

**Research Report**

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**“An Evaluation of TESOL Curriculum in Bangladesh: A Study of Student’s  
Perspective”**

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**Supervisor:**

**Zohur Ahmed**

**MA in TESOL**

**BRAC Institute of Language (BIL)**

Submitted by:

**Sabrina Alam**

**Student ID: 14377002**



**BRAC University 66, Mohakhali, Dhaka -1212**

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**An Evaluation of TESOL Curriculum in Bangladesh: A Study of Student's Perspective**

# **An Evaluation of TESOL Curriculum in Bangladesh: A Study of Student's Perspective**

[Submitted in partial fulfillment of the requirements for the degree of Master of Arts in TESOL]

**SABRINA ALAM**

**ID: 14377002**



Inspiring Excellence

**BRAC Institute of Languages (BIL)  
BRAC University  
66, Mohakhali, Dhaka-1212**

August, 2016

## Declaration

I do hereby solemnly declare that the work presented in this dissertation titled “**An Evaluation of MA TESOL Curriculum in Bangladesh : A Study of student’s Perspective**” 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.

Name of the Candidate: SABRINA ALAM

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Supervisor

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Coordinator, TESOL Program

Approved By:

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Director, BRAC Institute of Languages

## **Key Concepts**

The repeatedly used terms used in the study need to be described for clarification. The terms are needed for better explanation and keep relation with the ELT/TESOL field. The repeatedly used terms in the study are given below:

**Evaluation, Curriculum, TESOL, Program**

## **Abstract**

Evaluation in education has recently come into sharp focus in many contexts. Demands for evaluation in education have been with us as long as formal education has existed. This thesis represents two research problems regarding the evaluation of the TESOL curriculum in Bangladesh from student's perspective. The evaluation process begins with a determination of what is to be evaluated. The demand for competent users of English in the era of globalization has had a significant impact on English Language Teaching (ELT) in Bangladesh.

This study has done to understand what is the overall idea about TESOL present state of the program and its curriculum, based on students feedback; In addition to understand what students learning from this program. Educational evaluation is a systematic process, which remark a new concepts, procedures, and instruments of developing a new TESOL programs is emerging as a field of interest to understand its effectiveness in Bangladesh .As long as formal education has existed, demands for evaluation in education have been always wanted to know the outcome of their efforts. However, drawing a research, the researcher have used mix method and are expected to be collected data from enrolled MA in ELT, TESOL students from five Universities. There are survey questionnaire for students which are utilized as tools for data collection only; to understand what is meant by evaluation and to justify the claims on empirical basis. There is no doubt that a good curriculum is needed to teach a language to achieve certain goals. To understand what is referred by the meant of evaluation of TESOL program in prospect on student of post-graduate level the segment for TESOL program are made of.

### **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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## Chapter 1: Introduction

This study aims to know students overall perception of MA TESOL program to suggest further improvement based on student's need. In this chapter, the background of the study, context, significance, scopes, purposes of the study are explained. In the next chapter, the contextual needs for the study is described. Then the purpose of the study is mentioned. The significance and the scopes of the study are mentioned just after the contextual needs. The purpose of the study and the overall outline of the thesis are also here in this chapter.

**1.1 Background of the study:** The demand for competent users of English in the era of globalization has had a significant impact on English language teaching (ELT) in Bangladesh. Among a number of changes to improve the quality of (ELT) teachers of English have been encouraged to adopt new improved program which is more student-centered rather than teacher-centered like TESOL after the CLT method .TESOL (Teaching English to Speakers of Other Languages), refers to teaching English as an additional language to those who speak other languages as their mother tongue. TESOL has become especially popular because TESOL does not distinguish between English as a foreign or second language. TESOL is sometimes used in place of TEFL (Teaching English as a Foreign Language) or TESL (Teaching English as a Second Language). Good teachers of English, whether they are TESOL, TEFL or TESL-qualified, adapt their teaching methods, their expectations of students, their teaching materials and their classroom activities to their local environment and the needs of their learners. Actually a standard criteria is essential for its proper operation. All curricula ought to have a system with tools that periodically assesses whether or not the program's goals are being met. However, the program must first have clear objectives to meet the goals. Graduate professional program curricula are consistently need to evaluate for their efficacy as they relate students' needs and achievement. Particularly, teachers in the TESOL field are challenged to become effective in their profession by adapting and developing learning materials, and planning and designing

successful curriculum that imparts all relevant concepts and knowledge that contributes to the field. The responsibility for developing a successful program remains with teachers, professors, directors, and principals collectively. In fact, Carroll (2007) said that, the intent of curriculum change or invention regards “improvements in the quality of language education and in opportunities for the students’ fortunate enough to have been involved” (p. 9). In other words, successful curriculum development not only incorporates educators’ contributions, but also involves students’ active participation. If educators should have positive attitudes, should be willing to devote themselves to the program, and should also collaboratively solve any problems they may encounter while designing the program. Based on that, it is important to continually evaluate and re-examine the effectiveness of TESOL master’s programs, as well as to investigate what information and skills this program promotes to prepare graduate students for their current and future careers. This study discover constructive suggestions to refine the master’s program in order to help these graduate students best accomplish their learning goals and advance their academic achievement.

**1.2. Context of the study:** Evaluation of a curriculum is a systematic process to remark a new concept, procedures, and instruments of developing a program. TESOL programs are emerging as a field of interest to understand its effectiveness in Bangladesh comparing to the other countries. As long as formal education has existed, demands for evaluation in education have been always wanted to know the outcome of their efforts. Although a program must have some substantial achieving goal and all curricula ought to have a system with tools that periodically assesses whether or not the program’s goal are being meet. It is believed that, learning *how to learn* and learning *what to learn* are both important in academic teaching contexts. Students in this study is not only play a key role in the development of the curriculum, but also they are the major participants in classrooms. Without the active participation of student’s, it might be difficult for teachers to produce a successful curriculum. When students know what they want to learn, then this student-centered and student-generated curriculum will help them feel more engaged in their learning. This kind of curriculum produces the most ideal environment for students to obtain knowledge and also to grow from it. Richards (2001) showed that, knowing

students' needs is one of the basic foundations of developing an appropriate curriculum. Richards further stated that students' needs are defined by whom is asked about their "wants, desires, demands, expectations, motivations, lacks, constraints, and requirements" (p. 54). In other words, needs analysis is a crucial step for developing an appropriate program that accommodates students' diverse backgrounds. procedures need to be made. Such procedures include situation analysis, assessing students' goals and learning outcomes, syllabus design, teachers' training, textbook selection, adaptation of teaching materials, and appropriate evaluation of the curriculum. If a program is designed lacks or underestimates one of the aforementioned elements, it may elicit some potential problems.

Based on this phenomenon, the purpose of this study is: (1) to investigate graduate students' evaluation of their master's program, (2) to suggest ways to successfully enhance the effectiveness of the TESOL master's program, and (3) to better help TESOL program developers and curriculum designers refine their master's program to provide students with the most useful skills and information. With these meaningful suggestions, it is believed that students will benefit academically from this program with greater preparation to face challenges they may encounter in the real-world.

