. Therefore, this study will attempt to investigate the curriculum of both institutions from private and public universities along with their grading scale.

1.3. Context of the Study:

In Bangladesh, English is taught as a compulsory subject for 12 years under a uniform national curriculum, both in state-run and private schools and colleges. It is a required subject rather than a tool for survival in business and education at the primary and secondary levels. It is therefore an EFL context and, like most other countries in Asia (Li, 1998), English teaching in Bangladesh tends to mean teaching grammar, reading and translation. However, as Communicative Language Teaching emerged in the curriculum, many teacher training programs have been conducted to enhance professional English language teachers' language-teaching skills and knowledge. Henceforth, the emergence of ELT, TESOL, came into effect from that root. As the time progressed, no initiatives have been noticed from curriculum designers or program evaluation committee to justify or assess the acceptability or diversity in curriculum of different universities although they are offering the same program. In fact, whether the programs are able to fulfill the expectations or demand of those enrolled in the program are not yet been evaluated.

1.4. Purpose of the study:

The major purpose of the study is to determine the following research questions:

General questions

1. To what extent professional postgraduate TESOL/ELT programs are fulfilling the learner's expectations?

Specific questions:

1. Do instructors /trainers of these programs have received any specialized training on Language Teaching
2. To what extent the programs are cost effective?

1.5. Significance of the study:

This study will help the curriculum planners, professional instructors and students to develop the quality of Post-graduate professional ELT training and fulfilling their expectations from the course. Overall, the discrepancy in grading system has also been highlighted so that all institutions that are following a variety of grading scales and evaluation criteria can identify their common framework of marking scale to evaluate learner's performance avoiding any ambiguity.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction:

This chapter provides an overview regarding the significance of English Language Program evaluation and its current status in non-native speaking setting. Focusing on the approaches and models of in English Language Teaching (ELT) program evaluation, different conceptions of curriculum are presented. Afterwards, the need for curriculum/ program evaluation is pointed out with a focus on the evaluation models.

2.1. Definition of Curriculum Evaluation: Brown (1989) defined evaluation as “the systematic collection and analysis of the all necessary information to promote the improvement of the curriculum and assess its effectiveness within the context of the particular institutions involved” (p.223) ,whereas for Gaies (1992) Curriculum evaluation is by definition multidimensional. In many cases, an examination of some sort will be used to compare opinions of students exiting a program with those completing similar programs. Examinations, together with other quantitative (such as employment rate of graduates, percentage of graduates still in the field after a certain number of years, percentage of graduates participating in professional organizations and other activities) and qualitative measures (such as employer satisfaction with graduates), are often used in conjunction with formal internal and external program reviews in order to evaluate a curriculum. Precisely, evaluation is a systematic process which involves gathering information and giving feedback on the way the program works so that improvements can be made in an ongoing way. Like assessment, evaluation can be formative and summative. Formative evaluation is the regular ongoing reflection on how the program is going while summative

evaluation occurs at the end of a program and provides a perspective on the effectiveness of the program. As educators, we reflect constantly on our daily work, often in an instinctive manner. While this is useful, the process can be more effective when it is systematic, explicit and articulated to others. Brown (1995) posited that the heart of the systematic approach to language curriculum design is evaluation.

2.2. Approaches and model for Curriculum evaluation

Historically a number of approaches have been suggested in the educational literature for language curriculum evaluation. As Prokus (1970) first suggested that the evaluator need not necessarily have participated in the planning of a program in order to be effective. Many programs have not been planned, at least not in terms of careful specification of outcomes as learner-post-instruction behavior. If these programs are to be evaluated, a strategy must be found which doesn't depend on participation during the planning stage. There are such designs, and others can assuredly be built. However, Brown (1989) demonstrated four models for language program evaluation which are following:

2.2.1. Product –oriented approaches:

When these approaches are used, the focus of the evaluation is on the goals and instructional objectives with the purpose of determining whether they have been achieved. Hence, Taylor (1942) delineated that a program should be built on explicitly defined goals, specified in terms of the society, the students, the subject matters, as well as measurable behavioral objectives. This approach may seem conceivable clinical and somewhat behaviorist from today's perspective, it has some merits to the idea of evaluating a program to determine the degree to which it is

accomplishing what it sets out to accomplish in the first place, as specified in its goals and objectives.

2.2.2. Static-characteristic approaches:

This is an alternative to the product-oriented approaches of evaluation. Though it is an alternative approach, it also aims to determine the effectiveness of program. Generally, this type of evaluation is performed by outside experts who inspect a program by examining various accounting and academic records, as well as such static characteristics as the number of library books, the number and types of degree held by the faculty, student-teacher ratio, the number and sitting capacity of classrooms, the parking facilities and so forth (Brown1991,). Moreover, such static characteristic evaluation is also carried out even today for institutional accreditation.

2.2.3. Process -oriented approaches: This is a shift from past two approaches. This shift was noticeably due to the realization that meeting programs goals and objectives, while important, was not very helpful in facilitating curriculum revision, change, and improvement.to advocate the concept, Scriven's(1967) model contributed a number of principles promoting a process oriented program evaluation. A striking principle was coined as 'goal free' evaluation process where no limits were set on studying the effectiveness of the expected program. The role of evaluators, hereby, to remain open to other possibilities, perhaps, to other findings which once recognized, could be further studied.

2.2.4. Decision- facilitation approaches:

Another important approach of program evaluation is decision facilitation approaches which help evaluators not to be judgmental. Rather to be supporter of administrators for gathering information regarding a program for their own judgment and decision-making. There are certain

models such as CIPP, CSE, discrepancy model which are some of the examples of this particular approach. Stufflebeam et al. (1971) described CIPP as acronym for Context (rational for objectives), Input (utilization of resources for achieving objectives) Process (periodic feedback to decision makers), and Product (measurement and interpretation of attainments during and at the end of program). In addition, discrepancy model by Provus(1971) also reflects the same as follows:

Program evaluation is the process of (1) defining program standard; (2) determining whether a discrepancy exists between some aspect of program performance and program standards governing that aspect of program; and (3) using discrepancy information either to change performance or to change standards.

2.2.4.1. Objectives-Oriented Evaluation Approaches:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

2.2.4.2. Management- Oriented Evaluation Approaches:

Its rationale is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information.

2.2.4.3. Consumer-Oriented Evaluation Approaches:

Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new

technology, software and equipment, educational materials and supplies, and even services to agencies.

2.2.4.4. Expertise-Oriented Evaluation Approaches:

Expertise-Oriented Evaluation Approach depends primarily upon professional expertise to judge an institution, program, product or activity.

2.2.4.5. Adversary-Oriented Evaluation Approaches:

Adversary-Oriented Evaluation Approach in its broad sense refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

2.2.4.6. Participant-Oriented Evaluation Approaches:

Participant-Oriented Evaluation Approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise. Worthern, et al. (1997) highlighted the aspect of each approach under eight headings such as proponents, purpose of evaluation, distinguishing characteristics, past uses, contributions to the conceptualization of an evaluation, criteria for judging evaluations, benefits and limitations.

2.2.5. Stufflebeam's Context, Input, Process, Product Model:

Stufflebeam is an "influential proponent of a decision-oriented evaluation approach" designed to help administrators make good decisions (Worthern & Sanders 1998, p. 98). His approach to evaluation is recognized as the CIPP model. The first letters of each type of evaluation-context, input, process and product-have been used to form the acronym CIPP, by which Stufflebeam's evaluation model is best known. This comprehensive model considers evaluation to be a continuing process (Ornstein & Hunkins, 2004). Gredler (1996) suggests that the approach is based on two major assumptions about evaluation. These assumptions are 1) that evaluations

have a vital role in stimulating and planning change and 2) that evaluation is an integral component of an institution's regular program. Thus, evaluation is not a specialized activity associated with innovative projects, and the CIPP perspective is not intended to guide the conduct of an individual study (Stufflebeam, 2000). Stufflebeam (1971) views evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. These processes are executed for four types of administrative divisions each of which represents a type of evaluation. These evaluations may be conducted independently or in an integrated sequence (Gredler, 1996). They can be listed as follows:

Planning decisions - Context Evaluation

Structuring decisions - Input Evaluation

Implementing decisions - Process Evaluation

Recycling decisions to judge

And react to program attainments - Product Evaluation

2.2.6. Summative Evaluation and Formative Evaluation:

A different way of analyzing curriculum evaluation is in terms of the timing of the evaluation, the ways in which it is made, the instruments used and the purpose for which the results are used. Scriven (1991) introduced into the literature of evaluation the concept of Formative and Summative evaluation. Formative evaluation requires collecting and sharing information for program improvement. While a program is being installed, the formative evaluator works to provide the program planners and staff with information to help adjust it to the setting and improve it (Morris & Fitz-Gibbon, 1978). Formative evaluation is typically conducted during the development or improvement of a program or product or person and so on and it is conducted

often more than once (Scriven, 1991). The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction if necessary by means of identification and subsequent remediation of problematic aspects (Weston, Mc Alpine & Bordonaro, 1995). Therefore, it is apparent that formative evaluation provides data to enable on-the-spot changes to be made where necessary. Students' learning activities can be refocused and redirected and the range and depth of instructional activities of a curriculum can be revised in 'mid-stream' (Tunstall & Gipps, 1996). Hence, it applies to both course improvement and students' growth, although some writers tend to concentrate only upon the former (Pryor & Torrance, 1996). In brief, formative evaluation is conducted during the operation of a program to provide program directors evaluate information useful in improving the program. For example, during the development of a curriculum package, formative evaluation would involve content inspection by experts, pilot tests with small numbers of children and so forth. Each step would result in immediate feedback to the developers who would then use the information to make necessary revisions.

