AMERICAN UNIVERSITY OF ARMENIA

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MA TEFL Students' Needs Concerning MA TEFL Curriculum

A paper submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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We hereby approve that this MA paper

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Entitled

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Be accepted in partial fulfillment for the requirements of the degree

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CHAPTER ONE: INTRODUCTION

Scope and background

The present paper aims to find out, explore and analyze MA TEFL students' needs of American University of Armenia, Department of English Programs. The M.A. TEFL program of DEP is aimed to meet the students needs, thus, fulfilling it by English language instruction based on the most highly developed and advanced linguistic, pedagogical, and socio-cultural principles as AUA DEP faculty understands the importance of English and its multiple uses in different fields such as business, diplomacy, scientific research, and other specialized areas. And for that in designing MA TEFL curriculum all those factors have been taken into consideration. The MA TEFL program merges theory and practical skills offering students a chance to conduct research in the field of applied linguistics and language teaching. It also offers a great variety of courses. The present paper is also aimed to find out which of the courses of the MA TEFL program MA TEFL students find required and which of them should be elective. It also tries to find out which of the courses according to them is not required at all and which courses they would like to take and they don't. The study also tries to find out the TEFL students' interests concerning other fields.

The choice of the topic of the paper was based on the personal interest. As a student of MA TEFL program at the AUA I had a lot of ideas and suggestions to the department. Especially after participating in the survey delivered by our instructor, it became apparent for me that I can conduct a research the findings of which will make the DEP curriculum better and also help the faculty in further decision making in one hand and consider MA TEFL students' needs in designing the curriculum on the other. So I decided that all of my peers, other students, alumni and instructors may have interesting and insightful ideas and suggestions for the Department of English Programs. And to find out the above mentioned

TEFL students' needs interviews and a survey were conducted. Questionnaires were designed and implemented to 1$^{st}$ and 2$^{nd}$ year MA TEFL students at AUA, to alumni representatives and to instructors. The data of the interviews and questionnaires was analyzed and representative findings were established. So the main question of the present research is "What are the needs of TEFL students concerning MA TEFL curriculum?"

CHAPTER TWO: LITERATURE REVIEW

The term "analysis of needs" first came into sight in India in the 1920's when Michael West introduced the concept to cover two separate and possibly conflicting concepts of the term "need" in learning: what learners will be required to do with the foreign language in the target situation and how learners might best master the target language during the period of training. There was a concern with secondary-level learners whose needs, though determinable in broad terms, could not be defined with any great accuracy and whose teaching is indeed often defined in terms which exclude any concept of need (Case, 2012; West, 2008).

What is needs analysis? How is it completed? Why is it important?

The research on learner needs, known as needs analysis or needs assessment, includes students' investigation about their backgrounds and goals; faculty consulting about course requirements; assignments collection and classification; students observation in naturalistic settings, such as lecture classes, and noting the linguistic and behavioral demands; or combining these techniques to obtain a description of assignments, discourse, and classroom behavior. The fundamental principle for needs analysis is that by identifying elements of students' target English situations and using them as the basis of instruction; it will be available for the instructors to provide students with the specific language they need to succeed in their courses and future careers (Prior, 1995; Frodesen, 1995; Tarone, 1989). Even though Johns and Dudley-Evans (1991) present needs analysis as the neutral discovery of elements of the target situation, according to Robinson TESOL Quarterly Vol. 30, No. 4, Winter (1991) needs analysis is "influenced by the ideological preconceptions of the analysts" and that needs "do not have of themselves an objective reality".

Specialists say that they can only start teaching students when they know what their needs are. This is true of all students, even if the only thing which is known is they have no specific needs (Casper, 2003; Case, 2012). Also a needs analysis is an important role in syllabus compilation, as it "provides a basis for setting goals and objectives" (Nunan and Lamb, 1996). Thus, the concept is worth examining in some detail: its definition and emergence in conducting a needs analysis. The idea is general so it also refers to TEFL students' needs analysis on which there have been several surveys during the recent years. The surveys included not only TEFL but also needs analysis in EFL, ESL, TEFL, TESL, and TESOL. During the period of the years covered by these surveys, the extent and focal point of needs analysis have changed. The central focus of early needs analysis was occupational, but this changed to academic language later. A widely referred model which reflects the earlier approaches to needs analysis is that of Munby's, also known as Communicative Needs Processor. The model includes nine components aimed at collecting as much information as possible to answer the questions such as who and why is going to enroll in the course and where, when, with whom and how course participants are going to communicate in the target language. With the help of the information it is then possible to establish the required language skills, micro-functions and language forms. More recently the focus of needs analysis has shifted again to include general language learning. The scope of needs analysis, including Munby (1978), was syllabus specification derived from target situation needs, but the scope has since been broadened to include areas such as: practicalities and constraints, teaching methods and learning strategies, and recently, material selection (West, 2008).

As Hutchinson and Waters (1987) point out, what is meant by needs analysis is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation.

As Casper (2003) suggests needs analysis include all the activities used to collect information about the students' learning needs, wants, wishes, desires, and other things. The process also sometimes engages looking at the expectations and requirements of other interested parties such as the teacher/ tutor, administrators, financial supporters, and other people who may be influenced by the program (such as students' family members or employers). Needs analysis can be very official, general and time consuming, or it can be informal, narrowly focused and quick. It can also be objective and subjective. The former collects information about the actual requirements for language use as they exist in the target situation, while the latter addresses subjective perceptions of the course participants about what they feel the course should be like. As a result, there is a tendency to associate objective needs with specification of content, and subjective needs with the specification of methodology (Nunan 1988).

How can needs analysis be completed?

How a needs analysis is completed will depend on the situation, who is doing it, why it is being done, and some other things. Student needs and student wants can be found out by asking the students questions about themselves and the language and then finding out how much you agree with what they just said (Case, 2012).

As Case (2012) suggests while deciding how to go about needs analysis with a student/group of students, researchers need to think two questions: What do we want/need to know about them? How can we find it out?

As different types of students have different language needs, what they are taught should be restricted to what they need. And the needs are fairly precise; they can be identified and they should determine the content of any course. In ESP, for example, learners' needs are often described in terms of performance:

in terms of what the learner will be able to do with the language at the end of a coursed study. Whereas in a general English course the goal is usually an overall mastery of the language that can be tested on a global language test, the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks (Richards, 2001).

In order to determine the learner's needs, a number of approaches were suggested by different authors. There are various techniques available for gathering information about the objective needs. For example, Casper and Case (2012) suggests a list of techniques that could be divided into two types: the source of information is the learners themselves: questionnaires, interviews, tests, participatory needs analysis; information is derived from the target situation analysis: observations, case studies, authentic data collection (Casper, 2003; Case, 2012). As Dawn Seabrook de Vargas Lorene Anderson suggests (2004) questionnaires can be used in conducting broad scale needs analysis as they are cost effective for getting information from large numbers of people and people can give answers freely. On the contrary, using questionnaires has its disadvantages as limited replies are received, most people do not write in comments, in most cases participants simply fill in checklists or give short answers. For that reason Dawn Seabrook de Vargas Lorene Anderson (2004) suggests using at least two techniques for conducting needs analysis. For example, an interview is a suitable technique to use with a questionnaire in conducting needs analysis as it is very thorough, gives an opportunity to dig deeper and allows for more anecdotal evidence.

A technique that Richterich and Chanceril (1978) add to the list above is consultation with qualified informants – people such as students' employers, fellow teachers or former students, who could supply a course designer with any useful information related to student's needs. Learners, teachers, and employers could all be involved in determining learners' needs. According to Hutchinson and Waters (1987) all the

teacher needs is the ability to ask intelligent questions about how things work and the willingness to learn. Information could be collected about the resources of the teaching institution, objectives, the methods of assessment used, and needs analysis should be an ongoing process throughout a teaching program. Having introduced possible techniques, it could be concluded that the best result will probably be generated if a combination of methods is used. In addition, before choosing a suitable method the purposes of the needs analysis should be established, as these might vary depending on the learners (Richards 2001).