**1.3. Purpose of the study:** The aim of this study is to investigate the present state of the curriculum and program (TESOL) basis on student's perception as a whole in Bangladeshi context. However, following research question will be answered at the end of this study:

#### **Research Questions**

- What is the students overall idea about MA-TESOL and its following curriculum?
- What students are expecting from this program?

**1.4. Significance of the study:** Findings from this study will delineate a new direction towards any amendment or extension of the curriculum to the needs of the present context of Bangladesh. Moreover, this will examine the advantages of the TESOL program in our education industries according to the market demand.

## Chapter 2: Review of literature

**2.0. Introduction:** This chapter is concerned with the evaluation of the TESOL/EFL curriculum evaluation of Bangladesh. This review of literature includes relevant information on curriculum design and evaluation process to get a crystal clear view of this program. A curriculum design model will also be described to provide a framework for the evaluation of the program.

**2.1. History of TESOL:** Actually how TESOL has emerged it has a short history. Towards the end of the nineteenth century, language teaching practitioners in the USA have faced much confusion and bewilderment because of an apparent conflict, between the new and old ideas of language teaching. In the very beginning of twentieth century, the Report of the Committee of Twelve (1900) revealed that, a fairly detailed situation of language teaching at American schools. The National Educational Association requested the formation of the committee, chaired by Prof. Calvin Thomas, president of the Modern Language Association of America. The committee investigated “the position of the modern languages in secondary education...to make recommendations for methods of instruction, training of teachers, and other questions connected with the teaching of the modern languages in the secondary schools and colleges” (Titone, 1968, p. 75). The committee has found the conditions “somewhat chaotic and bewildering” and made “a critical review of the contemporary methods and some pertinent recommendations and proposals” (p. 75). The Report of the Committee of Twelve thoroughly examined contemporary teaching trends and placed considerable amount of emphasis on the methods of language teaching. Since then, method has become a buzzword in the American TESOL industry.

The post-World War II era witnessed an increasing needs of teaching English as a second or foreign language: Social mobility increased more than ever before. Refugees, immigrants, and workers started to move from country to country. A number of huge of foreign students were coming to the UK and the USA for higher education. This trend created a growing demand in English language teaching both in English-speaking and non-English-speaking countries. Some people came to the USA or the UK without required proficiency and some, on the other hand, wanted to learn English before entering their target countries. Even though many colonies started to gain independence in this period, the English language continued to enjoy its prestige as the language of the British Empire. Many people regarded English as a gateway to success. In order to meet this growing demand, language teaching practitioners started to think about the best method which could ensure effective language learning. English teachers not only but various organizations such as the Council of Europe came forward to take part in language teaching research. The primary goal of their research was to create an up-to-date method supported with the theories of teaching and learning of a language.

**2.2. Evaluation:** Evaluation requires looking both at the results of the course, and the planning and running of the course. Carrying out an evaluation is like carrying out research, and it is thus critically important that the evaluator is clear about what question is being asked. That is, why the course is being evaluated. According to , Nation, I. S. P., & Macalister, J. (2010). pp.140. Their have few steps in an Evaluation:



All of the early steps in evaluation aim at deciding why the evaluation is being done and if it is possible to do it.

1. Find who the evaluation is for and what kind of information they need.
2. Find what the results of the evaluation will be used for – to improve the course, to decide whether to keep or get rid of the course.
3. Decide if the evaluation is necessary or if the needed information is already available.
4. Find how much time and money are available to do the evaluation.
5. Decide what kinds of information will be gathered.
  - Amount of learning
  - Quality of learning
  - Quality of teaching
  - Quality of curriculum design
  - Quality of course administration
  - Quality of support services – library, language lab, etc.
  - Teacher satisfaction
  - Learner satisfaction
  - Sponsor satisfaction
  - Later success of graduates of the course
  - Financial profitability of the course.
6. Try to gain the support of the people involved in the evaluation.
7. Decide how to gather the information and who will be involved in the gathering of information.

8. Decide how to present the findings.

9. Decide if a follow-up evaluation is planned to check the implementation of the findings.

These further steps would have help to evaluate the program for more reliable, valid and practical evaluation.

Kiely and Rea-Dickens (2006: 225–271) have maintained that, make a useful three-way scope distinction: (1) large-scale evaluations which “tend to focus on major educational innovations with significant financial backing with an underlying agenda”, (2) teacher-led evaluations, and (3) management-led evaluations. A course evaluation can be an expensive and time-consuming procedure. But student’s feedback may have used to make a program more effective based on demands.

### **2.3. Some important criteria for Evaluation:**

There have some certain clarifications which ought to be made about the process of evaluation, and several criteria established for involvement with that process. These criteria are adapted from Robert Provus' article which was important contributions to the systematic improvement of educational programs. The following criteria’s was-

1. First, the evaluator need not necessarily have participated in the planning of a program in order to be effective. If any 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.

2. Second, it isn't necessary to wait three to five years before an evaluative judgment can be passed on a new program.
3. Third, it is not inevitable that conflict exist between evaluator and program people. Both have the same mission.
4. Evaluation activity should not be viewed as getting in the way of program activity since it is a necessary part of program development and should therefore be thought of as complementary.
5. Good evaluation does not depend on the adoption at the outset of a sound experimental design for the program being evaluated. Experimental design is irrelevant to evaluation until a program is in its final stages of development.

According to Nunan.(2003) ,in a recent survey of the TESOL situation in a number of APEC countries in the Asia-Pacific region points out that-

“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 2003:591).

**2.4. Curriculum evaluation:** According to Brown (1995) , “the heart of the systematic approach to language curriculum design is evaluation”. Again 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).

**2.5. Types of curriculum evaluation:** According to Scriven (1985), three main types of curriculum evaluation can take place which are as follow:

**Formative evaluation:** It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational program. The merits of a program are evaluated during the process of its development. The evaluation results provide information to the program developer s to enable them correct flaws detected in the program.

**Summative assessment:** in a summative evaluation, the final effects of a curriculum are evaluated on the basis of its stated objectives. It takes place after the curriculum has been fully developed and put into operations.

**Diagnostic evaluation:** Diagnostics evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level or to discover the underlying causes of deviances in student learning in any field of study.

## 2.6. Curriculum development

Curriculum design can be seen as a kind of writing activity which is usefully be studied as a process. The typical sub-processes of the writing process (gathering ideas, ordering ideas, ideas to text, reviewing, editing) can be applied to curriculum design, but it makes it easier to draw on current curriculum design theory and practice if a different set of parts is used.

Many models exist for the development and evaluation of educational programs. Richards (2001) have described curriculum development in terms of needs and situation analysis, and planning goals and learning outcomes in order to develop a syllabus for a course. A slightly different model of curriculum design considers five steps in the development of a curriculum; this model is usually referred to as (ADDIE). The acronym stands for analysis, design, development, implementation, and evaluation as the steps to follow in curriculum design 13 (Learning-Theories, n.d.). For this study, a curriculum design model recently developed by I. S. P. Nation and John Macalister (2010. p.3) have used. This model was chosen over other curriculum design models for its simplicity and obvious cyclical design. The model also goes into great depth in certain areas of curriculum development that the other models do not consider. For instance, one important addition by the Nation and Macalister's model is the consideration of the principles governing curriculum development. Figure 1 shows a simplified version of the model. This model shows the *Goals* of a curriculum as the central part of the curriculum design process.