Summative evaluation, on the other hand, is conducted at the end of a program to provide potential consumers with judgments about that program's worth or merit. For example, after the curriculum package is completely developed, a summative evaluation might be conducted to determine how effective the package is with a national sample of typical schools, teachers and students at the level for which it was developed (Worthen & Sanders, 1998). The summative evaluator's function is not to work with the staff and suggest improvements while the program is running but rather to collect data and write a summary report showing what the program looks like and what has been achieved. Summative Evaluation is the final goal of an educational activity. Thus, summative evaluation provides the data from which decisions can be made. It

provides information on the product's efficacy. For example, finding out whether the learners have learnt what they were supposed to learn after using the instructional module. Summative evaluation generally uses numeric scores or letter grades to assess learner achievement. While formative evaluation leads to decisions about program development including modification, revision and the like, summative evaluation leads to decisions concerning program continuation, termination, expansion, adoption and so on.

Audiences and uses for these two evaluation roles are also very different. In formative evaluation the audience is program personnel or those responsible for developing the curriculum. On the other hand, summative evaluation audiences include potential consumers such as students, teachers and other professionals, funding sources and supervisors. However, it is a fact that both formative and summative evaluation are essential because decisions are needed both during the developmental stages of a program to improve and strengthen it and again when it has stabilized to judge its final worth or determine its future.

2.3. Existing Evaluation Studies:

There are many evaluation studies conducted abroad. While some of these studies make a thorough curriculum evaluation, some others choose to evaluate only one particular part of a curriculum. To begin with, one of these studies was done by Rhodes & Torgunrud (1989) in Canada to identify teacher and student needs relative to the implementation of new and revised curricula; determine the effectiveness of current publication and procedures in providing the support needed and identify means for improving them. The researcher benefitted reviews of the pertinent research, interviews with teachers and administrators as well as consultants responsible for curriculum implementation and consultant analyses. The findings of this study indicated that

curriculum implementation supports publications and provisions were needed and widely used, but should be augmented and increased when the curriculum change was of a substantive nature or required marked changes in teacher knowledge, beliefs, attitudes and pedagogical practices. Another evaluation study was carried out by Erdem (1999) who aimed to explore the effectiveness of English language curriculum at METU Foundation High School. Goals, organizations, operations and outcomes were the main aspects of the evaluation study. The researcher collected the data from teachers, students and school principals. Data were collected through questionnaires, interviews, observations and written curriculum documents. The results of the study revealed that the current teacher-centered curriculum should be replaced with a student-centered one. Besides, there is a need to improve in-service training and to set up an ongoing curriculum evaluation system. Moreover, Erdoğan (2005) conducted a study to evaluate the English curriculum implemented at the 4th and 5th grade primary state schools through the views of the teachers and the students. The findings of the study showed that though the teachers at primary school regarded the objectives and the content consistent, they did not think it was effective. Besides, unless some revisions were made, such a curriculum was not applicable in their opinion. As for the students, they seemed to be happy learning English at 4th and 5th grade.

Likewise, a study was conducted to evaluate the effects of curriculum renewal project by Gerede (2003) at Anadolu University, Intensive English Program. The *old* and *renewed* curricula of Preparatory Program were compared based on the students' perceptions. The researcher made use of questionnaires and interviews so as to collect data. The main criterion for the evaluation was the perceived language needs of the students to follow English-medium content courses at five English-medium departments at Anadolu University. Results revealed that there were a few

significant differences between the two curricula in terms of meeting the students' language needs. Based on the results, relevant suggestions were made for the curriculum renewal process. A similar study was done by Tunç (2010) and it examined the implementation of the theme-based curriculum in the 2003-2004 academic years to meet the goals and objectives of Department of Basic Education students at METU. The research design of the study included questionnaires and focus group interviews with former DBE students and DBE teachers. The results indicated that there was a big difference between the perceptions of teachers and students. More specifically, teacher's attitudes were mostly negative about the program. Especially, pre-intermediate group teachers were quite dissatisfied with the program. Implementation and quality of the materials and lack of communication between teachers and administrators were considered as probable reasons. In terms of materials, reading skill was the most successfully developed. Moreover, students found handouts much more useful than the course books. Writing skill seemed to be the most problematic area in the program. Finally, as a result of time limitation, teachers were perceived to be more active in class and pair/group work were considered as ineffective. Nam (2005) carried out a study in South Korea, which focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. The findings of the study demonstrated that while students generally seemed to have somewhat negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness of the new curriculum. Moreover, the findings showed that it was likely that the current communication-based EFL curriculum may not comply with the students' desires, owing to several weaknesses of the curriculum itself and some barriers already

existing in the institutional system behind the curriculum. Şavignon (2007) conducted a similar study and the purpose of this study was to examine the effectiveness of the in-service teacher training program, The Certificate for Teachers of English (CTE), run jointly by two departments: The Department of Basic English (DBE) and the Department of Modern Languages (DML) of the School of Foreign Languages (SFL) at Middle East Technical University (METU) in terms of whether it achieved its objectives and to provide suggestions regarding there designing of the program for the following years. Results revealed that the CTE program was effective in terms of achieving its objectives. However, there could be improvements in certain components of the program. The main drawback was that the model is a nonlinear one which made it difficult to concentrate on a particular level of evaluation at a particular time. Therefore the suggestion for a more linear and definite model for the evaluation of the CTE program was proposed. Another example could be the one that was carried out by Pekiner (2006), whose purpose was (1) to investigate the effects of new science and technology curriculum on 4th and 5th grade students' achievement in terms of knowledge and understanding levels outcomes and higher order thinking skills, (2) to investigate effects of new science curriculum on the students' attitudes towards science, and (3) to examine teachers' classroom activities in lessons. Her findings showed that the new curriculum did not make any change for fourth grade students; however, it made some changes

for the fifth grade. She also found significant difference between the activities of the pilot and control group. Another study was done by Al-Darwish (2006). The purpose of this evaluation study was to examine the perceptions of Kuwaiti elementary school English language teachers, and their supervisors regarding the teachers' effectiveness in teaching English to first and second graders. The main findings of the study were that the Kuwaiti English language teachers strongly

approved of communicative language teaching. However, the actual classroom teaching was not student but highly teacher centered. Besides, the teachers, and the supervisors, would have liked to expand the official curriculum to include more translation into Arabic, and earlier introduction of reading, writing, and simple grammar. Last of all, the teachers and the researcher satisfaction level with the teachers' current level of proficiency in English language was quite low. The teachers generally criticized their college education, of being theoretical and not focusing more on practice. Karahan (2007) carried out an evaluation study which aimed to evaluate the syllabus of English II instruction program applied in Modern Languages Department, YıldızTeknik University, and School of Foreign Languages via the opinions of the teachers and students by using context, input, process and product (CIPP) model.

According to findings of the study, some significant differences between the teachers' and students' opinions about the context, input, process and product elements of the syllabus were found. Relating to context element, some significant differences were seen on the suitability of the program's objectives for the students' improvement, of the textbook for the students' level. Concerning the input element, the teachers had negative opinions only about the contribution of the audio-visual materials used in the program to the improvement of the students. Regarding the process element, the mean of the teachers' thoughts were found higher than the students' related to doing sufficient exercises and revision, providing the students' participation, availability of the activities languages skills can be used and spending time on solving students' problems about the lesson and some significant differences have come into. The teachers emphasized that the program had no positive effect on the students' improvement in listening, speaking and grammar. Besides, according to the teachers, the syllabus was not enough to provide the students with necessary English knowledge for various job areas. One more study was carried out by

Akar (2009), who aimed to find out how effective the foreign language teacher training colleges (FLTTC) in Poland were, and to investigate the difficulties they experienced. In order to understand in-depth information related to the purpose and process of this program, the researcher made use of a two-way mixed method, a case study and survey. The findings of the study revealed that FLTTCs were mainly used so as to learn a foreign language and to get a better job. Additionally, it was suggested that the participants generally had positive perceptions of their teaching in the classroom.

2.4.Importance of Curriculum Evaluation

Periodically evaluating and revising existing language programs is of great value for stakeholders in a language school as the ongoing program evaluation paves the way for developing curricula effectively (Soruc, 2012). Lynch (2001) point out there is an urgent need to know the costs and benefits of training students and employees in the English language. Streiff (1970) delineated educational evaluation is emerging as a field apart from educational research. New concepts, procedures, and instruments of evaluation are evolving to meet new needs and conditions. Those supporting the development of new TESOL programs, and teachers and administrators who are considering the use of them in their schools are asking for evaluation of their effectiveness. They want to know whether making the TESOL effort will pay off for them. If they have already decided to make the effort, they want to know how to determine which among several programs might best meet their needs. Meinke (1990) believes that Program evaluation is not virgin territory; it is a well-travelled and well-developed land encompassing our field and all the other varieties of human training and development. We can

save ourselves effort and widen our pool of knowledge by drawing upon the advances others have already made.