When can needs analysis be conducted?

Richards 2011 writes that it is not always possible to conduct a needs analysis before the course begins. . At the beginning of the program, needs assessment might be used to determine course content, while during the program, it assures that learner goals and program goals are being met and allows for necessary program changes.   In some cases, for example when nothing is known about the learners before they come to the first class, goals, content and the teaching approach are shaped by information collected during the teaching of the course. If, however, the purpose of needs analysis is evaluating and revising the program it is reasonable to conduct it when the course is over. Conducting needs analysis at the end of the program can also be used for planning future directions for the learners and the program. These same tools also may be used as a way to measure progress at the end of the year (Marshall, 2002).

How can the information collected from needs analysis be used?

The information collected from needs analysis can be used to help the teacher define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments and activities. Basically, a needs analysis will help to clarify the purposes of language program (Ferris, 1998; Casper, 2003).

The needs assessment process can also be used as the basis for developing curricula and classroom practice that are responsive to learners' needs. It encompasses both what learners know and can do and what they want to learn and be able to do. Learners also need opportunities to evaluate what they have learned—to track their progress toward meeting goals they have set for themselves. The needs analysis process can influence materials selection, curriculum design, and instructional practice (TESOL, 2003).

CHAPTER THREE: METHODOLOGY

**Participants**

There were 29 participants in the study, among which were first and second year MA TEFL students at American University of Armenia, representatives of the alumni and instructors. The graduation years of the participants ranged from 2009-2013. Most of the participants had experience in teaching English.

**Instrumentation**

The data for the qualitative study were collected through the following instruments:

Interview

Questionnaire for the students and alumni

Questionnaire for the instructors

**Interview** (the same questions as in the questionnaire for the students and alumni)

Interviews were a means of piloting the questionnaire. The interviews included 13-14 open-ended questions concerning the curriculum of MA TEFL program, its effectiveness, usability and additional needs of MA TEFL students. Interviews were effective as they gave the researcher an opportunity to go deeper in some questions and find out more than could be found in the questionnaires. In the study conducted by Fatemeh Moslemi "ESP Needs Analysis of Iranian MA Students", interviews were also conducted for piloting the questionnaire. In the present study interviews were conducted with a sample of 1$^{st}$ and 2$^{nd}$ year students and a sample of the alumni. Some of the interviewees were also English Experimental Classes instructors at the American University of Armenia.

**Questionnaire for the students and alumni** (see Appendix 1)

To find out MA TEFL students' needs concerning MA TEFL curriculum a questionnaire was designed and administered to students and alumni. The questionnaires were distributed to the participants by e-mail and the hard copy was also provided. The descriptions of the courses accompanied the questionnaires in case the participants didn't remember or lacked any information. The participants who completed the questionnaire online had to send it back to the Program Administrative Assistant and not to the researcher in order to keep the confidentiality of the participants. There was no place for the names of the participants in the questionnaire.

The questionnaire consisted of 18 questions; - 10 were open-ended questions, mainly related to the participants' attitudes and suggestions; - 6 were closed-ended, including a question related to the participants' graduation year; and 2 items were in Likert Scale format (from Not effective to Very effective) related to the effectiveness of the courses.

Overall the questionnaire was aimed at eliciting the following information: the participants' attitudes towards the courses they took, their experience in TEFL, their ideas and suggestions concerning MA TEFL curriculum.  To make sure that the items were appropriate, before administering the questionnaire, each question was revised by the researcher and piloted among students of DEP (Department of English Programs). After making necessary changes, the questionnaire was distributed to the participants.

**Questionnaire for the instructors (**see Appendix 2**)**

A questionnaire for the faculty members of the MA TEFL was designed to find out their opinions and suggestions concerning the MA TEFL curriculum. The questionnaire included four open-ended questions concerning strengths and weaknesses of the MA TEFL curriculum and suggestions to improve it. The descriptions of the courses were also provided with the questionnaire for background.

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**Procedures**

First interviews were conducted and recorded by the researcher with 10 first and second year students and alumni representatives. After the interviews the researcher made revisions to some questions in the questionnaire. The questionnaires were provided to the students, alumni and instructors to be filled in by e-mail or through hard copy. The questionnaire was sent to 162 participants 17 of whom completed the electronic copy and 12 the hard copy. The data was obtained anonymously.

CHAPTER FOUR: RESULTS

The questionnaire for the students and alumni was analyzed qualitatively. The answers to all the questions were collected and then analyzed by the researcher. Table 1 (see Appendix 4) demonstrates the participants' answers to the first 12 questions of the questionnaire.

The questionnaire for the students and alumni consisted of 18 questions; -10 were open-ended, mainly related to the participants' attitudes and suggestions; - 6 were closed-ended, including a question related to the participants' graduation year; and -2 items in Likert Scale format (from Not effective to Very effective) were related to the effectiveness of the courses. First the questionnaire was sent to the participants by email and a hard copy was provided for those who preferred it. The period of collection of the questionnaires was approximately one month. Overall the questionnaire was aimed at eliciting the following information: the participants' attitudes towards the courses they took, their experience in TEFL, and their ideas and suggestions concerning MA TEFL curriculum.

**Item 1: The year of graduation**

**Table 2: Participants years of graduation**

| Year of graduation | Number of participants |
|---|---|
| 2004 | 1 |
| 2009 | 1 |
| 2010 | 5 |
| 2011 | 2 |
| 2012 | 9 |
| 2013 | 7 |

Twenty-nine student-alumni participants returned the completed questionnaire.  Graduation year spanned a period of 2004-2013. Another 6 didn't provide the information about their graduation year.

**Item 2: Participants should read the table carefully and rate the effectiveness of the courses by circling the appropriate number with 1 being the lowest and 5 the highest. (**See the extended Table 3 in Appendix 4)

**Table 3:** Course effectiveness ratings

| PARTICIPANTS | COURSE RATINGS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TE 300 | T 301 | TE 320 | TE 321 | TE302 | TE 303 | TE 305 | TE 326 | TE304 | TE 306 | TE322 | TE 323 | TE307 | TE308 | TE 309 | TE341 | TE391 | TE310 |
| | 87.6% | 92.4% | 83.4% | 72% | 74.4% | 85.2% | 88% | 82.6% | 80% | 90% | 80% | 80% | 94% | 86% | 88% | 94% | 84% | 93% |

According to the ratings of the participants it was obvious that there were no ineffective courses, but some courses were rated less effective than others. The courses that the participants found less effective were TE 321: Introduction to the Structure of English with average rating 3.6 and TE 302 – Teaching Reading and Writing with average rating 3.72. TE 304: Classroom Assessment TE 322: Current Issues in Applied Linguistics, TE 323: Second Language Acquisition (SLA) the participants found effective but not very effective as those three courses were rated 4 overall. TE 300: English for Language Teachers; TE 320:

Introduction to Language; TE 303 – Teaching Listening and Speaking; TE 305: Research Methods; TE 326 Interlanguage Analysis; TE 306 Practicum; TE308 English for Specific Purposes; TE 309 Curriculum Design; TEFL 391A/B MA Thesis/ Paper Preparation were all rated as effective courses with average rating 4.5.

The most effective courses according to the participants were TE 301: Introduction to TEFL Methodology; TE 307 New Technologies in TEFL; TE 341Special topics in TEFL (Teaching young learners); TE 310 Teaching Internship which had ratings higher than 4.5.

**Item 3: Participants should answer the question whether they have experience in teaching English or not.**

Only one of the participants or 3.5% didn't teach English.