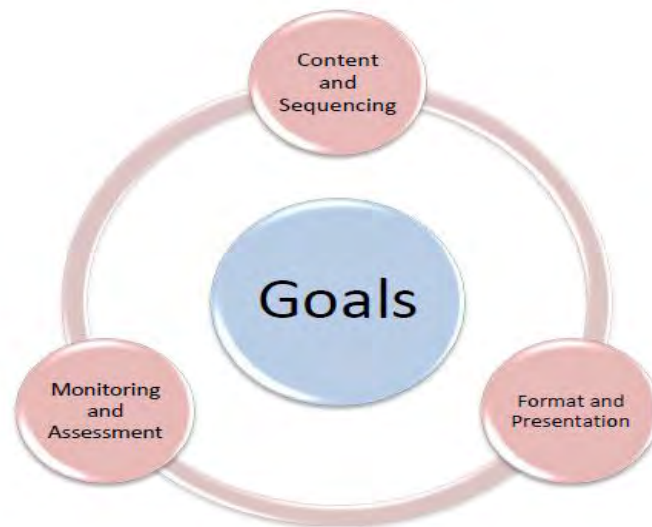
Figure 1. Simplified curriculum design model

### **Figure1. Simplified curriculum design model**

The outer circle in the model contains the three main areas to be considered when planning a curriculum. Each of these three main areas is further divided into three sub-areas. The make-up of the *Environment* (Environment Analysis) area includes learners, teachers, and situation. The *Needs* (Needs Analysis) area is composed of lacks, wants, and necessities. The *Principles* (Following Principles) area includes content and sequencing, format and presentation, and monitoring and assessment. The *Goals* of a curriculum, placed at the center in figure 1, are actually inside another circle (not shown in Figure 1) that contains the same elements of the *Principles* area of the curriculum design model, content and sequencing, format and presentation,

monitoring, assessment. This combined inner circle contains the elements to be considered when developing the syllabus of a course. Both the outer and the combined inner circle constitute the framework of a curriculum.

Figure 2 for a representation of this inner circle.



**Figure 2. Elements of a course syllabus**

The complete model, then, consists of three concentric, interconnected circles, having at their center the goals of the curriculum as can be seen in Figure 3. For the purposes of this study, *Learning Outcomes*, rather than goals, will be placed in the center of the model. So the learning outcomes of the TESOL undergraduate internship course, as well as its organization, will be discussed in the Findings and Discussion chapter of this document in light of this curriculum

design model.



**Figure 3. Complete curriculum design model**

## **2.7. Curriculum Goals**

The curriculum design model in has goals as its Centre. This is because it is essential to decide why a course is being taught and what the learners need to get from it. Goals can be expressed in general terms and be given more detail when considering the content of the course. Here are some examples of goals that have been set for language courses. The aim of communicative teaching is to encourage students to exploit all the elements of the language that they know in order to make their meanings clear. Students cannot be expected to master every aspect of the



language before they are allowed to use it for communicative purposes. (*Orbit*, Harrison and Menzies, 1986).

It aims to-

- (a) Encourage students to communicate in a wide range of everyday situations.
- (b) Sustain interest and motivation .
- (c) Help students understand and formulate the grammatical rules of English.
- (d) Develop students' receptive skills beyond those of their productive skills.
- (e) Give students insights into daily life in Britain.
- (f) Develop specific skills, including skills required for examination purposes.
- (g) Contribute to the students' personal, social and educational development.

(*Trio*, Radley and Sharley, 1987)

## **2.8. 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) has proposed three categories as quality program components which help teacher candidates develop their multiple skills in teaching.

## **2.9. Instructional Ability**

Armstrong (2007), stated that, “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 included 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. (p. 39)

Although 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.

## **2.10. Curriculum-design Ability**

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.

### **2.11. Professionalism**

According to Armstrong (2007) , 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. (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.

### **2.12. Effective Curriculum Design**

Another element of a master's program is related to effective curriculum development. An effective curriculum should have 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.

Basically 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 that physical arrangements, such as, "securing housing, confirming transportation, issuing contracts to 8

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.

### **2.13. Appropriate Curricular Innovation**

Appropriate innovation have played 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 can’t

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.

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.

Although many researchers have described factors that influence successful program development (Nam, 2005; Armstrong, 2007; Brown, 2007; Rubdy, 2008), there is little research that specifically investigates the factors that influence TESOL graduate program development. To address some of these unnoticed factors, the following research questions will be addressed for an in depth exploration of TESOL graduate students' perspectives about curriculum development in their master's program.

1. Does this program develop professional skills and provide useful information that you believe are applicable in the classroom?
2. Specifically, what kinds of skills or information do you believe would be useful to learn in the Master's program to fit your classroom teaching?
3. How did you identify whether or not your program provides you with the skills or information relevant to your current/future job?
4. How do you evaluate your TESOL master's program curriculum?

**2.14. Limitations of TESOL Program:** In Bangladesh English language have always keep a vital role in the society. In business, industry, and government workers have 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 2003:591). Many times the contextual situation or environmental situation may have a problem to run the program. 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).

## Chapter 3: Research methodology

**3.0. Introduction:** This chapter describes the design and the procedures of data collection. The first section of this chapter discusses about the method applied in this study, and the research design; the second section describes the participants taken in the study; the third section lists all the instruments used in the study and justifies their use in the study; in the fourth section procedures of data collection and timeline are mentioned. They way all the important information have been gathered and time spent on each segment are described. The fifth section details how the collected data is analyzed; finally the last section discusses the ethical considerations of the research and its problems and limitations.

**3.1. Research method:** Although ethnographically oriented researchers are committed to a sense of the whole, the actual research process is selective (Atkinson,1992; Lutz, 1981) because prior experiences, readings, and theoretical assumptions, among other things, necessarily impinge on what the researchers deem noteworthy.

This study investigated and explored the perspectives of five graduate students in their TESOL master's program about evaluating the effectiveness of their program curriculum in influencing their current or future classroom practices. A qualitative and quantitative both approaches have designed to discover and interpret the intrinsic and extrinsic elements of class learning relative to the effectiveness of their master's program . This approach served to illuminate such insights about the graduate students' perspectives on curriculum development in their master's program, not just to describe a superficial phenomenon about their academic learning processes but also to explore their needs . According to Merriam (1988), "research focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education" (p. 3). Along the same line, Patton (1980) purports that "qualitative measures describe the experiences of people in depth. The data are open-ended in order to find out what people's lives, experiences,



and instructions mean to them in their own terms and in their natural settings” (p. 22). In addition, because the main intention of this study is not to test a hypothesis or any theory, a qualitative descriptive approach will be more appropriate for the examination of the participants’ perspectives. To collect data one questionnaire has supposed to be used only for TESOL student. Since, Ramnathan (2015) have used similar tools for one of the study based on “Cultura of two divergent MA-TESOL programs”. In this report same tools of his research are used , according to the prospect of researcher needs which has modified . The aim of that study was to understand the ideological gain of primary understanding goal.