Evaluation is a central component of the educational process. Thus, it is certainly a critical and challenging mission. Kelly (1999) defines curriculum evaluation as the process by which we attempt to gauge the value and effectiveness of any particular piece of educational activity. The two common goals of program evaluation, as stated by Lynch (1996) are evaluating a program's effectiveness in absolute terms and/or assessing its quality against that of comparable programs. Program evaluation not only provides useful information to insiders on how the current work can be improved but also offers accountability to outside stakeholders. It aims to discover whether the curriculum designed, developed and implemented is producing or can produce the desired results. The strengths and the weaknesses of the curriculum before implementation and the effectiveness of its implementation can be highlighted by the help of evaluation (Ornstein and Hunkins, 1998). Thus, a systematic and continuous evaluation of a program is significant for its improvement, which ultimately leads to the need for curriculum evaluation.

2.5. Aim and objective of professional post-graduated ELT/TESOL program

According to Shahid (2007), the aim of teacher education is not only to teach the teachers how to teach, but it is a training to develop the natural abilities and potentialities of teachers, to make them more dynamic and to make them skillful to produce fruitful teaching outcomes with the minimum application of energies, time and resources. Similarly, Anderson (2015) postulated purpose is for professional development, to improve job prospects, and to learn the methodology.

2.5.1. Quality Program Components

In order to provide TESOL graduate students with an effective master's program that equips them with relevant and applicable kinds of skills, Armstrong (2007) proposed three categories as quality program components which help teacher candidates develop their multiple skills in teaching. These three categories include instructional skill, curriculum-design skill, and professionalism, which will be briefly discussed below:

2.5.2. Instructional Ability

According to Armstrong (2007), developing teacher candidates' instructional ability is regarded as the first preparatory element for the beginning teacher. Since most of TESOL graduate students enroll in this program to improve their teaching skills, instructional techniques is undoubtedly considered an essential capability in an educational setting. In other words, an effective TESOL master's program should appropriately prepare their graduate students with professional instructional capability for future teaching. Darling-Hammond, Wise, and Kline (1999) indicated skillful instructional techniques as follows:

Teaching skills include the abilities to transform knowledge into actions needed for effective teaching- for example, abilities to evaluate student thinking and performance in order to plan appropriate learning opportunities; abilities to critique, modify, combine, and use instructional materials to accomplish teaching and learning goals; abilities to understand and use multiple learning and teaching strategies; abilities to explain concepts clearly and appropriately, given the developmental needs and social experiences of students; abilities to provide useful feedback to students in constructive and instructionally helpful ways .In addition, classroom management skills, encouraging students' motivation and Participation, incorporating technology into

classroom teaching and giving fair student assessments are also crucial sub-categories included in instructional capability.

2.5.3. Curriculum-design Ability

Secondly, developing the proper ability to design curriculum is an integral part of learning how to teach. It is important that TESOL graduate students are provided with ample opportunities to practice curriculum design. Likewise, Darling-Hammond and Baratz-Snowden (2005) suggested that a good teacher should: a) understand different views of curriculum, b) drawing out curricular plans that are consistent and c) make sound decisions should curricular obstacles arise. Such curriculum-design skills not only help train TESOL graduate students evaluate and integrate teaching materials into classroom instruction, but also prepare them to design appropriate teaching materials to fit students' diverse needs. Along the same line, Armstrong (2007) added that curriculum-design ability includes additional components, such as design, content, pedagogy and field based experiences.

2.5.4. Professionalism

Armstrong (2007) deems professionalism as the ultimate skill which is one disposition that a teacher must possess in order to successfully manage classroom teaching. It requires 1) the capability of working collaboratively with others, 2) acquiring continuing education and applying what is learned, assessing the results, and adjusting teaching methodology, and 3) identifying and incorporating useful resources into classroom teaching to promote students' academic learning. Darling-Hammond, Wise, and Klein (1999) also described teaching professionalism as follows:

Teaching dispositions are the orientations teachers develop to think and behave in professionally responsible ways- for example, to reflect on their teaching and its effectiveness and to strive for continual improvement; to respect and value the needs, experiences, and abilities of all learners and to strive to develop the talents of each to the greatest extent possible; to engage with learners in joint problem solving and exploration of ideas; to establish cooperative relationships with students, parents, and other teachers to keep abreast of professional ideas, and to engage in broader professional responsibilities. (Nunan, 2013, p. 39).The aforementioned skills, namely instructional, curriculum-design, and professionalism, are all imperative capabilities for directing TESOL master's students to become effective and successful teachers. Acquiring these professional skills not only helps them more smoothly acclimate to a new teaching setting, but also helps them grow and advance their teaching skills in meaningful way.

2.5.5. Effective Curriculum Design

Another decisive element of a stellar master's program is related to effective curriculum development. An effective curriculum should at least enable students to become a) successful learners who enjoy learning and making progress; b) confident individuals who are able to use all skills they have learned from the course; and c) responsible citizens who are able to make a positive contribution to local, national, and even international communities or society (National Curriculum, 2008). In other words, education is supposed to provide our students with an environment appropriate for developing their knowledge, skills, potentials, motivations, and diligent attitudes to achieve self-fulfillment during their ongoing learning process.

Generally speaking, an effective curriculum helps students become lifelong learners, which should be the goal of every school. In order to help students learn, think, solve problems, and

make appropriate decisions in learning contexts, at work, and in educational settings, it is essential to incorporate multiple curriculum components that include spirituality, morality, cultural awareness, mental, and physical development into the program design. Such an amalgamation of components better helps students access, evaluate, organize, and use all their knowledge and skills, and provides them with opportunities to link their needs with society's requirements and real-world situations. Further, Brown (2007) pointed out those physical arrangements, such as, "securing housing, confirming transportation, issuing contracts to Teachers, reserving classroom space, and ascertaining that immigration regulations were being made" are also crucial to consider while creating an effective curriculum.

To sum up, a well-organized curriculum should incorporate learner-centered instruction into teaching; take students' linguistic/non-linguistic needs into primary consideration; provide students with different kinds of useful resources, such as educational/technological hardware and software equipment; and consider multicultural perspectives throughout development. Through such procedures and considerations, the quality of a master's program shall be enhanced, resulting in greater achieved student skills.

2.5.6. Appropriate Curricular Innovation

Appropriate innovation also plays an important role when designing an effective master's program. Nam (2005) indicated that curricular innovation has begun to be implemented within various levels of schooling. Furthermore, the ultimate aim of all educational innovation is to refine classroom practice and enhance students' learning. Therefore, appropriate and flexible innovation not only helps shift traditional curricula to incorporate modern skills, but also matches students' diverse backgrounds to advance and prepare them for the challenges in the

21st century. Similarly, Markee (1997) defined curricular innovation as “a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters” (p. 46).

Because the implementation of curriculum innovation involves the way people behave and think about certain issues, such as their beliefs, values, thoughts and philosophies, it is not without difficulties (Rubdy, 2008). Generally speaking, innovative procedures often bring a “long, complex, anxiety and conflict-ridden operation with many unforeseeable obstacles and problems” (Fullan, 1982, as cited in Rubdy, 2008). In fact, variables arise when educators cannot achieve the common consensus and when policy makers fail to use foresight. In other words, educational reform may be more successful upon educators becoming simultaneously and seamlessly inquiry oriented, skilled, reflective, and collaborative. Such characteristics are the keys to bringing about meaningful effective reform. Undoubtedly, appropriately updating the traditional curriculum allows TESOL program designers to promote a high quality master’s program and to advance graduate students’ professional skills. Moreover, in order to comprehensively compete with other universities, professional skills taught within must also accommodate society’s requirements and satisfy students’ needs. Appropriate curriculum change should be taken into consideration for successful stream-lining of program characteristics to better accommodate a variety of job markets.

2.6. Limitations of TESOL/ELT programs

Coskan&Daloglu (2010) suggested that Courses should be restructured to meet the practical, teaching-related needs of the student teachers. It would be fair to suggest that teachers should incorporate more micro-teaching and classroom observation chances in pedagogic courses. In

fact, .The theory and the practice components of the program should be balanced as there seems to be a feeling among many students that the program puts more emphasis on the theory rather than the practice. However, a teacher education program should only be neither theoretical (received knowledge) nor practical (experiential knowledge) and the components of a teacher education program reflect the harmony of both knowledge and application (Ur, 1992). Anderson (2015) claimed Despite the success of initial training courses in attracting ever-growing numbers of NNSs, my findings strongly indicate that teacher preparation courses such as the Cambridge CELTA and the Trinity Cert TESOL are not well suited to the needs, interests, and future work contexts of NNS teachers. Indeed, the significantly different profiles of such trainees may require a very different type of course, one that would need to incorporate and build upon their prior knowledge and English learning/teaching experience.

Nunan (2002) also added few TESOL professionals can deny seeing the day to day results of the socio-political phenomenon of global English in the policies they encounter. Anecdotal evidence suggests that governments around the world are introducing English as a compulsory subject at younger and younger ages. In business, industry, and government workers are increasingly expected to develop proficiency in English. These demands for English offer opportunities to the TESOL profession, but at the same time they have created many challenges for TESOL educators internationally. (Nunan, 2003, p.91). Interestingly, the continued global demand for English language courses has seen the enterprise of TESOL grow into a successful global industry (Pennycook, 1994, 1998; Phillipson, 1992). Auerbach (1995, p. 86), claims that “TESOL programs are often controlled not by the structure or objective of the program but by the specific and sometimes incidental interest of the faculty” while authors such as Walker (2001) have claimed that TESOL institutions, though inherently educational in character, are

essentially “service operations” where commercial success may depend on the word-of-mouth recommendations of satisfied clients. TESOL courses in North America, Britain and Australia (NABA).