**Items 4 and 5: Should the MA TEFL program incorporate language improvement component (should MA TEFL students have courses improving their English language skills)?**

**Table 4:** Participants' most popular suggestions about the language improvement courses

| The most popular language improvement courses suggested by the participants | Percentages |
|---|---|
| **Speaking** (Speaking and Grammar for Teachers, Special Speaking Courses, Advanced Speaking Course, Pronunciation/Fluency/Accuracy, Improving Speaking Skills, Speaking Course, Speaking In Real-life Situations, Speaking Course where students will have debates around different topics, Speaking & Writing) | 32 % |
| **Pragmatics** | 10% |

Twenty three participants answered yes, five participants answered no, and one of them didn't write anything which means that 82 % of the participants want MA TEFL curriculum to incorporate language improvement courses.

Item 5 was about the courses related to language improvement. The results of the analysis showed that the most popular language improvement courses which were suggested by 32 % of the participants, were speaking courses. Speaking was the general title but the suggestions were more specific. The suggestions included Speaking and Grammar for Teachers, Special Speaking Courses, Advanced Speaking Course, Pronunciation/Fluency/Accuracy, Improving Speaking Skills, Speaking Course, Speaking In Real-life Situations, Speaking Course where students will have debates around different topics, Speaking & Writing courses for students without linguistic background and Teaching Speaking. The participants also suggested that not all the students should take speaking courses but those who don't have linguistic background or have the need for language improvement.

The next popular suggestion was Pragmatics. This course was suggested by 10% of the participants. Seven percent of the participants suggested Classroom Management as a language improvement course. This may be a result of misunderstanding. Other suggestions were Writing Classes; Business and Financial English, Legal English; Discourse Analysis, Discourse Grammar; Practicum; English For Language Teachers; English Grammar, Lexica, (for students with non-linguistic background). One of the participants wrote that he/she didn't want any changes and another five participants didn't make any suggestions at all.

**Item 6: What other courses would you like to take in MA TEFL program related to your own interests?**

**Table 5:** Courses suggested by the participants related to their own interest

| Suggested courses related to the participants' own interests | Percentage |
|---|---|
| Psychology | 14% |
| Education Management | 10% |
| Technology Courses | 10% |
| Speaking Courses | 7% |
| Business English | 7% |
| Cultural Courses | 7% |
| Translation | 3.5% |
| Pragmatics | 3.5% |

The most popular course related to the own interests of the participants were Psychology (14%) including Children's Psychology, Education Management (10%) including Administration Of School, Courses Related To Technology (10%), Courses For Improving Speaking (7%), Business English (7%), Cultural Courses (7%) (Drawing /Culture), Translation (3.5%) and Pragmatics (3.5%). One of the participants wrote that he/she had no suggestion and another wrote that he/she didn't know what course to suggest. And the rest of the participants (24 %) didn't write anything at all, they may be courses related to students' own interests,

**Items 7 and 8: Would you like to have some classes together with 1st/2nd year students? Why?**

To the first question 85 % of the participants (24) answered positively which meant that they would like to have mixed classes (1st and 2nd year students together) and they explained that having mixed classes would help the students exchange experience and share ideas, learn from each other, learn from more

experienced students, communicate with their peers, be open to innovations, promote collaboration, have discussions.

Ten percent (3) of the participants didn't want to take mixed classes and didn't give much explanation for their negative answer. The only reason for the answer was that the materials were different and the levels too.

The rest of the participants didn't write any answer to this question.

**Item 9: Would you like to have classes together with other programs? What would be the benefit of it? Name some courses that you would like to take with other faculties.**

To this question 75% of the participants answered that they would like to have classes together with other faculties.  Twenty one % (6) didn't want to take courses with other faculties, and 4 % (1) of the participants didn't answer this question. Those who answered this question positively, named the following courses as some they would like to take with students in other majors: General Law Classes, as the participants thought that every person needs basic knowledge of law; courses with MBA: business courses, computer program courses which would enhance students' computer skills, management courses. The participants thought that it would be beneficial to have discussion hours with the students of different departments as it would give them opportunity to communicate, share ideas and also knowledge. Thus, they also say that they would avoid the monotony that exists in their department.

**Item 10: As you know, some courses we take before practicum and some after. How effective is the distribution of pre-practicum and post-practicum courses?  The participants had to circle the appropriate number for one being the lowest and five being the highest scale.**

The average score of the effectiveness of the distribution of pre-practicum and post-practicum courses rated by the participants was 3.5 which meant that according to the participants of the survey some changes could be made in the distribution of the pre- and post-practicum courses. Item 11 addresses this issue in greater detail.

**Item 11: What would you change in the distribution of the courses?**

Thirty five % (10) of the participants wrote that they wouldn't change anything in the distribution of the courses. Another 35 % of the participants thought that some changes should be made in the curriculum. The majority of the participants suggested moving Teaching English to Young Learners before practicum. Some other minor suggestions done by one or two participants were taking New Technologies in TEFL, Classroom Assessment and Research Methods before practicum. The rest of the participants (30 %) didn't write any suggestions.

**Item 12: What would you change in the Practicum in general?**

Sixty four % (18) of the participants gave specific answers and suggestions. Suggestions made by them included teaching more classes; teach more than 7 lessons; to have more organized practicum with students being more responsible and free in their decisions; to have a chance to teach both children and adults; to have an appropriate number of students in the classroom. Participants suggested that there usually there are more students in the classroom than needed. Other suggestions made by the participants were to have more than 2 or 3 lessons with the same class or teach only one class during the practicum. One of the participants suggested not including the Practicum at all.

Seventeen % (5) of the participants answered that they would change nothing in the Practicum, and the rest of the participants didn't provide any answer.

**Item 13: The participants should choose the courses that should be required / elective (see Table 6 in Appendix 4).**

There were only 4 courses which were chosen as electives by the majority of the participants. The courses chosen as required courses were the following: Independent study in AL (71%), Special topics in TEFL (57%), Special Topics in AL (64%) and Introduction to the Structure of English (57%).

The other courses were chosen more frequently as required courses than electives. The courses chosen as required courses by the most respondents were Introduction to the TEFL methods and Practicum.

**Item 14: How many core courses should MA TEFL students take during the two year Mater's program?**

Seventy five % of the students wrote answers but only 46% wrote concrete numbers. The average number of core courses that MA TEFL students should take during the two year study suggested by the participants was 13 instead of 15. Another 29 % suggested some ideas which included that the changes made recently were fine and the number of courses was fine; the quality of the courses was valued most ; the students needs had to be considered. One of them answered that he/she didn't know. The rest (25%) didn't provide any answer.

**Item 15: How effectives do you think the changes made for the new semester system are? Please, rate the effectiveness of the changes.**

The participants rated the effectiveness of the changes 3.4 which means that they think that the changes made are more positive than negative. The results were based on the answers of 96% (27) of the participants. Only one of the participants didn't answer this question.

**Item 16: Which of the courses would you take out of the curriculum? Why?**

Twenty eight percent of the participants mentioned Introduction To the Structure of English as a course to be taken out of the curriculum. As a reason they mentioned that the content of the course was repeating the content of the courses they took in their undergraduate degrees. Seven percent of the participants suggested taking out Classroom Assessment from the curriculum. Some of the participants suggested taking out Discourse Grammar and Advanced Assessment, but these changes have already been made. Twenty eight percent of the participants (8) wrote that they wouldn't change anything, and the rest didn't provide any answer.  One general comment which was made by several participants was having core courses and electives. The participants suggested that those students who didn't have linguistic background could take elective courses and those who had could avoid taking the courses the content of which was already familiar to them.