According to the Ramnathan( 2015) article “seeks to take a self-reflective stance on the TESOL field and its practices with the goal of raising meta-awareness of how TESOL practitioners contribute to sustaining program cultures in specific ways. Such awareness may ultimately enable practitioners to act in ways that lead to the improvement of their programs”.

Therefore in these questionnaire researcher have followed Ramnathan ,(2015) 1-11 number questions which has modified based on contextual needs. Moreover from 12-16 questionnaire has prepared for evaluating in the context of curriculum basis. Also no. 17 is followed from Ramnathan(2015) questionnaire to evaluate the language skill. Here questions no 18-19 are prepared for about their thinking about job opportunity TESOL professional. Question No 20-22 have followed from the article of Ontiveros(2010), titled "An Evaluation of the Learning Outcomes and the Curricular Organization of the Brigham Young University Undergraduate TESOL Internship Course". These question have collected from the basis of their class and personal belief. in this research report demographic figure are used to show some about evaluations findings of TESOL program.

### **3.3. Stakeholders:**

University and Students . The student of MA TESOL Program were the main stake holders of this research to identifying their ideas and statements were invaluable in the process of evaluating the current learning outcomes.

**3.4. Participants:** The participants of this study were elected from various private and public universities from Bangladesh who were studying TESOL or been graduated at the time of data collection. Apart from these, also to be singled out their assistance, from different universities who are assigned to develop curriculum of TESOL were also taken under consideration for this study. The students are the actual postgraduate TESOL program, so their voice was invaluable regarding their perceptions of the class' learning outcomes. Information from students who enrolled in the course.

**3.5. Sample:** Six TESOL post graduates/attending students 3male 3 female from each of the five universities were elected as sample. In sum, total, 30 students were sampled using simple random sampling technique.

1. **Data collection:** The primary data will be collected from the representative participants through interview, and questionnaire survey among the students of TESOL program. Secondary data is gathered from program brochure, official university websites and other sectors from internet.
2. **Tools:** One Student questionnaire for current TESOL student was prepared to meet the objective. Among the questionnaire both open and close ended of 22 (twenty two) questions marked in.
3. **Data analysis:** For the qualitative data, the questions will be analyzed through sampling fill-up by the target respondents, here, frequency calculation have used to produce descriptive central tendency statistics that can use to present an overall picture of “TESOL curriculum in Bangladesh”. For the qualitative data analysis another device have used to interpret them. And the final declaration of the research outcome there have triangulation of total data interpretation in the study.

## **Chapter 4: Findings and discussion**

Although I embarked on this aspect of our long-term research study with a small set of questions-primarily centering on the idea of “evaluation of MA-TESOL Curriculum in Bangladesh : A Study of student’s perspective” on the field of TESOL- the research brought to a light an array of related issues that we had not anticipated. In this chapter we summarize and recast our key findings against a larger backdrop.

I have followed mix methods through several questionnaires for the evaluation of the TESOL curriculum in Bangladesh. I run my research among a number of MA TESOL students of private and public universities in Bangladesh specially in Dhaka. Through the questionnaires i am going to discuss findings derived from the data gathered from the course participants described before.

To understand how the learning outcomes and curricular organization fit into the course’s curriculum, all other aspects of the curriculum have discussed in light of the curriculum model presented in Chapter 2 (Review of Literature) of this thesis. This model, developed by I. S. P. Nation and John Macalister (2010, p. 3), places goals at the center of the model with three main areas showed it.

These three main areas (environment, needs, and principles) and their co-responding subareas have discussed. The discussion included relevant statements and other analyses of the data collected from participants to support the information presented.

## **Environment Analysis**

According to Nation and Macalister (2010, p. 14), analyzing the environment of a curriculum means taking into consideration the main factors that strongly influence the attainment of the curriculum's goals, course activities, and teaching and assessment. These factors can belong to three more specific areas. Figure 4 shows the three areas to be considered when analyzing the environment.



Figure 4. Environment analysis

**Learner,** The learners are all graduate students who are in the last semester in their TESOL program .To be enrolled in the class they must first complete their four years undergraduate or three years diploma program with a base knowledge in linguistics and language pedagogy, which are essential in teaching English as a second language is important. With this preparation, students enrolled in the TESOL program are ready, at least in theory, to perform well in the TESOL profession.

**Teachers,** A TESOL faculty member who serves as coordinator of the course and manages the whole program . He is assisted by a graduate student who helps coordinate the local sites as well as manages the students' grades and helps teach the class sessions.

**Situation,** the situation of a program includes the physical environment where the class is to be taught, whether there are time or resource constraints, and the value of the course (Nation & Macalister, 2010, p. 17).

▪ **Finding from graduate's interviews :**

**1. Some overall opinions of the MA-TESOL program:**

Most of the students said that, this MA in TESOL is a program specialize the learners to be a skilled teacher or a trainer and it is really effective for the teachers . Although one of best masters program for the future teachers as well. MA in TESOL is really a useful program for those who want to develop their career in English teaching in Bangladesh and now become very demandable subject to study.

### **Comment of some respondents**

**S1:** MA in TESOL is a program which can specialize the learners to be a skilled teacher or a trainer. However, this program can be helpful for the people who are intending to work for local or international NGOs. At the same time, people who are working as a teacher or have an intention to switch their job towards teaching for them TESOL is the best program.....)

**S2:** MA in TESOL is really a useful program for those who want to develop their career in English teaching. In Bangladesh it is now very demandable subject to study. At present there are many scope for those to work in ELT who have this degree. As a professional course it must be designed in a way by which the degree holder can be perfect in all areas of teaching English to others.

**S3:** Its really effective for the teachers.

**S4:** MA in TESOL is one of best masters program for the future teachers.

### **2. Some opinion based on goal of this program and its future prospects that MA-TESOL program have for the students.**

Most participants believed that ,is not only create some skillful teachers but also some trainers and researchers as well. The main goal of this program is to teach English to other speakers in a meaningful way considering age, sex, culture and ethnography, social and economic condition.

More on it will become a demanding program in our country one day and will help them to get a better job After completing this course .They also said that, this program help them to got chance to study many crucial as well as practical courses closely related to ELT that made them more competent in this field.

### **Comment of some respondents**

**S1:** After completing this course I got more exposure in ELT field than before. Because in this program I got chance to study many crucial as well as practical courses closely related to ELT that made me more competent in the field.....

**S2:** MA in TESOL will be one of the most demanding program in our country one day.....

**S3:** The goal of this program is to make some brilliant language teachers.....

### **3. Course (s) participants find most useful and why**

Among many course(s) participants said -teaching practicum, research methodology, syllabus and curriculum design and evaluation, ICT in ELT, ELT management, socio linguistic, Discourse analysis , dissertation, ESP and using literature in ELT etc are more effective. Most participants mentioned above courses which were useful for various reasons they believe.. Firstly, through these courses they got to know how to prepare materials and design lesson plans for the class, secondly, these courses allowed them to research about various things regarding teaching and finally, these courses have allowed them to have some practical experiences through taking micro classes. They also said this

courses help to learn about the society and language of different ethnic group and how people learn a language although This courses allowed to do some class-room research and practice teaching which helped theme in practical teaching life. The courses mentioned above were useful because these are the main elements of ELT.