2.6.1. Measures need to be taken for professional language trainer’s development:

If English is a necessity, steps should be taken to ensure that teachers are adequately trained in language teaching methodologies appropriate to range of Learner ages and stages, that teachers’ own language skills are significantly enhanced, that classroom realities meet curricular rhetoric and that students have sufficient exposure to English in Instructional contexts. (Nunan, 2003, p. 610) argued “Teachers own language proficiency adequate for the teaching-learning context that they are supposed to be responsible for. Understanding language learning and how it varies with learners ‘ages. More than one ‘right way’ need to know about and be able to use a range of teaching approaches and techniques appropriate to age and level of their own learners”. Under the same string, Eslami et al (2010) posited that Most MA programs in Applied Linguistics and TESOL in native English-speaking countries only focus on teacher education. These programs see their goal as helping their students understand how language works, how it is acquired, and how it can best be taught; what they don’t realize is that many of these students themselves have limited academic language proficiency which may limit their ability to understand the concepts and theories that are being taught. Chowdhury (2003) also emphasized the need for follow-up teacher training at home on return from the west. These training programs could be short in duration and would focus on the way in which recently acquired knowledge can best be adapted to meet local needs and students’ cultural expectations. A number of foreign-aided projects, such as the Bangladesh English Language Teaching Improvement Project (ELTIP), with the objective of improving the quality of ELT and learning through communicative ELT in Bangladesh are

operating at present. Saylor et al (2012) advised one should bear in mind that needs are changeable; thus, needs assessments should be frequently repeated. This study has revealed that levels have significant effect on learners' perceived competencies in language skills and that in-service training programs should be organized in every preparatory school to meet the changing needs of teachers as well.

2.7. Summary of the Literature Review

In the light of this literature, it can clearly be seen that English language has a critical place in today's world. This status of English has very much been influenced by historical aspects such as colonization, industrialization and globalization. As foreign language education gained a gradual and remarkable importance, the use of most effective methods to teach the target language became a crucial issue. Thus, a variety of methods and approaches emerged in the field. Bangladesh, being affected by this tremendous influence of English has also felt a need to keep up with the rest of the world. Hence, establishment of institutions that can provide learners with intensive language education became a common occasion. In the course of time, the number of universities with a post-graduate ELT/TESOL school increased considerably. However, this need for a curriculum evaluation has become one of the most important processes so as to determine the merit of a program; to find out its strengths and weaknesses; to make improvements; to give advice on revision, modification, or a total change of the program. That is exactly the main reason behind conducting this particular study. More specifically, to see whether the program is doing well and to identify the ill parts if any and to make systematic improvements in the system accordingly constitute the major aims of this study.

However, several researchers have used CIPP Model for the curriculum evaluation where they had involved students, teachers, and secondary data to be analyzed and determine the strength

and weakness of those programs. Sometimes, survey questionnaire, interview questionnaire were utilized to get data which paved the way for the current study. Moreover, majority have demonstrated the study as qualitative research by adopting mixed method.

Chapter

Research Methodology

2.0.Introduction: This chapter presents the overall design of the study and description of the variables, participants, data collection instruments, data collection procedure and data analysis.

3.1. Research method: This research has been conducted by dint of Mixed-method. Both qualitative and quantitative data are aimed to be collected. However, in order to conduct the research, Stufflebeam's (1983) CIPP (Context, Input, Process, and Product) evaluation model is followed. To collect data, two questionnaire have been used; one for ELT students and another one for ELT professionals. Since Chowdhury& Ha(2008) conducted a similar tools for one of their study upon TESOL trainers who have got degree from abroad and from local institutions in Bangladesh on ELT and Applied linguistics to determine the application of Western based TESOL training in our local context, their tools were taken into consideration and modified according to the researcher's need. In addition to that, Anderson's (2015) questionnaire for studying the effectiveness of initial teacher's training courses are also been studied where he collected 41 NNS data using a questionnaire. Moreover, the researcher also took help from the Pakistan state university based study where Suleman et al (2011) conducted an ELT curriculum evaluation upon 51 Pakistani native students in Kohat university of Science and Technology to determine their needs and implications of ELT trainings according to the need of job market. It is said that a questionnaire can best demonstrate individual's needs, expectations and opinion regarding any phenomena. Therefore, under the student survey questionnaire, question numbers 1-6 are set based on the contextual needs. However, question 7-9 are validated by Steele's (2014) claim where he suggested that every TESOL/ELT program's Curriculum must have at least 6

credits of Practical Teaching courses and mandatory thesis option, and should be cost effective by nature; without 6 credits of practical teaching courses, no ELT program will be recognized internationally. Therefore, these items are put together in the questionnaire. Nevertheless, Suleman et al (2011) have used questions numbers 10-14, in a similar study in Pakistan to evaluate the national BA in English Curriculum of a public University. Furthermore, question numbers 15-16 are again based on researcher needs for the study. Lastly, question number 17-20 have been validated from the previously conducted research questionnaire by Anderson (2016).

Similarly, for constructing Professional Instructors questionnaire, same procedures were followed. For the demographic part of the questionnaire, Chowdhury's (2013) questionnaire was used to validate since he used that profile of the teacher participants to collect data from University level language trainers. Rests were similar to what is stated in Students survey questionnaire.

3.2. Data collection procedures and timeline: Primary data is collected through target population whereas secondary data is gathered from internet, program brochures, and official website of the universities. Moreover, the researcher has collected data from 3 private universities and two public universities from first week of March and accomplished by the end of March. In fact, written documents from the programs helped us understand their inner workings. These documents included sample course descriptions, formal and informal program descriptions, textbooks used in each program, teacher training manuals and handouts, graduate student **handbooks**.

3.3. Tools

Two instruments are deployed to collect data for this study. One student questionnaire for current/ passed out ELT/TESOL students, and another interview questionnaire for instructors is utilized. The first questionnaire has 20 questions including both open ended and close ended questions items. On the other hand, a total of 12 questions is placed on professional instructors questionnaires which will definitely have both open and close ended questions. In both questionnaires, there are certain questions where Likert scale is **applied**.

3.4. Target population: Current or passed out MA in ELT, TESOL graduates from different private and public universities, and their course instructors.

3.5. Sampling: A total of 10 instructors from both public and private universities are part of sampling in which 2 instructors per institutions have participated, and 50 students from the same institutions 10 for each have participated in this research study.

3.6. Sampling technique: Both snowball and quota sampling techniques have been followed during collecting data from the respondents.

3.7. Data analysis: Quantitative data is analyzed using SPSS software version 23.0 whereas qualitative data is through the analytical ability of the researchers where the researcher has thematically organized each data entry and converted it into information thematically using inductive approach.

3.8. Limitations of the study: Due to time and schedule constraints, the researcher faced it challenging to collect data from instructors. In fact, not many instructors from both public and private universities were ready or available during visit to those institutions. In that case, data was collected also through email or over phone, and website.

3.9. Consent, access and human participant protection: All social research involves ethical issues. While doing this research the ethical issues have been given the highest priority. While recording any audio, the researcher/data collector will make sure that; participants/sample names are not stated. In fact, participant's names and addresses are looked over. As a result, they felt free to respond to any queries.. Confidentiality is highly maintained regarding any useful information from any participant. Any individual, institution or any public figure is not affected.

Chapter 4

Results

4.0. Introduction: This chapter presents the analysis from student's survey questionnaire, professional instructors survey questionnaire, and sample curriculum from 5 universities where ELT programs are conducted. The results found from the survey and sample curriculum are reported thematically under the title 'findings from curriculum, findings from student survey questionnaire, and findings from teacher's survey. In the first section, a table has been used to describe the state of curriculum, followed by the findings from student survey, and finally the last section is about findings from professional instructors. All results are reported here briefly and a detailed discussion will be presented in chapter 5.

4.1. Findings from Curriculum: The following table shows the present scenario of post – graduate ELT/ TESOL curriculum of Bangladesh.