**Item 17: Which TEFL-related courses would you add to the curriculum?**

Sixty percent (17) of the participants wrote answers, 10 percent of which answered that they would not add any courses, and another 50 percent wrote their suggestion which included Classroom management (20%); Psychology (children's) (14%); Teacher Trainings, Technology Courses, Teaching Financial and Banking English; Teaching Legal English,  Target Language Pragmatics, English Language Improvement Courses; Content-Based Learning; Art Of Translation; More courses How to Develop Ss' 4 skills; Different Dialects Of English Language. The rest of the participants (40%) didn't provide any answer to this question.

**Item 18: Do you have any further suggestions or comments?**

Only 25 % of the participants wrote comments, 10 % wrote that they didn't have any comments or suggestions. Another 15 % wrote some comments and suggestions which included that teaching all four

language skills: Reading, Writing, Listening and Speaking, together was effective; Interlanguage analysis should be required. Other suggestions were that students would like to observe more classes during the practicum, to have more practicum and concentrate on 4 skills separately.

Another suggestion which was given during the interviews by the participants was to have faculty meetings with the current students, alumni and instructors for sharing ideas and experience.

**Questionnaire for the instructors**

The results of the questionnaire for the instructors were also analyzed qualitatively by the researcher. The questionnaire consisted of four open-ended questions. The questionnaire was sent to the instructors online. The period of collection of the questionnaires was approximately one month. Overall the questionnaire was aimed at eliciting the following information: the instructors' attitudes towards the strengths and weaknesses of MA TEFL curriculum, their experience in TEFL, any changes and suggestions they would like to see in MA TEFL curriculum.

**Item 1: What do you think are the strengths of MA TEFL curriculum?**

According to the instructors the strengths of MA TEFL curriculum were that it had a well rounded mix of theoretical and practical courses, that it was constantly changing taking into consideration the students' needs and updating the content. The fact that there was the EEC as a lab and site for practice teaching and research was a great thing. The redesign of the independent teaching component should help make the independent teaching more effective. The strengths also included MA TEFL providing solid background, lots of hands-on tasks for students and various projects as developing tests, curricula.

**Item 2: What do you think are the weaknesses of MA TEFL curriculum?**

According to the instructors one of the most significant weaknesses of MA TEFL curriculum was the fact of not having or having a limited number of electives. Another possible weakness according to the instructors was the limited number of courses offered to the students as well as the lack of the opportunity for more individualized programs of study. Another weakness was the density of the courses, i.e. the quantity of the material and lack of time. But the shift from quarter to the semester system may change the situation. And the last weakness mentioned by the instructors was the opportunity of having only one Practicum to learn how to observe and teach.

**Item 3: What would you change in MA TEFL curriculum?**

Seventy five percent (3) of the instructors answered this questions and one of them (25%) didn't write anything. Among the suggested changes in MA TEFL curriculum were having required and elective courses, add more electives. But for that more faculty members and more students are needed. Another change may be introducing more courses.

**Item 4: Do you have any further suggestions or comments?  If so, please use the space below.**

Most of the instructors didn't have any suggestions or comments. Only one of them suggested that it would be nice to have mixed courses or courses attended by 1st and 2nd year students together.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

The study investigated MA TEFL students' needs concerning MA TEFL curriculum.

The participants of the study were MA TEFL 1st and 2nd year students, alumni representatives and instructors at the American University of Armenia.

The study included 2 questionnaires and interviews: questionnaire for the students and alumni; questionnaire for the instructors; interviews with the students and alumni.

Questionnaires included items about the effectiveness of the courses, the strengths and weaknesses of the curriculum, possible changes and suggestions in the curriculum.

Based on the results, the most effective courses, according to the participants, were TE 301: Introduction to TEFL Methodology; TE 307 New Technologies in TEFL; TE 341Special topics in TEFL (Teaching young learners); TE 310 Teaching Internship which had rating higher than 4.5. The findings showed that most of the participants had experience in EFL teaching. The majority of participants thought that language improvement course should be incorporated in MA TEFL curriculum and suggestions for courses were made.

The results showed that, according to the participants, courses related to the students' own interest should be incorporated to the MA TEFL curriculum. The results of the questionnaires showed that the majority of the participants were also eager to take courses with 1st/2nd year students and with other faculties as they have a lot of positive reasons for that. They think that having merged classes with 1st /2nd year students will give them an opportunity to learn from each other, to share ideas and experience, and to have interesting discussions.

According to the results of the questionnaires for the students and alumni, the participants thought that the distribution of pre-practicum and post-practicum courses should be changed and they suggested their ideas about the case.

Based on the results it follows that, elective and required courses were distinguished among the courses of MA TEFL curriculum by the participants. Four of the courses: Independent study in AL, Special Topics in TEFL, Special Topics in AL, and Introduction to the Structure of English were chosen as electives and another 15 were chosen as required. Based on the participants' responses, a fixed number of core courses was suggested.

The results showed that the majority of participants had a positive attitude towards the changes of MA TEFL curriculum.

The answers of the questionnaire for the instructors revealed several ideas and suggestions concerning MA TEFL curriculum. The instructors pointed out the strengths and weaknesses of MA ETFL curriculum and suggested their ideas about it. The findings of the questionnaire showed that an obvious weakness of MA TEFL curriculum was the lack of elective courses. The strength of MA TEFL curriculum was the possibility for the students to have the Practicum which allowed the students to apply their theoretical knowledge.

Deliverables

At the end of the study the results of the analyzed data were used to suggest ideas concerning the DEP curriculum. The data results will contribute to the integration of students', alumni representatives' and instructors' ideas to the DEP curriculum for its improvement and correspondence to the participants' needs. Based on the analysis of the questionnaires and interviews, the researcher has the following suggestions concerning MA TEFL curriculum:

- Keep the courses TE 301: Introduction to TEFL Methodology; TE 307 New Technologies in TEFL; TE 310 Teaching Internship as they are the most effective ones according to the results of the study

  ✓ To have the course Teaching Young Learners as a core course

- To incorporate language improvement courses. According to the participants the most popular courses which can be incorporated in the MA TEFL curriculum could be

✓ Speaking ( Speaking and Grammar for Teachers, Special Speaking Courses, Advanced Speaking Course, Pronunciation/Fluency/Accuracy, Improving Speaking Skills, Speaking Course, Speaking In Real-life Situations, Speaking Course where students will have debates around different topics, Speaking & Writing courses for students without linguistic background and Teaching Speaking);

✓ Pragmatics

✓ Writing Classes

- To have courses related to the students' own interest though it may be difficult as different students may have different interests. Among the courses can be:

✓ Psychology (Children's Psychology)

✓ Education Management

✓ Courses Related To Technology

✓ Courses For Improving Speaking

- ✓ Business English

- ✓ Cultural Courses

- ✓ Translation

- ✓ Pragmatics

- To have mixed classes with 1st and 2nd year students together to help the students exchange experience and share ideas, learn from each other, learn from more experienced students, communicate with their peers.

- To have classes with students in other programs. Among the suggested courses are

- ✓ General Law Classes

- ✓ General Business Classes

- To change the distribution of pre and post-practicum courses, i.e.

- ✓ Move Teaching English to Young Learners before Practicum (This is an elective with variable content)

- ✓ Move New Technologies in TEFL before Practicum

- To make the following changes in the Practicum

- ✓ teach more classes

- ✓ teach more than 7 lessons

- ✓ to have a chance to teach both children and adults

- ✓ to make the Practicum more organized

- To have required and elective courses. To keep the following electives:

- ✓ Independent study in AL

- ✓ Special topics in TEFL

- ✓ Special Topics in AL

  and add  Introduction to the Structure of English as an elective

  - To have 13 core courses instead of 15 during the 2 year Master's program

- To suggest TE 321: **Introduction to the Structure of English** only for those who don't have linguistic background

- To have the course **Interlanguage Analysis** at least as an elective course

- To have regular meeting with the students, alumni and instructors (to set a fixed number of participants and fixed deadlines for registration in order to avoid any kind of inconveniences)

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Appendix 1

Questionnaire for students and alumni (interview)

**This questionnaire is designed to find out TEFL students' needs concerning TEFL**

**curriculum.**

1. Write the year of your graduation from AUA        _____

2.  Please, read the table below carefully and rate the effectiveness of the courses by circling the

appropriate number with 1 being the lowest and 5 the highest (see the table below). If you need

any details about the course, you can read the description of the courses below p.p. 7-10.