**Comments of some respondents:**

**S1:** Class-room research, syllabus design, practicum

(Those courses allowed me to do some class-room research and practice teaching which helped me in my practical life.....)

**S2:** Teaching practicum, research methodology, syllabus and curriculum design and evaluation, ICT in ELT, ELT management, socio linguistic, dissertation, ESP

(The courses mentioned above were useful because these are the main elements of ELT)

**S3:** Socio-linguistics and world Englishes

(Because I got to learn about the society and language of different ethnic group and how people learn a language.)

**4. What students like about the program and would like to change about the program**

Most of the respondents said they don't want to change nothing about the program they feel , weekend class schedules are very flexible the syllabus and course outline covered all the aspects of teaching. All the courses are running well because they have some experienced teachers with doctorate degree. Few respondents said , Teaching practicum, ELT management, ESP, using ICT in ELT and dissertation courses were really well since they have learnt various useful elements of ELT practically.



Among them said, they would like to introduce some elective courses based on human psychology, child psychology, and organizational psychology, educational and counseling psychology and at the same time, would love to get training by the psychologist about counseling. Few issues like fixed credit system for both English and non English students, emphasizes more on syllabus and curriculum design and evaluation, research proposal and content writing and using different research software, teaching and training materials development .

**Comments of some respondents:**

**S1:** Weekend class schedules are very flexible time for all. Because in this program everybody is professional so it is very easy to catch.

(I would like to introduce some elective courses based on human psychology, child psychology, and organizational psychology, educational and counseling psychology and at the same time, would love to get training by the psychologist about counseling.....)

**S2:** Teaching practicum, ELT management, ESP, using ICT in ELT and dissertation courses were really well since we have learnt various useful elements of ELT practically...

(If I get chance to make any changes in the program, I would add more emphasizes on syllabus and curriculum design and evaluation, research proposal and content writing and .....)

## **Course feedback and its strongest and weakest sides**

Mostly said, through this TESOL program they got enough opportunities to deal with real class rooms from different levels, at the same time they got the opportunity to observe classes of their teachers in undergraduate level during practicum classes. These experiences were most useful. Also all the feedbacks that they have received from their teachers regarding their teaching were very effective in a sense that they got proper guideline and procedures to work on their lacking and error. They did not feel them-selves weakest in any courses but in practicum 2 many said. Few said they feel confused regarding their supervisor's feedbacks that they really dn't understand what teachers really want .

What he/she has said in his/her oral feedback was completely different from his/her written feedback. Moreover, giving feedback just before final submission and final presentation was a stressful experience for some of them.

Few of respondents said, courses like ELT leadership and management should create problem which have no past idea about this course. Although Teaching practicum should be included where this course's are not offering.

## **Comments of respondents**

**S1:** Teaching practicum, ELT management, ESP and dissertation courses were most useful for me as I have been working in education sector for a long.

(We got many feedback from our teachers which was really useful for our professional development but not all the feedback were made fairly. Sometimes few of us were dissatisfied with feedback and scoring system.....)

**S2:** Teaching experience

Feedbacks were not so clear. I would love to get some clear feedbacks.

**S3:** Doing research and observe different classrooms were very useful.

Feedbacks were to the point and no need to be improved.

ELT leadership and management course. Because I am from humanities background and I have very limited knowledge about marketing and management. Where this course was consisted with those.

## **Program credits and grading system**

Mostly said, they need to complete total 39 credits including dissertation which consists 6 credits. On the other hand, students from non English background need to complete 48 credits. All had classes on the weekend, Thursday to Saturday but sometimes they had to come on weekdays as well. It started from 3.30pm and usually ended at 8.00 pm. Few students said it odd but students who take two or three courses had 3 hours class and they didn't feel it hard and mostly highest grading is A . Few mentioned that they dissatisfied with the grading system because of unclear and unfair judgment.

About grading policy respondents said, “ it’s really difficult to get good grades in TESOL program. Though we have learned so many new techniques, strategies, procedures of modern days teaching but it will not be there in our report cards and it will be very difficult to get jobs where grades matter”.

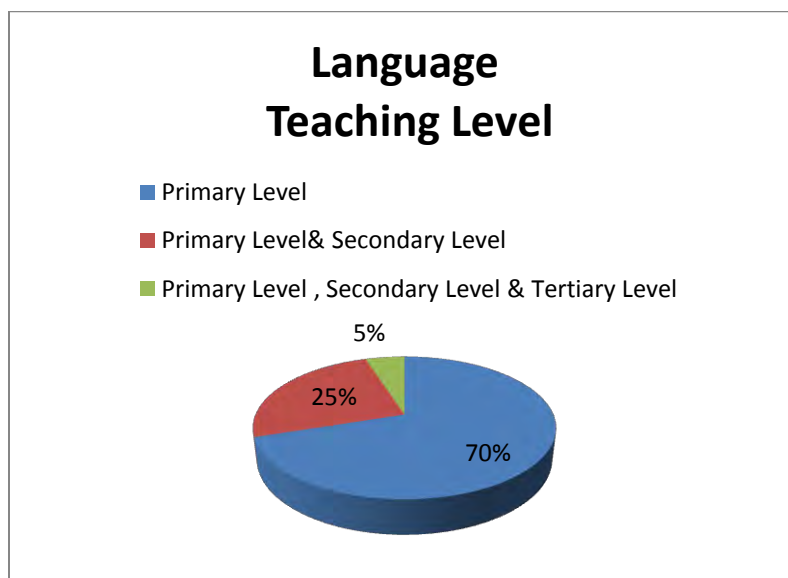


Figure 5: Language Teaching level

From the respondents we have found that MA TESOL program prepared them to Handle teaching at the very primary level about 70% said. It helps them at the very starting level of teaching mostly said. Near 25% respondents said this program was helped them both at the primary and secondary level too. Only 5% respondents gave their opinion on 3(primary, secondary and tertiary) levels which they said very rare.