Category	Public institutions	Private institutions
Credit required to complete the degree	38-60	36-48
Duration	16- 18 months (4 semesters)	12 – 18 months (3 – 5 semester)
Compulsory /core courses	Semantics, sociolinguistics , psycholinguistics , syllabus design and material development, teaching practicum, research	Introduction to linguistics, theories and methods of ELT, Research methods, SLA and psycholinguistics, teaching practicum, language testing

	<p>methodology , pragmatics and discourse analysis, dissertation(mandatory/ optional)</p>	<p>and evaluation, use of technology in ELT, syllabus design, material development, social dynamics of Language use ,Reading in ELT, second language writing and reading pedagogy , participatory action research, teaching speaking and listening skills, teaching grammar, teaching composition.</p>
<p>Free elective courses</p>	<p>Language testing, educational psychology , phonetics and phonology, introduction to poetry and drama , introduction to prose., introduction to linguistics, introduction to classical literature , history of classical literature, literary and cultural criticism, language teacher education</p>	<p>Professional communication, English for Academic purposes, Teacher education, phonetics and phonology, history of ELT, critical discourse analysis, Shakespeare studies, translation studies, comparative linguistics, sociolinguistics, Management in ELT and leadership innovation. Teaching</p>

		practicum 2,												
Thesis/ dissertation	3-4 credits (both Mandatory and optional)	6 credits (both optional and mandatory)												
Total cost	50,000- 2,10000 BDT	1,67,000- 2,58,000 BDT												
Assessment system: in course assessment	Assignment , quiz, presentation (25 marks)	Assignment, quiz, presentation, classroom demo (60 marks)												
Final Written exam	2-4 hours per paper (40-75 marks)	2 hours (40 marks).												
Viva exam	50 marks at the end of final semester	No viva												
Grading scale	<table border="1"> <tr> <td>Letter Grade</td> <td>Numerical grade</td> <td>Grade point</td> </tr> <tr> <td>A+</td> <td>80% and</td> <td>4.00</td> </tr> </table>	Letter Grade	Numerical grade	Grade point	A+	80% and	4.00	<table border="1"> <tr> <td>Letter grade</td> <td>Numerical Grade</td> <td>Grade point</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Letter grade	Numerical Grade	Grade point			
Letter Grade	Numerical grade	Grade point												
A+	80% and	4.00												
Letter grade	Numerical Grade	Grade point												

		above		90 %	A	4.0
	A	75% to less than 80 %	3.75	and above		
	A-	70% to less than 75 %	3.50	85 %	A-	3.7
	B+	65% to less than 70%	3.25	to less than 90 %		
	B	60% to less than 65 %	3.00	80 %	B+	3.3
	B-	55 % to less than 60%	2.75	to less than 85 %		
	C+	50 % to less than 55 %	2.5	75 %	B	3.0
	C	45% to less than 50 %	2.25	to less than 80 %		
	D	40 % to	2.00	70 %	B-	2.7
				to less than 75 %		
				65 %	C+	2.3
				to less than		

		less than		70 %		
		45 %		60 %	C	2.0
	F	Less than	0.0	to less		
		40 %		than		
				65 %		
				57 %	C-	1.7
				to less		
				than		
			60 %			
			55%	D+	1.3	
			to less			
			than			
			57 %			
			52 %	D	1.0	
			to less			
			than			
			55 %			
			50 %	D-	0.7	
			to less			
			than			
			52 %			
			Less	F	0.0	
			than			

		50 %		

Table 1: MA in TESOL/ELT Curriculum of 5 public and private universities

As shown above, both public and private universities are following the duration of 4-5 semesters to complete the program although their total number of credits varies; in public the minimum is 38 and maximum 60 whereas in private universities, it is restricted to 36 to 48 at best. As similar to that, mostly private and public universities have similar courses to be offered in the core areas within the curriculum. However, they are different while it comes to the free electives part to a large extent especially in public universities where courses from literature concentrations are mainly offered. In addition, there is a huge difference in assessment and evaluation system. Though both public and private universities are following same criteria for evaluating students' performance, there is a marked difference in grading and marking. For instance, as reported in the table, mostly there is a final-term examination in public universities where 75% marks are allocated for that along with other 25 % from class test, presentations and a final Viva of 50 marks. Unlike public ones, most of the private universities have 60 % marks contributing to the final grades from assignment, class attendance, quizzes, presentations and obviously a final term-of 40 %. In fact, their grading scales vary too. In public universities, the highest grade starts from 80 % and above whereas in private it begins from 90 and above. Moreover, there is a similarity in minor institutions where they have the pathway to offer thesis as optional except a few number of institutions who made it compulsory.

4.2. Finding from the student survey questionnaire; close ended part:

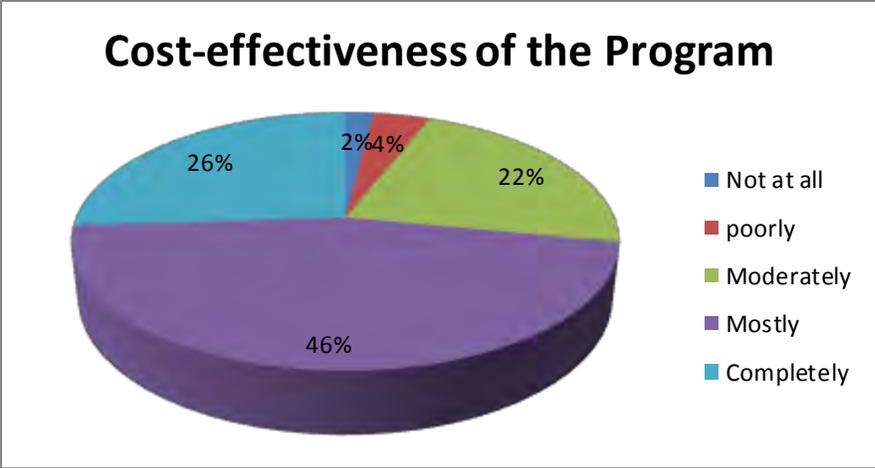


Figure 1

The pie-chart shows that 46% respondents opine the program to be mostly cost effective whereas only 26% participants claimed that the program is completely cost effective. Another 22% reported that the program is moderately cost-effective which, for sure, makes a ground for rethinking in this area.

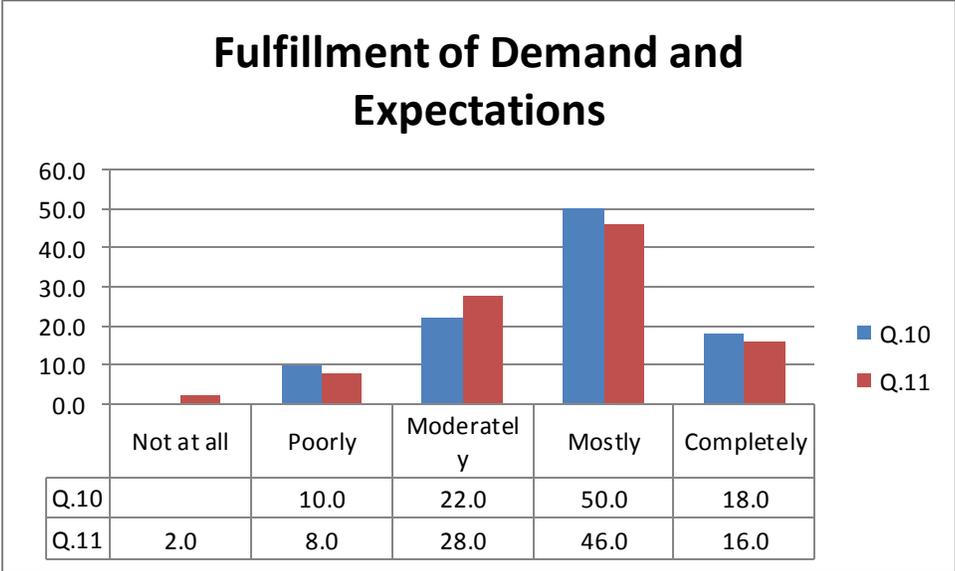


Figure 2

Q10: The program helps to fulfill your expectations from the program

Q11: The curriculum is sufficient to fulfill the demands of the job market

Figure 2 reveals that the curriculum is meeting the needs of the job market (46 % informants said mostly, and 16% said completely) and fulfilling learners' expectations from the program(50 % claimed mostly, and 18 % completely) whereas , informants also claimed that the curriculum could not meet-up the market demands adequately (28% delineated moderately, and 10 % poorly). Nevertheless, it is also evident from the figure that the existing programs are not fulfilling learners expectations from the program (22% responded that the program is moderately helping the learners to fulfill their expectations) where the next area of development can be concentrated.

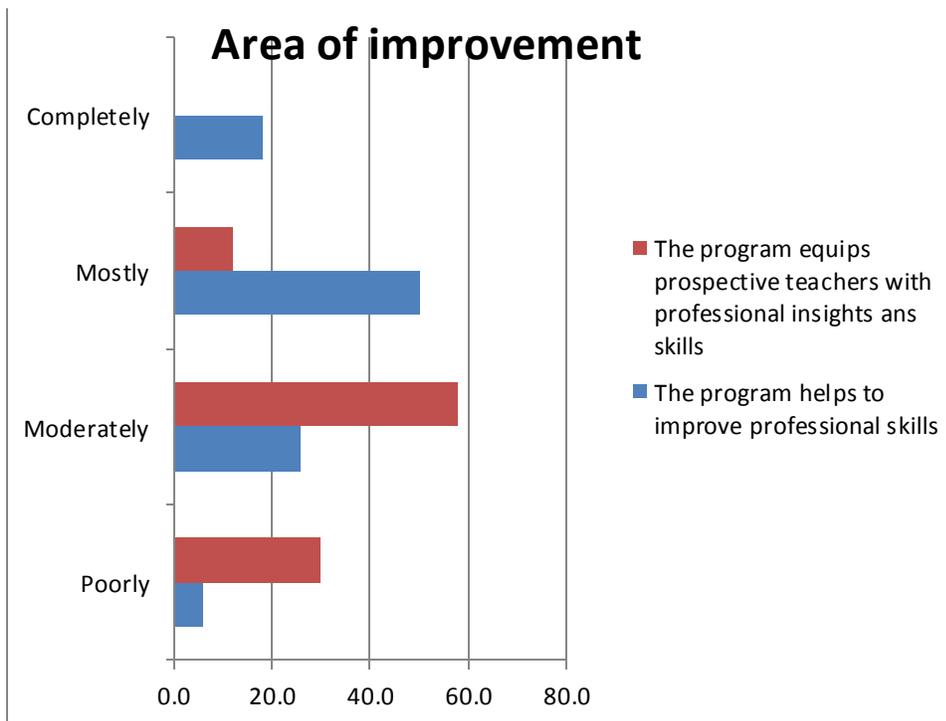


Figure 3

Figure 3 demonstrates that the program is not quite sufficient to equip prospective teachers with professional insights and skills (58 % alleged moderately, and 26 % poorly) and helps to improve professional skills quite perfectly (56% proclaimed moderately, and 24% moderately). However, it becomes contradictory and needs further exploration.