 (Note: B.P. – before practicum, A.P. – after practicum, D.P. – during practicum)

| Courses | Rating | | | | |
|---|---|---|---|---|---|
| **TE300 English for Language Teachers (b.p.)** | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| **TE301 Introduction to TEFL Methods (b.p.)** | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| **TE320 Introduction to Language (b.p.)** | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| **TE321 Introduction to the Structure of English (b.p.)** | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |

| TEFL 302 Teaching reading and writing (b.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| TE 303Teaching listening and speaking | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE305 Research Methods (a.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE326 Interlanguage Analysis (a.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE 304 Classroom Assessment (d.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE306 Practicum | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE322 Current Issues in Applied Linguistics (p.p.) | Not effective | Less effective | Somewhat effectivee | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE323 Second Language Acquisition (SLA) (p.p) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE307 – New technologies in TEFL (p.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |
| TE308 English for Specific Purposes (ESP) (p.p.) | Not effective | Less effective | Somewhat effective | Effective | Very effective |
| | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| **TE309 Curriculum Design(p.p.)** | **Not effective** | **Less effective** | **Somewhat effective** | **Effective** | **Very effective** |
| | 1 | 2 | 3 | 4 | 5 |
| **TE341 Special Topics in TEFL (p.p.)** | **Not effective** | **Less effective** | **Somewhat effective** | **Effective** | **Very effective** |
| | 1 | 2 | 3 | 4 | 5 |
| **TE391 Capstone project Preparation (p.p.)** | **Not effective** | **Less effective** | **Somewhat effective** | **Effective** | **Very effective** |
| | 1 | 2 | 3 | 4 | 5 |
| **TE310 Teaching Internship (p.p.)** | **Not effective** | **Less effective** | **Somewhat effective** | **Effective** | **Very effective** |
| | 1 | 2 | 3 | 4 | 5 |

Yes        No

3.   Have you ever taught English?                                        _____     _____

4.   Should the MA TEFL program incorporate language improvement component (should MA TEFL students

have courses improving their English language skills)?                    Yes        No

____     _____

5.   Write the name of the course(s) you would suggest.

_____

_____

____

6.   What other courses would you like to take in MA TEFL program related to you own interests?

_____

_____

                                                                   Yes        No

7.  Would you like to have some classes together with $1^{st}/2^{nd}$ year students?        ____      ____

Why?

_____

_____

8.        Would you like to have classes together with other faculties? What would be the benefit of it? Name some courses that you would like to take with other faculties.

_____

_____

9.        As you know some courses we take before practicum and some after. How effective is the distribution of pre - practicum and post - practicum courses?    Circle the appropriate option.

**Not effective   Less effective   Somewhat effective     Effective       Very effective**

    1                        2                   3                    4              5

10.        What would you change in the distribution of the courses?

_____

_____

_____

_____

11. What would you change in Practicum in general?

_____

_____

_____

Some changes have been made in TEFL curriculum. Some courses have been removed; some others have been made elective, some others have gained credits, etc.  See the changes made below.

12. Tick under the "Required" for the courses (core courses) which should be taken by the MA TEFL students by all means.

13. Choose the courses that should be required / elective. Tick either under required or elective.

| Current quarter system | | | New semester system | | Required (Your choice) | Elective |
|---|---|---|---|---|---|---|
| Credit units | Required or elective | | Required or elective | Credit units | | |
| | | **Course title** | | | | |
| 4 | Required | English for language teachers   (B.P.) | Elective | 3 | | |
| 4 | Required | Intro to TEFL | Required | 3 | | |

| | | methods(B.P.) | | | | |
|---|---|---|---|---|---|---|
| 4 | Required | Teaching reading and writing (B.P.) | Required | 3 | | |
| 4 | Required | Teaching listening and speaking (B.P.) | Required | 3 | | |
| 4 | Required | Classroom assessment (D.P.) | Required | 3 | | |
| 4 | Required | Research methods (A.P.) | Required | 3 | | |
| 4 | Required | Practicum | Required | 3 | | |
| 4 | Required | New technologies in TEFL (A.P.) | Required | 3 | | |
| 4 | Required | English for specific purposes (A.P.) | Required | 3 | | |
| 4 | Required | Curriculum design (A.P.) | Required | 3 | | |
| 4 | Required | Intro to language (B.P.) | Required | 3 | | |
| 4 | Required | Intro to the structure of English (B.P.) | Required | 3 | | |
| 4 | Required | Current issues in Applied Linguistics (A.P.) | Required | 3 | | |
| 4 | Required | Second language acquisition (A.P.) | Required | 3 | | |
| 4 | Required | Discourse grammar (A.P.) | Removed | N/A | | |
| 4 | Required | Advanced assessment | Removed | N/A | | |
| 4 | Elective | Interlanguage analysis | Removed | N/A | | |
| 4 | Elective | Special topics in Applied Linguistics (A.P.) | Elective | 3 | | |
| 4 | Elective | Special topics in TEFL (A.P.) | Elective | 3 | | |
| 1-4 | Elective | Independent study in AL or TEFL | Elective | 1-3 | | |
| 8 | Required | Capstone project/ preparation | Required | 6 | | |
| N/A | N/A | Independent teaching New | Required | 3 | | |

14. How many core courses should MA TEFL students take during the two year Mater's program?

_____

15. How effectives do you think the changes made for the new semester system are? Please, rate the

   effectiveness of the changes.

   | Not effective | Less effective | Somewhat effective | Effective | Very effective |
   |---|---|---|---|---|
   | 1 | 2 | 3 | 4 | 5 |

16. Which of the courses would you take out of the curriculum? Why?

   _____

   _____

17. Which TEFL - related courses would you add to the curriculum?

   _____

18. Do you have any further suggestions or comments?  If so, please use the space below:

Appendix 2

Questionnaire for instructors

This questionnaire is designed to find out the needs of MA TEFL students, instructors and other stakeholders concerning MA TEFL curriculum. The list with the description of the courses is provided in p.p. 2-5.

1. What do you think are the strengths of MA TEFL curriculum?

   _____

   _____

   _____

   _____

   _____

2. What do you think are the weaknesses of MA TEFL curriculum?

   _____

   _____

   _____

   _____

   _____

3.  What would you change in MA TEFL curriculum?

_____

_____

_____

_____


4.  Do you have any further suggestions or comments?  If so, please use the space below.

_____

_____

_____

_____

_____

Appendix 3

COURSE DESCRIPTIONS (in both questionnaires)

## TE 300: English for Language Teachers

The course will lay the groundwork for a well-informed understanding of the key issues and insights that underlie language teacher development. By exposing students to an engaging array of concepts and practices in TEFL, the course will encourage self-analysis in students. Spread over 40 hours of classroom work the course will cover/ address three strategic components concurrently: Subject Focus/Fundamental Concepts in TEFL, Reading and Response, and Writing. In addition, the course will provide and promote appropriate contexts for developing students' listening, speaking and critical thinking abilities. When students realize how the different aspects of teacher development complement the different aspects of their development as individuals, they will be better equipped to bring in a vibrant experiential perspective to their professional role in TEFL.