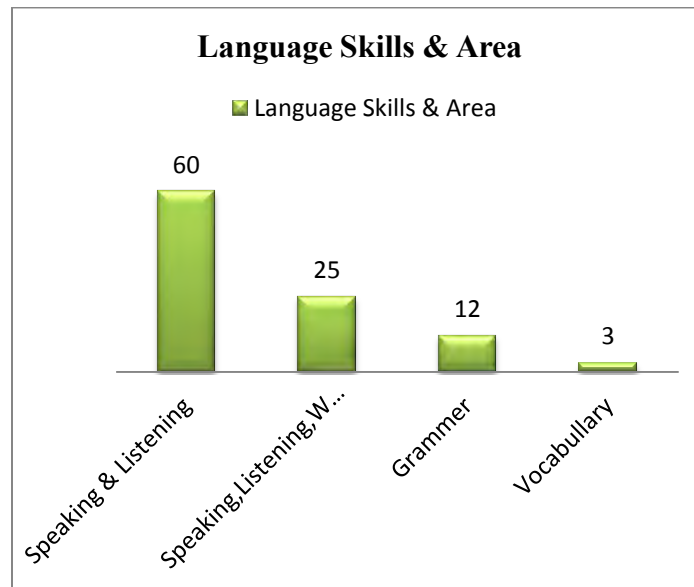
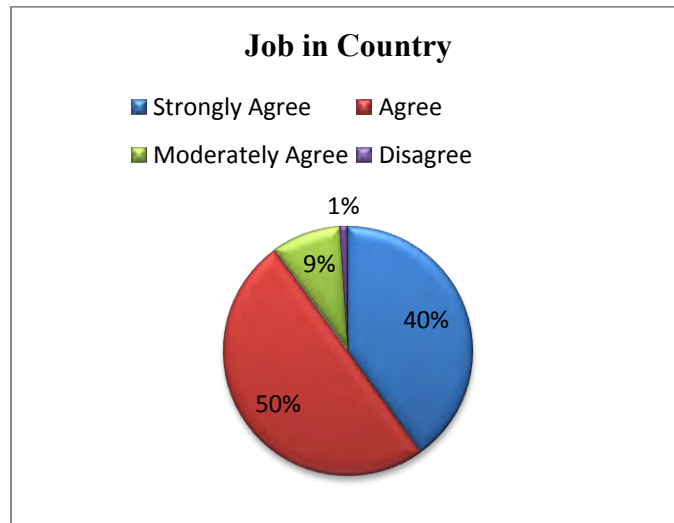


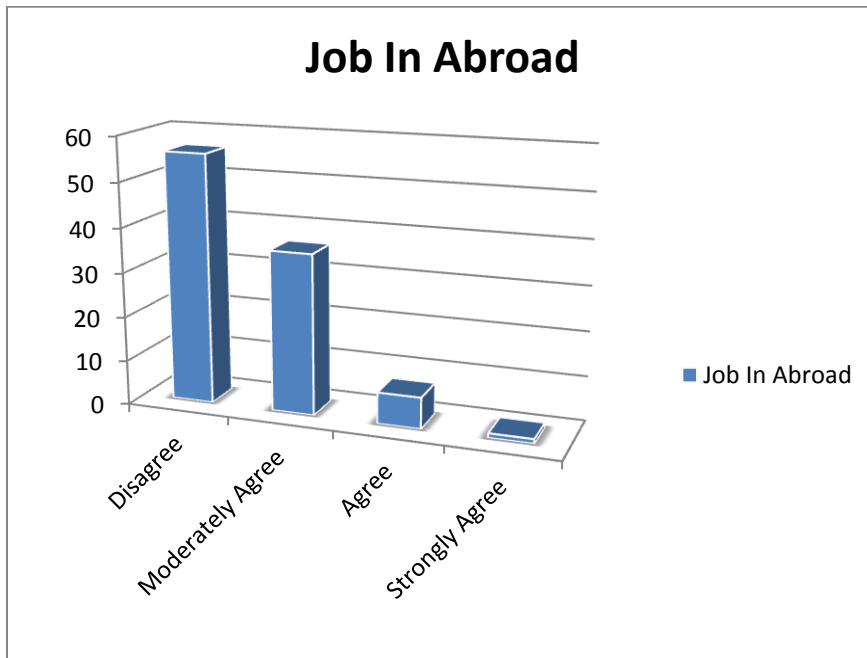
Figure 6 : Language Skills/Area

From the respondents we have found that, 60% said this program prepared them to handle mostly speaking and listening skills. 25% said four skills are nicely covered through this program. 12% said grammar is covered through this program ;only 3% said vocabulary may covered through this program.



**Figure 7: Getting Job in Own Country**

From the respondents we have found that, near 50% strongly agree that they are able to get a good job in our country after completing this course. 40% said that they are agree to get a good job after this program though there are lot of candidates for getting a job in Bangladesh.9% said as it a not very familiar program they may not get job moderately said. only 1% said they dn't get the job.



**Figure 7: Getting Job in Abroad**

From respondents we have found that, near 56% said they don't get job in abroad as they thing that not so easy.36% moderately agree that they could not find the job in abroad if they get the opportunity then they have to prove them best .7% agreed that they are able to get good job in abroad ;only 1% are very confident that they will get job in abroad .

**Open ended responses:**

“I got some good teachers and classmates from different backgrounds and experiences. I think it is a good atmosphere to learn when you have classmates with different educational and work experiences”

“I think practicum 1 is enough and there is no need of practicum 2.”

“TESOL should keep up its quality like it is doing now.”

“All the teachers are very skilled and experienced.”

“Practicum classes were very effective and helpful”.

“Too much assignments, quizzes and presentations often reduce my concentration on the class”.

“I am very happy with my MA in TESOL program”.



## Chapter 5: Results

Through this chapter researcher have discussed the findings based on previous chapter in order to find the result.

- MA TESOL program specialize the learners to be a skilled teacher or a trainer and it is really effective for the teachers.
- It is a very useful program for those who want to develop their career in English teaching in Bangladesh . The main goal of this program is to teach English to other speakers in a meaningful way considering age, sex, culture and ethnography, social and economic condition.
- This program will help them to got chance to study many crucial as well as practical courses closely related to ELT that made them more competent in this field.
- Few respondents feel that few other elective courses based on human psychology, child psychology, and organizational psychology, educational and counseling psychology and at the same time, would love to get training by the psychologist about counseling should be introduced based on demands.
- Courses like- Teaching practicum or Research methodology, Syllabus and Curriculum design and Evaluation, ICT in ELT, ELT management, Socio linguistic, Discourse analysis , dissertation, ESP and using literature in ELT etc are more effective .

- Mostly students don't want to change nothing about the program weekend class schedules are very flexible ; the syllabus and course outline covered all the aspects of teaching.
- Few respondents said Teaching practicum, ICT, ELT management, ESP, courses like this should be included in the program as few universities doesn't have this all courses.
- Few respondents feel that few other elective courses based on human psychology, child psychology, and organizational psychology, educational and counseling psychology and at the same time, would love to get training by the psychologist about counseling should be introduced based on demands.
- some issues like fixed credit system for both English and non English students should be resolved.
- It is a very useful program for those who want to develop their career in English teaching in Bangladesh .
- More emphasizes should on syllabus and curriculum design and evaluation, research proposal and content writing and using different research software, teaching and training materials development.
- They got the opportunity to observe classes of their teachers in undergraduate level during practicum classes; this experiences were most useful respondents find.
- Few respondents find pacticum-2 difficult. and practicum -1 is enough and there is no need of practicum 2.
- Few respondents said oral feedback of their supervisor's regarding practicum feel them more confusing was completely different from feedback they give in the class and

his/her written feedback. Moreover, giving feedback just before final submission and final presentation was a stressful experience for some of them.

- This course will help them to get a better job After completing this course.
- Few students dissatisfied with the grading systems ;it should be more faxible.
- Few mentioned that they dissatisfied with the grading system because of unclarity and unfair judgment
- Students don't like more than 3 hours long class.
- Too much assignments, quizzes and presentations often reduce my concentration on the class respondents said.

## **Chapter 6: Recommendation and Conclusion**

The Primary purpose of this thesis was to identify a solution to research problems. After gathering and analysis data from the respondents several things are revealed which is already suggested in the previous chapter.