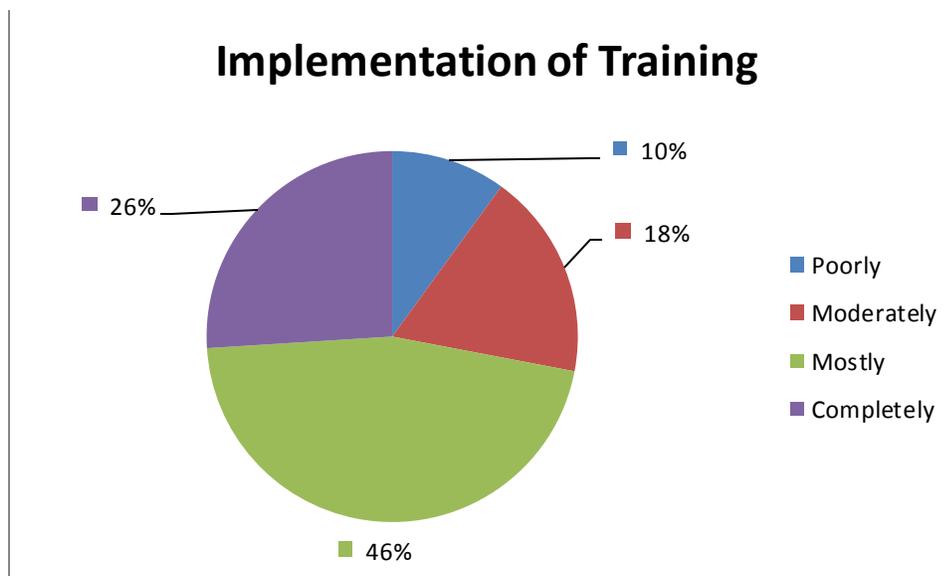


Figure 4

Figure 4 illustrates that 46 % learners believe they will be able to implement the knowledge and training received from the program when they will be teaching with 26% respondents affirm to completely implement the training in their practical teaching career. However, only 18 % informants maintained that the training could be moderately implemented in their teaching career.

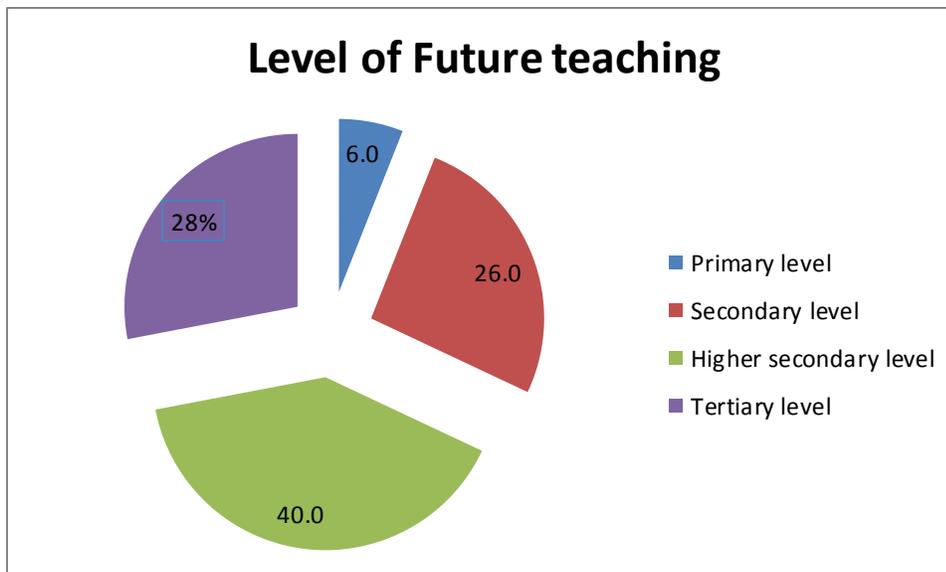


Figure 5

Figure 5 illustrates the opinion of respondents regarding future teaching place of graduate ELT/TESOL students. 26% respondents alluded that after being graduated from the program maximum numbers of learners will be able to teach at secondary level, although 40 % informants believe they will be teaching at higher secondary level. Only a portion of participants ensured that they will be teaching at tertiary level (28% participants).

4.2.1. Findings from the student survey questionnaire; open indeed questions part:

A number of open ended questions were included in the questionnaire to get a better understanding of the program and its effectiveness along with any shortcomings. Below are those responses:

SI "Our program and faculties are putting stress on teaching techniques, facilitating our conceptual knowledge, use of technology inside the classroom, but they are reluctant to enhance

our language proficiency as many of us are weak in language. How can we develop our teaching pedagogy if we are challenged by our language skills?”

S2 “There is no denial of the fact that as future teacher, we have to develop our teaching techniques, theoretical knowledge, and language proficiency. At the same time, we have to equip with adequate research skills as not all students after completing the program are going to be teacher. Some might have the dream of becoming educational researcher. Therefore, our program must also include basic research courses so that we get the introduction to our research skills”

S3 “MA in ELT program is not merely a theoretical concept to be studied. The practical teaching along with wide exploration at the area of practical teaching should be introduced within this program. As a student of this program, I feel the necessity of practical teaching courses apart from those theoretical courses. Without practical teaching and thesis, how may I ensure my efficiency in this field after being graduated from the program? We need to write thesis and teaching practicum courses to make sure of our skills and conceptual knowledge” and the university should provide that opportunity to us.”

“There is a huge discrepancy in cost of the program across the country. Some universities are charging BDT 50,000 while some are charging BDT 1, 60000 and above 2, 50000. This must be fixed out to ensure the quality of the program and also the cost effectiveness.”

“I want to do thesis, but my university has a rules to offer thesis to only those students who have a CGPA of 3.50 and above. Though my CGPA is not that much, still I am interested to do thesis. Therefore, there must not be any rules like that. It would be worth of if the curriculum offers a mandatory thesis option irrespective of CGPA. “

4.3. Findings from the professional trainers' interview:

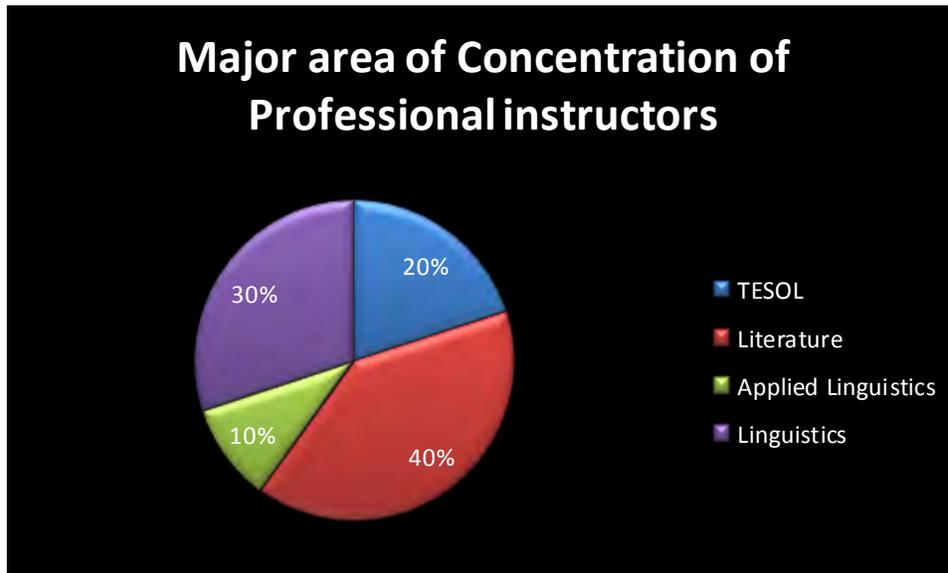


Figure 6

As the pie chart reveals, an insignificant number of instructors have received ELT/TESOL related training as their background of study(20% TESOL, and 10% Applied linguistics) whereas striking portion of trainers are from literature background (40 %) which implies an insufficiency in teachers relevant background of study while teaching ELT/TESOL students.