## TE 301: Introduction to TEFL Methodology

The course surveys language teaching approaches and methods and their underlying principles, with a particular focus on the basic questions of language acquisition and affective/cultural variables that impact on second and foreign language teaching and learning. The course provides an overview of the historical development of language teaching, addresses the roles and responsibilities of the modern language teacher, and introduces the basic concepts of motivation, learning styles and strategies, learner autonomy, course evaluation and assessment, exploring how current understanding of language learning and language acquisition informs teaching practice.

## TE 320: Introduction to Language

An introduction to language in all its aspects as studied in the field of linguistics, including a focused concentration of how this approach relates to language education. This course explores biological, historical, and social/cultural aspects of language, and then addresses the system of language, looking at phonology, morphology, syntax, semantics, pragmatics, and discourse analysis. It covers most areas of linguistics at the introductory level, familiarizing students with general principles and key vocabulary in these areas, and exploring the relationship between the study of linguistics and language teaching.

## TE 321: Introduction to the Structure of English

This course studies English sentence structure – morphology, syntax, and semantics – as it relates to the teaching and testing of 'grammar'. The students examine the sentence level grammar of English in terms of both the forms and functions of basic grammatical elements. Thus, the focus is largely on syntax and semantics, with phonological and morphological aspects of sentence level grammar considered as necessary for the fullest understanding of the structure of English. The consideration of the functions of grammatical elements requires some consideration of discourse and how grammar plays a role in creating discursive structures in longer texts. In addition, the students also learn to develop their own lesson plans and materials for teaching grammar consistent with contemporary theory and the need to focus on form within a meaning-based or communicative approach.

**TE 302 – Teaching Reading and Writing (4 credit units)**

This course is a study of theoretical and practical approaches to selecting and developing materials for the teaching and assessing of reading and writing skills in English. In this class the students explore the practical aspects of teaching reading and writing skills focusing on various 'sub-skills'. Students also consider these aspects of language teaching and learning in the context of the Armenian classroom and incorporate the outcomes into their teaching.Students observe English language classes and their peers during microteaching and learn to give constructive feedback. They learn to understand and analyze lesson plans and materials used in teaching the skills and then develop their own lesson plans and create appropriate materials for different levels of language students.

**TE 303 – Teaching Listening and Speaking (4 credit units)**

This course is a study of theoretical and practical approaches to selecting and developing materials for the teaching and assessing of listening and speaking skills in English. In this class the students explore the practical aspects of teaching listening and speaking skills focusing on various 'sub-skills'. Students also consider these aspects of language teaching and learning in the context of the Armenian classroom and incorporate the outcomes into their teaching. Students observe English language classes and their peers during microteaching and learn to give constructive feedback. They learn to understand and analyze lesson plans and materials used in teaching the skills and then develop their own lesson plans and create appropriate materials for different levels of language students.

**TE 305: Research Methods (4 credit units)**

This course will lay the foundations for the students to learn about various principles and issues regarding research methods in second or foreign language teaching and classroom research. The

course will look at the various viewpoint involved in research, the issues raised by quantitative and qualitative research, how the research program is to be structured and carried out, and how to report findings.

## TE 326  Interlanguage Analysis

One of the ways to improve foreign language teaching that has received great attention is the ability of the language teachers to equip themselves with techniques of identifying the potential problems that originate from the differences between the structure of the mother tongue of the learners and those of the target language, analyze the sources of the problems and offer solutions to the problems. This course is designed to help MA TEF L students in this direction.

## TE 304: Classroom Assessment (4 credit units)

This course focuses on school/classroom-based assessment. It attempts to provide the latest information on the theoretical principles of language assessment and discusses the implementation of the principles in real life practices. The primary focus of the course is on language assessment in classroom context. In addition, the course provides learners with knowledge and skills required for critically examining the existing tests and select or develop appropriate tests for their own academic context.

## TE 306 Practicum

Supervised students teaching with the following goals: improve the effectiveness of EFL teachers, consolidate the theory and practice of teaching methods, help student teachers develop and expand their own teaching/learning techniques, facilitate the integration of new EFL teaching methods, teach and be guided in an authentic EFL class, get constructive feedback and assistance, learn how

to reflect on one's own teaching as a means of improvement, improve time and classroom management in the EFL classroom, practice peer observation.

## TE 322: Current Issues in Applied Linguistics

This course will attempt to promote an informed understanding of the relationship between knowledge, theory and practice in the field of language study as understood in Applied Linguistics. This will encourage students to investigate how various ways of looking at language can influence their thinking about language teaching.

## TE 323: Second Language Acquisition (SLA)

This course will explore the various concepts relating to the learning of a second language (or any language not learned in infancy), in the discipline of applied linguistics usually referred to as "SLA". It will deal with the patterns observed during the learning process across several languages, as well as personal and social factors affecting the process. We will also look at the learner language itself, considering it as a "language" in its own right. We will also consider the differences between SLA in the classroom and SLA in "naturalistic" settings.

## TE 324 Discourse Grammar

This course will discuss the ways the grammatical and rhetorical forms of English are employed to convey various concepts and relationships in written and spoken modes. Discourse cohesion, coherence, and pragmatics will be studied along with many other aspects of discourse grammar. We also look at text analysis as well as various forms of conversation analysis.

## TE 307 New Technologies in TEFL

Once viewed primarily as a domain studying computer-mediated means of learning and teaching languages, this field has expanded to include new tools such as mobile and cloud technologies, and social media. This course will survey current trends and best practices in new technologies specific to the TEFL field. It will provide an overview of related theory and practice in areas of social media and networks, digital video and storytelling, digital games, 3D virtual worlds, mobile technologies, distance and open education resources, and cloud computing specific to TEFL. Students will engage in research, hands-on and material development projects to enhance their practical skills of using technologies fir teaching purposes. They will also learn how to harness the strengths of new technologies to become life-long learners in their profession.

**TE308 English for Specific Purposes (ESP)**

With the growing interest in teaching English for specific purposes around the world, it is imperative that AUA MA graduates develop a sound knowledge of the field. ESP includes many areas such as EAP (English for academic purposes), EOP (English for occupational purposes), EST (English for science and technology), etc. Since in foreign language context like Armenia almost all non English major students study English through ESP programs, it is necessary for the MA TEFL students to understand the concept of ESP and be prepared to serve the needs of the society. Therefore, this new course is offered in the second year of the program.

**TE 309 Curriculum Design**

This course will help students to develop a deeper understanding of the principles and procedures that inform current practices in language curriculum design and how they impact classroom pedagogies. It will also equip students with a variety of theoretical resources and insights for the

formulation and implementation of appropriate language courses. Finally, it will enable students to develop a critical view of the curriculum in the context of Armenia EFL context.

**TE310:Teaching Internship**

Teaching internship in the Experimental English Courses or other venue.  MA TEFL students independently teach one course over several weeks and are responsible for materials design, lesson planning, testing, classroom management, etc.