It is clear from research that, students of TESOL program has a static overall opinion that it helps students to be a good teacher, good practitioner or researchers only. In general, there have not been major relevant expressions of what the student would want to learn in the course. This might be because of the nature of the course, and the expectations are somewhat clear: to practice what you have learned.

While implementing the suggested changes new issues may arise, as is common in program implementation. Although many respondents had considered for the creation of the new learning outcomes and the curricular organization and keeping that in mind when implementing the new program will hopefully make the process should be easier and based on demands of the students. This thesis provided support for the usefulness of the new curriculum model employed (Nation & Macalister, 2010). This model had an effective tool to assist in the creation and evaluation of language programs, and it is also useful for developed and evaluating programs in subjects other than languages. This model's careful consideration of different areas affecting a curriculum makes it a solid foundation for designing and evaluating curricula of many types.

In Bangladeshi context TESOL master's program, in order to develop a successful and effective, there are still many factors and variables that teachers, curriculum designers, principals need to

reconsider like -sufficient time, realistic purpose, expert consultation, curriculum innovation, and global connection is important. Each of these factors is integral to, and greatly influences, curriculum development. It could be more interesting an purposeful program by adding some new courses, grounding the skill based on student needs, fixing the credit system for both English and non English students as well as designing the program according to student needs.

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## APPENDIX

### **An Evaluation of MA-TESOL Programs in Bangladesh**

Questionnaire for TESOL students in Bangladesh

(This questionnaire will be used for collecting data from the TESOL graduates by current students for the purpose of evaluating the effectiveness of the curriculum of this program in Bangladesh .so all data collected will be used only for the research purpose and no way will be disclosed to anyone).

Thanks you for your time and cooperation

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#### **Personal Data**

Sex: Male/Female

Age: 21-25/ 26-30/ 31-40 /41-50/ 51-60

Date:

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#### ***Perception of the TESOL program***

1. What are some overall opinions of the MA-TESOL program?
  
  
  
  
  
  
  
  
  
  
2. What, in your opinion, is the goal of this program?
  
  
  
  
  
  
  
  
  
  
3. What future prospects does MA-TESOL program have for you?

4. Mention the course (s) you find most useful.
  
5. Briefly explain why the course(s) you mentioned above was/were useful.
  
6. What in the MA -TESOL program works really well? Why?
  
7. If you are given a choice what would you like to change about the program?
  
8. How do you feel about the teaching experience you got in the program?
  
9. Which experiences were most useful?
  
10. How do you feel about the feedback you received on your teaching? How could this be improved?

11. In which course(s) do you consider yourself to be weakest in? Why?

12. How many credits do you need to complete this program?

13. How many days a week you did you have classes?

14. What was the usual timing for the classes?

15. What is the highest grading in your program?

16. Are you satisfied with the grading policy? Explain why.

17. What language teaching contexts/level do you feel MA-TESOL program has mostly prepared you to handle :

- Primary
- Secondary
- Tertiary
- (.....) if any other context(s)

18. What language skills/area do you feel MA-TESOL program has mostly prepared you to handle :

- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Grammar
- Vocabulary

19. This program will help you to get job in your own country.

- Strongly agree
- Agree
- Moderately agree
- Disagree

20. This program will help you to get job in abroad as well.

- Strongly agree
- Agree
- Moderately agree
- Disagree

21. Things I liked about MA-TESOL program:

22. Things I feel to be improved in the MA-TESOL program:

23. Other comments about the program:


( End of the questionnaire )

## Sample Course curriculum

### MA TESOL program(weekend)

The MA TESOL focuses on imparting expertise to teachers of English for teaching speakers of others Languages by acquiring knowledge and competence of modern ways of teaching English.

**Aim:** The program aimed at all those who are professionally engaged or interested in English language teaching. It is appropriate for people at an early stage of their careers, as well as those wanting to enhance their knowledge of English language teaching.



The M.A TESOL program is intended for aspiring and for practicing teachers of English to speakers of other languages. The program focuses on acquiring an understanding of current TESOL practices and methodologies and developing practical teaching skills. Upon successful completion of the program, graduates will have obtained the knowledge and skill necessary to work as confident and competent teachers of English.

Qualification in M.A in TESOL through this very practice-oriented program will make teachers eminently suited for all levels of teaching. Their skills will be comparable to graduates of Master's programs of top-ranking universities of home and abroad.

**CLASSES ARE HELD AT WEEKENDS:  
THURSDAY TO SATURDAY:  
3:30 P.M.-8:00 P.M.**

#### Program details

For students with a 4-year degree in English	
Compulsory courses	27 credits
Elective courses	6 credits
Dissertation	6 credits
<b>Total</b>	<b>39 credits</b>

For students with a 3-year degree in English or similar discipline, with 2 years' teaching experience	
Compulsory courses	27 credits
Elective courses	15 credits
Dissertation	6 credits
<b>Total</b>	<b>48 credits</b>

Please note that some courses may not be available in any given semester.

The MA in TESOL program is offered in three stages. In the first stage, students are awarded a Post Graduate Certificate in TESOL upon successful completion of the first semester. Students who complete the second semester successfully will be awarded a Diploma in TESOL. Finally, upon completion of the third semester with dissertation, students will be conferred a Master in TESOL degree.

#### MA in TESOL program

**First stage: Post Graduate Certificate in TESOL (8 courses, 24 credits)**

TSL 501: Foundations of Linguistics: Syntax and Semantics; Phonetics, Phonology and Morphology (3 credits)  
 TSL 502: Methods and Practice of Teaching ESL (3 credits)  
 TSL 503: Syllabus, Curriculum and Materials Design and Evaluation (3 credits)  
 TSL 504: Second Language Acquisition and Psycholinguistics (3 credits)  
 TSL 505: Language Testing and Evaluation (3 credits)  
 TSL 506: Use of Technology in ELT (3 credits)  
 TSL 507: Teaching Practicum 1 (3 credits)  
 XXX : Elective (3 credits)

**Second stage: Post Graduate Diploma in TESOL (12 credits)**


TSL 508: Teaching Practicum 2 (3 credits)  
 TSL 509: Classroom Research and Research Methods in ELT (3 credits)  
 XXX : Elective (3 credits)  
 XXX : Elective (3 credits)

**Final stage: MA in TESOL (9 credits)**

TSL 510: Dissertation (6 credits)  
 XXX : Elective (3 credits)

#### Teaching / Learning

The curriculum emphasizes practice-based instruction in TESOL, with reference to modern application of methods and approaches. There is a full module on ICT assisted language learning, with a strong technological element in most modules. The program has two practicum courses that train students in practical classroom teaching by observing real classes, devising teaching materials, teaching at different levels, and assessing and writing reports on students' performance. Teachers will develop themselves by observing others' teaching at different levels, reflecting on it and on their own as well as peers' performance, and writing reports on these. Finally, students will conduct research and write an original empirical dissertation.



#### Tuition fees

Admission Fee	Tk 20,000	One Time
Tuition Fee Per Credit	Tk 5,500	
Computer Lab Fee	Tk 2,500	Per Semester
Student Activity Fee	Tk 1,000	Per Semester
Library Fee	Tk 1,500	Per Semester
Library Membership fee	Tk 2,000	One Time

\*\*Subject to modification as per BRAC University policy.