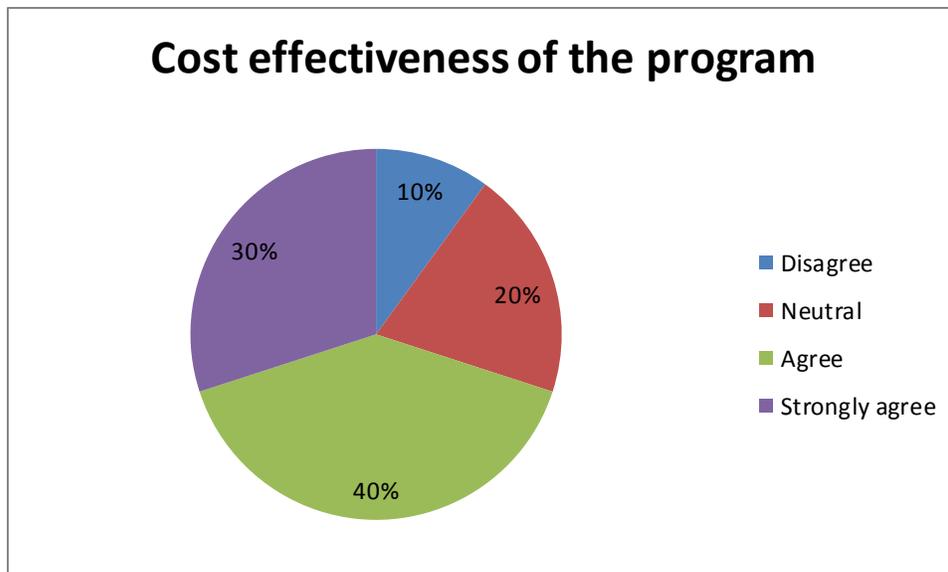
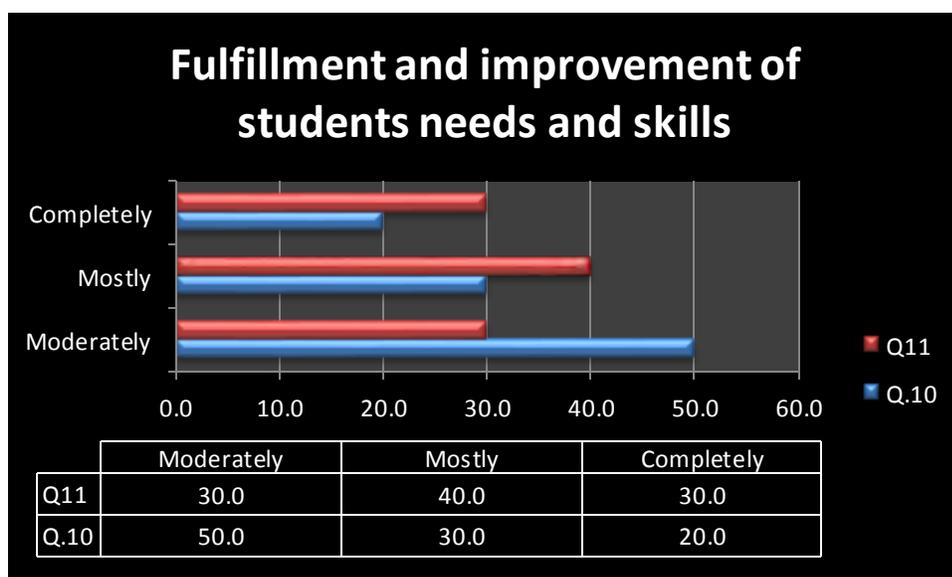


Figure 7

From the above chart, it can be serene that 40 % respondents agree with the statement that the current programs are cost effective. On the other hand, 30 % informants strongly disagree with the statement. Therefore, a further investigation is needed for discovering the issue.



Q10* The present curriculum fulfills students' needs.

Q11* The program improves students professional skills.

As demonstrated in the column chart, half of the respondents are of the opinion that the program is moderately meeting up the needs of students while some 30% also claimed that mostly the program is fulfilling all needs of students from the program. On the contrary, it is the belief of a majority (40 %) that the present curriculum is able to improve students professional skills, while unlike any other, both of the 30 % respondents argued that it is moderately and mostly improving learners professional skills which is self-contradictory.

Chapter 5

Discussion

5.0.Introduction:

In this chapter, the results collected through the instruments are discussed to answer the research questions. The results found from the three sources including survey with 50 students, survey with 10 professional instructors, and reviewing written documents such as sample curriculum, brochure are combined together to reach a more reliable answers to the research questions. Both quantitative and Qualitative methods are followed to collect all the important data. However, this chapter is linked with the result chapter. The analysis is made to answer the two general research questions and specific research questions mentioned in the beginning of the study.

5.1. Discussion on results from student's survey questionnaire:

To answer research question number 1 “ To what extent professional post-graduate ELT programs are fulfilling learners expectations and needs”, findings from ‘figure 2’ and open ended questions can be taken into consideration. It is reported that 50% students think that the present curriculum is fulfilling their expectations whereas others are not quite certain. It is also evident that current curriculum is only serving the teaching techniques and theoretical knowledge. A large number of learners need to develop their language proficiency which is their one of the strongest expectations, which, by curriculum, is not focused in the program. One of the students said *“there is no denial of the fact that the current post-graduate ELT curriculums are rich in content. However, the curriculum planners have also forgotten that the practitioners of this curriculum are not that much rich in language to understand the content. Therefore, they need to focus on the language proficiency of the learners during the program going along with all other*

skills and components". In fact, Eslami et al (2010) posited that most MA programs in Applied Linguistics and TESOL in native English-speaking countries only focus on teacher education. These programs see their goal as helping their students understand how language works, how it is acquired, and how it can best be taught; what they don't realize is that many of these students themselves have limited academic language proficiency which may limit their ability to understand the concepts and theories that are being taught. Therefore, to develop students' language proficiency must be emphasized and ensured during the program although the curriculum is able to improve the professional skills of learners as stated in figure 3.

Similarly to answer the specific research question number 2, "To what extent the programs are cost effective", figure 1 is reviewed along with other factors. There is a mixed reaction from student's point of view regarding the cost-effectiveness of the programs. Majority (46% respondents) they believe that the program is mostly cost-effective, but half of the interviewee argued that it is moderately effective. The possible reason can be of two kinds behind these opinions; one is some institutions charges more than 2000dollar (BDT 153,453) whereas other institutions within the range. One of the solid comments came out from a respondent who says, *"We are paying 55000 taka per credit whereas the same program is charged by other institutions not more than 4000 taka. It seems to us that we are paying a lot for the program than its actual market price. Some prominent universities are also conducting this program with a total of 1, 60000 Taka when we are paying 2, 60000 Taka; almost half double"*. Surprisingly the program brochures are also signaling the same issues from all different universities. However, a language program should not be less than 2000 USD (BDT 153,453) as opined by Steele (2014). Henceforth, our local students are charged highly in compare to the international scale in to some institutions.

Moreover, it is evident from the findings that students are not quite satisfied with the current curriculum as many of the skills and theoretical knowledge remains unattended during the program. For example, a significant number of students want to do thesis as part of their post-graduate degree, but it is quite impossible for them to do so since majority of the universities are not offering thesis and if they offer, they offer it to specific students who have at least a CGPA of 3.50 in their coursework while other students being deprived of the opportunity or lack in CGPA could not perform that although they want to do so; a few institutes offer thesis / dissertation mandatorily as part of fulfilling programs demand. One student from a renowned university who is enrolled under the program stated that *“A thesis is the ultimate outcome of a student’s knowledge regarding a program that he/she has taken for a period to demonstrate how much the student has been able to actualize the subjective knowledge to its pedagogical implications. It is an irony of fat that in our university, although we have thesis option, it is offered to a minor number of students who possess a good CGPA in their coursework. In spite of having the courage and motivation for conducting a thesis, we are simply ignored as we don’t have a CGPA like others”*. Therefore, students are graduated from these programs without doing any thesis. Unlike the typical system, internationally, a TESOL/ ELT degree without a 6 credits(30 ECTS) of thesis and teaching practicum option are not recognized since Steele(2014) & Savignon (2007) revealed in their ‘TESOL Curriculum Evaluation’ that a degree in TESOL/ ELT without a mandatory thesis is not internationally recognized. As a result, the doubt begins regarding the validity of the degree without thesis in the international market.

5.2. Discussion on findings from Professional post-graduate ELT Curriculum:To answer research question number 2 “Is there any fixed curriculum and module in both public and private universities for these programs”, a number of sample curriculum from 5 institutions were

reviewed and finally brought into a single table. Therefore, table 1 can demonstrate best for the answer of the question.

Unlike first research question, to answer the second research question (is there any fixed curriculum followed in professional post-graduate program by public and private universities), written documents such as printed curriculum, brochures, online website were utilized as source of information. However, the results indicates that in public institutions 38-60 credits are assigned to get the ELT/TESOL degree and in private institutions, it needs to attempt 36-48 maximum to accomplish the degree. In addition, public and private universities are following the same curriculum mostly in terms of core courses while they have a significant difference in their free electives. In fact, courses from literature background are taught there in ELT/TESOL as part of curriculum. Moreover, the duration of the program is quite similar both in public and private institutions which is 12-16 months.