**TE 341Special topics in TEFL (Teachinng young learners)**

This course introduces students to theoretical principles and practices of teaching and assessing young learners of English ages 2 through 12. The course also covers fundamentals of raising children bi- and multi-lingual from parental and educational perspectives. The content is organized around five modules each covering a range of theoretical and practical topics. The course provides teaching and reflective opportunity to develop entry-level skills to work with young learners. A special emphasis is placed on adjusting pre-service teachers' English to prepare them to work with young learners of English. Students are expected to be familiar with the basic understanding of language, second language acquisition, and foreign language pedagogy

**TEFL 391A/B  MA Thesis/ Paper Preparation (8 credit units**);  TE 390 **Independent Study in TEFL/AL**  (No course description)

Appendix 4

Table 1.1: Participants' answers to the questions 1-12.

| Partici pant | Question | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| | | yes | yes | Speaking and grammar for teachers | No course | yes | Share ideas, learn from each other | no | 4 | nothi ng | To have more hours |
| | 2013 | yes | yes | Writing classes | Admini stration of school | yes | Abundan ce of ideas | no | 4 | - | - |
| | 2010 | yes | yes | Some TEFL Ss should take special speaking courses | CALL | no | - | LAW legislation related to education | 3 | nothi ng | nothing |
| | 2013 | yes | no | Classroom manageme nt | - | yes | Exchang e experien ce and share ideas | Courses with MBA/manage ment | 4 | New tech. in TEF L befor e pract icum to be able to use the kno wled ge | nothing |
| | 2011 | yes | yes | - | - | yes | To | To share | 4 | nothi | nothing |

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| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | exchange knowled ge and experien ce | opinions with different fields | | ng | |
| | 2011 | yes | yes | Advanced speaking course, pronunciation/fluency/accuracy | Drawing courses | yes | I would like to see my progress | Basic management, law, international relationship | 4 | nothing | More organized, observations more organized, Ss more responsible |
| | 2012 | yes | yes | Speaking & writing courses for Ss without linguistic background | Education management | yes | Exchange experience and knowledge | Courses with COE and MBA, to get familiar with the materials for teaching ESP | 4 | Take TEYL course before practicum and independent | To have classes both in EEC and EGP, we can have 8 hours total 4 in EEC (in the same group) and 4 in EGP(in the same group) |
| | 2010 | Yes | Yes | - | - | Yes | - | MBA | 4 | - | - |
| | 2009 | | Yes | - | Translation | Yes | To get familiar with innovations | no | 4 | - | More classes |
| 0 | 2012 | Yes | No | Teaching Speaking | Courses related to | Yes | It is always interesti ng | Technology courses | 3 | Nothing | Nothing |

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| | | | | | Technology | | ng to have classes with different people | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2012 | Yes | Yes | Improving Speaking skills | Culture, Psychology | Yes | While teaching you realize that you need the knowledge that you'll gain in the second year | - | 4 | - | The organization is very bad, it should be improved |
| 2 | 2013 | Yes | Yes | classroom management | I would like to have some computer program and management classes. I am sure, that those classes would help us in our teaching process | Yes | We would have an opportunity to exchange with our experience. | I enjoy the class of ornithology that we have together with other faculties. We could have some management and computer program classes. We would have an opportunity to communicate with each other. | 5 | - | I would prefer to have more classes to teach. |
| 3 | 2013 | Yes | Yes | - | Speaking course with more | Yes | It would be interesting , as 2 nd year | no | 5 | Actually I like all cours | I would prefer to have class withou |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | challenging topics. | | students passed more courses and have more experience. | | | | es which prepare us for the practicum. | their own teacher. But only with our supervising teacher |
| 4 | 2011 | Yes | Yes | Business and Financial English; Legal English | Business and Financial English; Legal English | Yes | Cause I am always open for gaining new skills | Financial banking; risk management; banking legislation | 4 | Classroom assessment and Research methods should be b.p. | number of students in classes |
| 5 | 2012 | Yes | Yes | Pragmatics | Pragmatics | Yes | As a community I would like us to get familiar with each other in academic setting | _Yes, certainly. In fact we had 2 courses (writing and environmental science) where we attended classes with students from other departments. And those courses were beneficial for me. | 3 | Yes, I would like to "Teaching English to Young learners" before the "Practicum" | I would better have more lessons in one class, rather than 1 or 2 lessons in many classes |
| 6 | 2012 | Yes | Yes | I would suggest Pragmatic | Psychology | Yes | To share our experien | Yes! For example courses in | 4 | The course | The pre-organiz |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | course | | | ce and knowledge | Law seem interesting to me and I would like to take. I think everybody needs to have at least small knowledge about law. | | that we taking now TEYL should be moved to pre-practicum | ing par was no good! |
| 7 | 2012 | Yes | No | - | I don't kr | Yes | To communicate with them as well | We took writing course and it was ok. Maybe general courses like that will be fine. | - | - | - |
| 8 | 2012 | Yes | No | Don't want any other course | - | Yes | It will be interesting | We could experience new ideas and points of views | 2 | Some courses need to be taught before practicum, such as TYFL | As a practicm it is very helpful but maybe it would be more helpful to teach more than 7 lessons |
| 9 | 2013 | Yes | Yes | English Grammar, Lexica, (for people whose backgroun | pedagogi psycholo | No | The materials are different and the levels | Yes, as in this case it would be secondry courses like environmental science and it | 4 | Nothing as it is well desig | I would like to be observed only by my |

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| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | d is not English language and they have some difficulties in this program because of that) | | | too | would be interestion to learn different things from each other to be informed not only about our profession. | | | ned | supervising teacher |
| 0 | 2012 | Yes | Yes | Pragmatics | Children's psychology | Yes | | We will get to know each other better, promotion of collaboration | It will again raise collaboration and we will exchange ideas/opinions / info with each other | 4 | - | I would like to teach only 1 class |
| 1 | 2013 | No | Yes | Speaking course | Not sure | Yes | | Share experience, fun and useful practice for 1$^{st}$y.Ss | Yes, exchange knowledge, making friends | 4 | - | - |
| 2 | 2011 | Yes | Yes | Discourse analysis, discourse grammar | Art of translation | Yes | | Some classes will be beneficial, whereas a lot of classes won't. The reason is the difference between their content knowled | Courses that are of general interest are worth to take with other faculties, environmental policy. I'd prefer to organize meeting so that Ss of different faculties could make discussions on different issues | 5 | nothing | nothing |

| | | | | | | | ge | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | | Yes | Yes | Speaking in real-life situations | - | Yes | Share experience, observe them, take what is good and will not repeat what went wrong with them | CIS Ss will help me develop my computer skills | 5 | nothing | More observations |
| 4 | | Yes | Yes | Practicum | TE 302,303,307 real life content | if the classes are the same-yes | | If it's a common course for everybody, yes | 5 | Leave out te 321, study smth more challenging and new | To work with higher level S more |
| 5 | 2004 | Yes | No | - | - | - | - | No | 3 | nothing | |
| 6 | | Yes | Yes | English for Language Teachers | Courses for improving speaking | Yes | They will learn from each other. | No, I wouldn't like to have classes with other faculties. | 5 | nothing | I would like teachers to give their students more freedom. |

| 7 | 2012 | Yes | Yes | - | - | Yes | It would be interesting to have more and hot discussions on different t | Yes, if there are some courses which are relevant for students from different faculties it's interesting to work with students with different professional backgrounds. | 3 | It would be more effective if we have Teaching English to Young Learners before the practicum perhaps it can be replaced with Applied Linguistics course | I like the practic m. No change . |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | 2013 | Yes | Yes | Speaking course where students will have debates around different topics | Business English | no | - | I would like to take some courses to avoid the monotony that exists in our department with regard to some uninteresting and less effective courses | 2 | - | I wouldn't include it at all |

Table 1.2:Participants' answers to the questions 13-18.