## Appendix

### MA TESOL PROGRAM

#### MA in TESOL

The TESOL degree is designed to train professionals to teach students who are learning to speak English as a second/foreign language. Graduates work with secondary through post-secondary students of English, in adult education, teachers' training programs, or in college and university programs. Their workplace is all over the world. The program emphasizes the practical application of theory to the classroom. Students design a program of language instruction for their own particular setting and learn to revise, adapt and assess the program as they progress in their studies.

#### M.A. Curriculum

##### Requirements

Total credit requirement for M.A. in English is 36 Credits. The breakdown of credits is as follows:

Courses in the area of concentration	18 credits
Required courses outside major area	12 credits
Foreign Language	3 credits (not counted for degree)
Thesis	6 credits
	36 credits

**(Students with 3-year BA degree in English will be required to take 12 credits of *Foundation Courses*, offered in the BA in English program. They will fulfill this requirement within the first two semesters.)**

**Required courses outside major area: (12 credits)**

#### M.A. in Literature

[1] ENG 501: Introduction to Graduate Studies and Research

[2] ENG 570: History of the English Language

[3] ENG 580: Foundations in Linguistics

[4] ENG 613: Translation Studies

### **M.A. in Linguistics**

[1] ENG 501: Introduction to Graduate Studies and Research

[2] ENG 570: History of the English Language

[3] ENG 602: Shakespeare Studies

[4] ENG 520: Contemporary Literary Theory

### **M.A. in TESOL**

[1] ENG 501: Introduction to Graduate Studies and Research

[2] ENG 602: Shakespeare Studies

[3] ENG 613: Translation Studies

[4] ENG 616: Comparative Linguistics

**Foundation Courses** for students with 3-year BA Degree in English. They will be advised to take only four out of these 23 courses.

#### **Core**

ENG 450 Teaching Techniques

ENG 456 Testing and Evaluation

ENG 490 Senior Tutorial

ENG 491 Teaching Practicum

#### **Language**

ENG400 Modern English Syntax

ENG401 Contrastive Grammar

ENG410 Sociolinguistics

ENG411 Psycholinguistics

ENG413 Executive Business Communication



ENG414 English for Public Relations

ENG470 The Art of Translation

**Literature**

ENG420 Critical Writing on Prose Fiction

ENG421 Critical Writing on Poetry

ENG422 Critical Writing on Drama

ENG423 The Short Story

ENG424 Twentieth-Century World Literature

ENG425 Current American and British Novel

**TESOL**

ENG434 Syllabus Design

ENG451 Teaching Reading

ENG452 Teaching Grammar

ENG453 Teaching Composition

ENG454 Teaching Listening and Speaking

ENG455 Computer Assisted Language Learning

Syllabus for  
Master of Arts Programme (Weekend)

***Introduction:***

The Master of Arts (MA) programme (Weekend) has two streams – *Master of Arts (MA) in English Studies (Weekend)* and *Master of Arts (MA) in ELT (Weekend)*, each being constituted of 60 credits including waiver of maximum 18 credits depending on a student's previous academic records, especially the courses he/she already studied. The required courses have to be completed within 16 to 60 months on a trimester basis. The course final examination of the courses offered in a trimester will be held at the end of the trimester.

***Objectives:***

*MA in ELT (Weekend)* generally intends to expose students to varied facets of applied linguistics and EFL (English as a foreign language) teaching. This programme is specifically designed to create diverse professionals and well-equipped English language teachers increasingly demanded both locally and globally.

***Course duration, credits, and classes:***

*MA in ELT (Weekend)* requires a student to complete 20 courses including maximum waiver of 6 courses, if any; each of the courses is of 3 credit hours.

A student may be allowed to take minimum 2 courses (i.e. 6 credits) and maximum 4 courses (i.e. 12 credits) from the ones offered in a trimester. A student is required to take 5 common courses including CC 001 and 002 (if they are not waived) as well as CC 003. A student of *MA in English Studies (Weekend)* is required to take CC 004 and 005 (if they are not waived) and a student of *MA in ELT (Weekend)* is required to take CC 006 and 007 (if they are not waived). It is noteworthy that all the courses may not be offered in every trimester. And a course is only offered when minimum 15 students register for it.

The classes of *MA in English Studies* and *MA in ELT (Weekend)* streams will be given/conducted only on Friday and Saturday every week.

***MA in ELT (Weekend)***

The outlines of the core courses of the *MA in ELT (Weekend)* stream is as follows:

ELT 031 Introduction to Applied Linguistics and ELT\*

ELT 032 Semantics

ELT 033 Pragmatics

ELT 034 Psycholinguistics\*

ELT 035 Sociolinguistics\*

ELT 036 ESL/EFL Curriculum and Syllabus Design  
 ELT 037 Approaches and Methods in ESL/EFL Teaching  
 ELT 038 ESL/EFL Materials Development  
 ELT 039 Teaching ESL/EFL Listening and Speaking  
 ELT 040 Teaching ESL/EFL Reading and Writing  
 ELT 041 Technology in ESL/EFL Teaching  
 ELT 042 ESL/EFL Testing  
 ELT 043 Practical Teaching Techniques, Observation and Practice  
 ELT 044 Research on L2 Learning and Teaching  
 ELT 045 Language Teacher Education  
 OR,  
 ELT 046 Dissertation

(NOTE: The course asterisked may be waived for the student who has already studied them in his/her previous programme(s), subject to the approval of the Management of the MA (Weekend) Programme, Department of English at Jahangirnagar University.)

#### ASSESSMENT

Each of the 3 credit hours courses of the *MA in English Studies (Weekend)* Stream and *MA in ELT (Weekend)* stream is of 100 marks. A student's performance in a course will be assessed as per the following steps:

a. A student's performance in each of the courses excepting Course *ES 516: ...* and Course *ELT 521: Dissertation* shall be assessed in two phases– the continuous assessment plus course final examination. The continuous assessment is of 60 marks distributed as „attendance= 10 marks, a class test=15 marks, a quiz= 10, an assignment=10 marks, a presentation=15 marks“ whereas the course final examination of 2 hours to be held at the end of the trimester is of 40 marks.

b. If a student takes the Course *ES 516: ...* or Course *ELT 516: Dissertation*, his/her performance in the course shall be assessed after the submission of a dissertation of 80 marks as well as an oral examination of 20 marks in this course.

c. If a student takes the Course *ELT 513: Practical Teaching Techniques, Observation and Practice*, his/her performance in the course shall be assessed through observed teaching practice, presentation skills and the keeping of a reflective learning/teaching journal.

d. The total **Letter Grade** **Letter Point**  
 numerical marks  
 obtained by a  
 student shall be  
 converted into  
 letter grades. The  
 UGE grading  
 system shall be  
 followed to assess  
 a student's  
 performance:

#### Conversion Point

80-100	A+	4.00
75- less than 80	A	3.75
70- less than 75	A-	3.50
65- less than 70	B+	3.25
60- less than 65	B	3.00
55- less than 60	B-	2.75
50- less than 55	C+	2.50
45- less than 50	C	2.25
40- less than 45	D	2.00
Below 40	F	0.00

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