On the other hand, the study has also discovered striking dissimilarities between the grading systems and evaluation of students' performance from the both types of institutions. Basically, in public university the highest grade is A+ which consists of 80 % marks whereas in Private, the equivalent of 80% is B+; and the highest grade A plus is made up on a range of 90%- and above. So, there is a huge gap between their grading scales. Similarly, regarding their evaluation, in private it is very certain to have 60% marks from in course tasks such as quiz, class attendance, presentations, and assignments and so on whereas in Public institutions, only 25 marks are allocated for these tasks. Additionally, a written exam of 40 marks is taken at the end of each course and then the total is counted as students' performance. In public, it is found that a written exam of 40-75 marks, along with a viva is administered. However, the significant difference is noticed in their thesis option: mostly, there is no mandatory thesis option to complete the degree.

As argued by Steele (2014), a TESOL/ELT program will not be internationally recognized if it does not have a mandatory thesis option and 3-6 hour of practical teaching practicum. Since, majority of our institutions are not following the instructions, there is a strong doubt regarding the recognition of the program outside of the country in international market.

5.3. Discussion on findings from professional instructors' survey: To get to know the answer of specific research question number 1, "Do instructors/ trainers of these programs have received any specialized training on language teaching" a number of instructors profile were analyzed. The result shows that majority of the instructors are from English Literature background(40 percent) who are currently involve in teaching at ELT/TESOL programs. Only a 20 percent of the instructors have received program-specific training under TESOL and Applied linguistics field of study. Consequently, the quality of these programs can be questioned as Nunan (2013) &Shahid (2011) suggested that teachers own language proficiency and education is a crucial factor in teaching-learning context that they are supposed to be responsible for. Henceforth, whoever isinvolved with TESOL/ELT teaching must develop their proficiency.

There are also some considerable evidences which illustrate that existing curriculum for ELT in professional post-graduate level are mostly fulfilling learners need as discovered in the findings. However, there is a conflict between students and instructors comment regarding the practical implication and level of future teaching scope. Although trainers are arguing that students will be able to teach in tertiary and higher secondary level after completing the program they are enrolled, while learners are opposing the fact and counter claim came from them that they , at best, will be able to teach in up to higher secondary level mostly. Moreover, both students and teachers are quite uncertain as to the practical implication of the ELT/TESOL training to the

fullest. For instance, an instructor from a reputed university who is regularly teaching in post-graduate ELT programs claimed:

“No matter how better we prepare our prospective students for teaching industries, it all comes to a standstill because of our educational and institutional system and mode of delivery. The knowledge received from programs will remain theoretical among the learners as they would hardly get any chance to apply those in their real classroom; since they will be able to serve in higher secondary level mostly along with few who will be placed in tertiary level although we are equipping our students with all sort of professional insights and skills for confronting challenges in teaching”.

Therefore, it can be said that freedom of teachers and teaching should be ensured in an institution where a teacher is capable enough to conduct the classes as per his/her wish so that they can also implement their learning from the ELT programs in real classroom which is also recommended by Armstrong (2007) where he deposited freedom of teachers is a crying need in teaching field to give best input to the learners aligning to their needs.

Chapter 6

Conclusion

In the first place, it has been discussed that English has become a global language and means of communication. To cope with the world of English, Bangladesh, being a non-native English speaking country is stressing out to promote English as a foreign language/ second language across the country. Having a number of higher educational institutions and post graduate programs, some of the universities are offering professional post-graduate ELT programs to enhance perspective language teacher's linguistic etiquettes in tertiary level of education by providing some programs such as MA in ELT, TESOL, and TEFL.

The aim of the study was to find out the effectiveness of existing curriculum of these programs to answer a number of research questions such as whether the curriculum of professional post-graduate programs are fulfilling students' needs and expectations or not; to what extent the program is cost effective, and the degree of similarity or dissimilarity in existing curriculum that are followed by both public and private universities. Also to be singled out, the assessment criteria, evaluation and grading system were also a major concern. In order to collect data, two research tools were deployed; student survey questionnaire and professional instructors survey questionnaires. Additionally, written documents such as curriculum, brochures, and sample evaluation criteria were also taken into consideration. Moreover, in literature review, definition of curriculum evaluation, importance of curriculum evaluation, evaluation model and process are also discussed. Then research design and methodology was introduced.

Findings from the study were shown in chapter 4. A number of findings under various themes are also highlighted. Finally, in chapter 5, all findings are discussed. To summarize, it can be

said that a number of factors needs to be reviewed by the curriculum planner of Bangladesh to accelerate the ELT programs and its acceptance by the students. This, might be, for example, reducing program costs to an average price, deducing a number of credits from the curriculum which are not relevant, introducing highly qualified trainers in the relevant background, including thesis in curriculum as a mandatory option along with one or two teaching practicum courses. Nevertheless, the educational institutions should also help students for the practical implication of TESOL/ELT trainings in their classrooms by relaxing hard and fast rules of classroom. They should also allow prospective teachers to practice their own teaching technique, materials, and strategy to teach. Otherwise, the training would remain pedantic.

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Appendices

Questionnaire for ELT/TESOL Professionals

(This questionnaire will be used for collecting data from the TESOL/ ELT graduates/Current students for the purpose of Curriculum Evaluation of Professional Post -graduate ELT/TESOL programs and its practical implication in teaching fields. Therefore, all data collected will be used only for the research purpose and in no way will be disclosed to anyone).

Profile of the participant

Age	
Gender(tick where applicable)	Male/ Female
Field of expertise(tick where applicable)	ELT, TESOL, Literature, Applied Linguistics, Linguistics
Your teaching experience(year/month)	
Institute you are currently serving/studying	
Educational qualifications	

1. To what extent is the Curriculum helping to fulfill students' needs from the program?

Completely mostly moderately poorly Not at all

2. Do you have at least 6 credit hours of practical teaching courses in your curriculum?

Ans:

3. To what extent does the program help students to improve their professional skills?

Completely mostly moderately poorly Not at all

4. To what extent do these programs equip prospective teachers with professional insights and skills?

Completely mostly moderately poorly Not at all

5. In your opinion, what are the other skills that could not be developed through this program?

Ans:

6. What skills, does the program need to focus/develop most?

Ans:

7. To what extent would you agree or disagree with the following statement?

The training received from the program will be easily implemented by students when they will be teaching English?

Strongly agree Agree Neutral Disagree strongly disagree

8. In your opinion, after graduating from your program, where will the graduates be able to teach?

Primary Secondary Higher secondary Tertiary

9. Do you want to bring any changes in the current curriculum of the program?

Yes No

(If yes, then describe some of the aspects where curriculum or module have to be re-designed)

10. To what extent do you agree or disagree with the following statement?

The current professional postgraduate ELT programs are cost effective.

Strongly agree Agree Neutral Disagree strongly disagree

Any other comment:

(Thank you for your cooperation)

NB: if the above questionnaire is found elsewhere other than the interview place, or any confusion regarding the validity of this questionnaire, please feel free to contact in the following address:

MD. ABDUL KADER

Street line address: 120/1, Shomrat villa, Bhagolpur, Savar, Dhaka, 1340. (Near Enam Medical College).

Contact number: + 8801762513412

Email id: Kaderkhan916@gmail.com,

Skype: kadekrhan9.

Questionnaire for TESOL/ELT students

(This questionnaire will be used for collecting data from the TESOL/ELT graduates/Current students for the purpose of Curriculum Evaluation of Professional Post -graduate ELT/TESOL programs and its practical implication in teaching fields. Therefore, all data collected will be used only for the research purpose and in no way will be disclosed to anyone).

Date:

Serial Number _____

Gender: male / female (please tick where appropriate)

1. Which programs of language teaching are you currently enrolled/ passed?

A= ELT, B=TESOL C=Applied Linguistics and ELT, D= TEFL

(Circle one option only)

A B C D

2. In which university are you currently studying?

A. North South B. BRAC C. East West D. University of Dhaka E. Jahangir Nagor

3. How many credits do you need to complete for the degree?

Ans:

5. How much do you pay per credit?

Ans:

6. How much do you need to pay for the entire program?

Ans:

7. Does your curriculum have mandatory thesis option?

Yes No

8. Does your curriculum have mandatory teaching practicum option?

Yes No

9. To what extent do you think the program you are pursuing is cost-effective?

(Circle one option only please)

Completely Mostly Moderately Poorly Not at all

10. To what extent does the program help you to fulfill your expectations?

Completely mostly moderately poorly not at all

11. To what extent do you believe that present curriculum is sufficient to fulfill the demands of the job market?

Completely Mostly Moderately Poorly Not at all

(If Not at all, then describe some of the aspects where curriculum or modules have to be re-designed)

12. To what extent does the program help you to improve your professional skills?

Completely Mostly Moderately Poorly Not at all

13. To what extent does this program equip prospective teachers with professional insights and skills?

Completely Mostly Moderately Poorly Not at all

14. In your opinion, what are the other skills that could not be developed through this program?

Ans:

15. What skills, does the program need to develop most?

Ans:

16. To what extent would you agree or disagree with the following statement?

The training received from the program can be easily implemented when you will be teaching English.

Strongly agree Agree Neutral Disagree strongly disagree

17. In your opinion, after graduating from your program, where will you be able to teach?

Primary level Secondary level higher secondary level Tertiary level

18. Do you believe the program helped you/ will help you to change your attitude towards Professional development? If yes, how?

19. In retrospect how well would you say the course provided for your needs?

- Very well
- Well
- Not very well
- Not at all

(Thank you for your cooperation)

NB: if the above questionnaire is found elsewhere other than the interview place, or any confusion regarding the validity of this questionnaire, please feel free to contact in the following address:

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