| Partici pant | Question | | | | | |
|---|---|---|---|---|---|---|
| | 13 | 14 | 15 | 16 | 17 | 18 |
| | | 16 | 4 | Special teacher training courses | Teacher training | no |
| | | 15 | 4 | - | - | - |
| | | 18 | No idea | No courses to be taken out, add to more electives, psychology & law | no | no |
| | | 15 | 4 | No course | Classroom management | - |
| | | 15-16 | 4 | nothing | - | - |
| | | 12 | 4 | none | none | no |
| | | 10-11 | - | Structure of English, it's much the same stuff as we learned in our undergraduate | Children's psychology | Teaching language skills together 4 is great, though intensive but effective, Interlanguage analysis should be required |
| | | - | 4 | None | - | - |
| | - | - | 3 | None | - | - |
| 0 | | 12 | 3 | Introduction to the structure of English | - | |
| 1 | - | - | 4 | Discourse grammar (A.P.) ,Intro to the structure of English (B.P.) | More courses in Technology | - |
| 2 | - | - | 5 | - | Classroom maagement | |
| 3 | - | - | 4 | Classroom Assessment | - | Actually I like most of the course required in this university |
| 4 | - | 20 | 3 | No one. Each one can be very beneficial | Teaching financial and banking English; teaching  legal English | |

| 5 | - | overall in 2 years of graduate study – 16 courses (10 required, 6 elective) | 4 | Advanced assessment, because "Classroom assessment" is enough. | We could have "Target Language Pragmatics" | |
|---|---|---|---|---|---|---|
| 6 | | 12-13 | 5 | Structure of English and Discourse Grammar. They are useless for MA students, especially whose major is in Linguistics and Pedagogy. | - | - |
| 7 | - | This change is OK and the number of courses are fine | 4 | everything is fine | - | - |
| 8 | - | - | 4 | Current issues in Applied Linguistics (A.P.) I think it is a repetition of what we have learned | No other course | - |
| 9 | - | 10-12 | 4 | introduction to English Structure was fu revision for me what I have died at the B bachelor's degree, maybe it's effective for those who do not have background, it's better to be elective)languag | Psychology for pedagogy, _English language improvement courses (elective | - |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | e assessment (I personally did not get very important knowledge from this course; it's something we gradually learn due to the experience). | | |
| 0 | - | More than 12 | 4 | Discourse grammar. Same concept from the previous courses are repeated | Content-based learning | - |
| 1 | - | 15 | 4 7 1 | none | Classroom management | - |
| 2 | | 3 courses per semester | 4 | Some can be elective, some compulsory | Art of translation | - |
| 3 | - | 16 | 4 | Intro to the structure of English | - | I would like to observe more classes during the practicum and also concentrate on the four skills separately |
| 4 | | - | 4 | Intro to the structure of English - no use | More courses how to develop Ss' 4 skills | More practicum |
| 5 | - | The thing is not in quantity but in quality!_ | 3 | - | - | - |
| 6 | | It depends on what the Ss want to learn | 4 | As I haven't taken all the courses I can't give any answer to both questions. | - | - |

| 7 | | I DON'T KNOW | 4 | None of them, they are all effective. | A course covering different dialects of English language | - |
|---|---|---|---|---|---|---|
| 8 | - | 15-18 | 2 | Intro to TEFL methods, Classroom assessment | I can't say exactly | - |
| 9 | - | - | - | - | - | - |

Table 3:Participants' answers to the effectiveness of the courses.

| PARTICIPANT | COURSE RATINGS | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TE 300 | TE 301 | TE 320 | TE 321 | TE 302 | TE 303 | TE 305 | TE 326 | TE 304 | TE 306 | TE 322 | TE 323 | TE 307 | TE 308 | TE 309 | TE 341 | TE 391 | TE 310 |
| 1 | 4 | 5 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | - | - | 5 |
| 2 | 4 | 5 | 5 | 1 | 5 | 5 | 5 | 4 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 5 |
| 3 | - | 4 | 3 | 4 | 4 | 4 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | - | 5 | - | - | 5 |
| 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | - | 3 | 5 | - | - | - | - | - | - | - | - |
| 5 | 5 | 5 | 4 | 4 | - | - | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 |
| 6 | 5 | 5 | 4 | 5 | 5 | - | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | - | - |
| 7 | 5 | 5 | 5 | 2 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 8 | 4 | 5 | 3 | 4 | 5 | 5 | 4 | - | 4 | 5 | 4 | 4 | | 3 | 4 | | | |
| 9 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | - | 4 | 4 | - | - | - |
| 10 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | - | 5 |
| 11 | 5 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 |
| 12 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 13 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 |
| 14 | | | | | | | | | 4 | 4 | 4 | 4 | 5 | 5 | 5 | | | |
| 15 | 4 | 5 | 5 | 3 | 3 | 3 | 5 | 4 | 4 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 3 |
| 16 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 |
| 17 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | 5 | 4 | 4 | 4 | 3 | 4 |
| 18 | 4 | 5 | 2 | 3 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 4 | 4 | 4 | 4 | | 4 | 5 |
| 19 | 4 | 5 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 2 | 3 | 4 | 5 |
| 20 | 4 | 5 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 21 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | - | 3 | 4 | - | - | - | - | - | - | - | - |
| 22 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 |
| 23 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | - | | | | | | | | | | |
| 24 | 5 | 5 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 |
| 25 | 2 | 2 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| 26 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 3 | 4 |
| 27 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 5 | 5 |
| 28 | 5 | 2 | 4 | 3 | 2 | 5 | 5 | - | 3 | 2 | - | - | - | - | - | - | - | - |
| | 4.38 | 4.62 | 4.17 | 3.6 | 3.72 | 4.26 | 4.4 | 4.13 | 4.0 | 4.5 | 4 | 4 | 4.7 | 4.3 | 4.4 | 4.7 | 4.2 | 4.65 |

Table 6: Participants' answers to the question about the required and elective courses.

| | Course title Ind. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 300 | | 301 | | 302 | | 303 | | 304 | | 305 | | 306 | | 307 | | 308 | | 309 | | 320 | | 321 | | 322 | | 323 | | Sp.t. in A.P | | Sp.t. in tefl | | Ind st in AL | | 391 | | 390 | |
| R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E | R | E |
| V | | V | | V | | V | | V | | V | | V | | V | | V | | V | | V | | V | | V | | V | | | | V | | V | | V | | V | V | |
| | v | v | | v | | v | | | | v | v | v | | | v | | | v | v | | | V | | v | v | v | | | v | | v | | V | | | v | | v |
| v | | v | | v | | v | | v | | v | | v | | v | | | | v | v | | | V | | v | | | v | v | v | | v | | V | | | v | | v |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | | V | | v | v | | v | | v | | v | | V | v | | | v | |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | v | | v | | V | | | v | | v |
| | v | v | | v | | v | | v | | v | | v | | v | | v | | v | | | V | v | | | | v | v | | | v | | v | V | v | | | v |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | | v | v | | | v | v | | v | | V | v | | | v | |
| | v | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | v | | V | V | v | | | v | |
| v | | v | | | | v | | v | | v | | v | | v | | v | | v | | v | | | | v | v | v | | | v | | v | v | | | v | | v |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | v | | V | V | v | | | v | |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | v | | | V | v | v | v | | v | | | v | | v | | v | | | v | |
| v | | v | | v | | v | | v | | | v | v | | v | | v | | v | | v | | v | | v | | v | | | v | | v | | v | | | v | |
| v | | v | | v | | v | | | v | v | | v | | v | | v | | | v | v | | V | v | | v | | v | | v | | v | | v | | | v | |
| v | | v | | v | | v | | v | | v | | v | | v | | v | | | v | | V | v | v | | v | | v | | | v | | v | V | v | | | v |
| v | | v | | | v | | v | v | | v | | v | | v | | v | | | v | | V | v | | v | | v | | v | | | v | | V | v | | | v |
| | v | v | | v | | v | | v | | v | | v | | v | | v | | v | | - | - | v | | v | v | | | v | | v | | V | v | | | v |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 79 | 21 | 96.5 | 3.5 | 86 | 14 | 90 | 10 | 83 | 17 | 93 | 7 | 96.5 | 3.5 | 93 | 7 | 75 | 25 | 83 | 17 | 58 | 42 | 43 | 57 | 79 | 21 | 83 | 17 | 36 | 64 | 43 | 57 | 29 | 71 | 75 | 25 | 78 | 32 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|