



## ARE ELT-PRACTITIONERS PRODUCTS OF IDEAL ELT COURSES? (The Case of Eight Ethiopian Universities)

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### **Abstract**

Given the fact that qualification of an ELT practitioner considerably accounts for the low or high performance of EFL learners, today's ELT world has seen an unprecedented array of ELT courses vis-à-vis qualifications especially at tertiary level. Amid these outnumbering ELT courses, Ethiopian ELT practitioners are flummoxed by two intertwined conundrum. Firstly, they are apprehensive about the recognition of their MA (TEFL) in global scenario. Secondly, they have started realizing in the wake of declining English education that the ELT curricula used in Ethiopian universities do not compete with the curricula of international stature. Hence, the paper limits its scope by setting two objectives: (i) exploring the most preferred ELT qualification globally and see whether 20 % Ethiopian-ELT-practitioners at least have the preferred qualification or not; (ii) finding the pedagogic lacunae between internationally acclaimed ELT curricula and the Ethiopian curricula. The required data were collected through document analysis of online and offline archival artifacts (documents). The data were analyzed using Pareto analysis (80/20%), and descriptive statistics. Under findings, MA (TESOL or/and Applied Linguistics) was found to be the most globally acclaimed ELT qualification but there are far less than 20% Ethiopian-ELT-practitioners who have the same degree. Moreover, the study showed a huge deviation between internationally acclaimed ELT curricula and the Ethiopian curricula. From remedial perspective, the paper forwards apposite recommendations to spread awareness of an ideal ELT curriculum for better prospect of ELT in Ethiopia.

**Keywords:** Ideal qualification, ELT practitioner, Vital Components, TESOL, TEFL.

### **1. Introduction**

Amid escalating use of English as a sole global lingua franca, it will not be an exaggeration to say that English is no more a language; rather, it has become a tool of success in every walk of life. No language, ancient or modern, can be compared with English in respect of its international status (Bhardwaj, 2012). Today, the number of non-native speakers of English is more than the native speakers of the language (Chen, 2009). In line with the growing importance of English, English Language Teaching (ELT) has emerged as one of the most lucrative professions all over the globe. And, Ethiopia is no exception. English in Ethiopia is used more as a foreign language rather than a second language because average Ethiopian believes that they can easily manage their lives without English as English can never be a crutch to survive in Ethiopian society (Jha, 2013: March). Such a mindset in conjunction with linguistic affinity towards mother tongue education has deprived Ethiopian EFL learners of mastering English language adequately, timely, and innately. It is imperative to mention that this paper is an offshoot of an ongoing ethnographic research whose seed was sown in 2011 ensuing eight successive reports: (Jha, 2013: March), (Jha, 2013: April), (Jha, 2013: October-I), (Jha, 2013: October-II), (Jha, 2014: January-I), (Jha, 2013: January-II), (Jha, 2014: February), and (Jha, 2014: March) on causal and remedial insights into degrading English education in Ethiopia.

This paper hypothesizes that linguistic and pedagogic inadequacies of both the Ethiopian ELT practitioners as well as ELT curricula are two emerging factors which can be held responsible for the dismal state of English education in Ethiopia. Both the factors are intrinsically intertwined as they affect each other with their inherent properties. Hence, this paper takes a deeper insight into these two factors from causal and remedial perspectives. Before we take a deeper insight, it is desirable to give a brief overview of literature review to be cognizant of the issues under discussion.

#### **1.1 Literature Review**

In Ethiopian context, the formal English education had begun by 1908 and the teachers of the first three or four decades were entirely expatriates from India, the UK, and the USA until locally trained Ethiopians substituted them Mijena (2012). In 1994, Ethiopian constitution underwent an amendment in which regional languages were permitted to be used as the medium of instruction in Ethiopia (Seidel, 2009). As a result, almost all the states showed their affinity towards mother tongue education which resulted into a trilingual education consisting of mother tongue + Amharic + English (Bogale, 2009). The medium of instruction at the primary level (1<sup>st</sup> to 7<sup>th</sup> grade) is the mother tongue (Amharic, Oromifa, Tigrinya, etc.) with English being taught as a subject; whereas, English became the medium of instruction from secondary to tertiary level (Francisconi, 2012). In recent years, the proliferation of mother-tongue education has caused more harm than good to the end users (students) because mother tongues took the driver's seat and English went on the backseat depriving the learners of learning and mastering English to an optimal level (Jha, 2013: March). Ethiopian EFL learners can be classified into two broad categories: *young* learners at school level and *adult* learners at tertiary level. Based on Krashen & Terrell's (1983) psycholinguistic classification, both young and adult learners can be further classified into five categories: *pre-production*, *early production*, *speech emergence*, *intermediate fluency*, and *advanced fluency*, but the current study is simply concerned with adult learners at tertiary level. The reason of choosing tertiary

level ELT is that tertiary level students are found to have comparatively lower proficiency in English than their counterpart young learners.

Based on a survey report titling “*Which ELT Qualification?*” by Tdol (2012) of 200 adverts extracted from tefl.com, the blog aims to explore highly trusted ELT qualifications for the ELT practitioners of young learners. The survey reports that 100% employers want CELTA; 89% employers want Trinity Cert-TESOL; 78.5% employers want equivalent certificates with 100+ hours of classroom teaching; 37% employers want other ELT qualifications; and 10 % employers do not require teaching qualification. Like Tdol, Jha (2014: March) also brought out a similar finding but it was aimed at exploring ideal ELT qualification(s) for adult learners at tertiary level in global scenario. In Jha’s study, 55 ELT job adverts (for native and non-native countries) were retrieved from the eight legal employment websites to explore the most preferred ELT qualification vis-à-vis course. Jha’s result showed that having merely an academic qualification like (MA/PhD in TESOL / TEFL / TESL / ELT / TEAL / ESOL / English Language / English Linguistics / Applied Linguistics / Linguistics) is not sufficient to be an ELT practitioner. Today’s ELT industry requires practicum-based professional qualification too like Cambridge CELTA / DELTA, Trinity Dip-TESOL, UCLES, etc, from accredited institutions as part of eligibility criteria.

With reference to the aforementioned academic and professional qualifications, it is imperative to reveal that the majority of ELT practitioners in non-native countries do not hold any internationally recognized academic or professional qualification simply because most of the non-native countries do not offer any ELT programme of international recognition. For instance, in Indian context, students of BA and MA English literature are expected to become teachers of English language but they are deprived of a sound training in English Language Teaching (Dhanavel, 2009). In Libyan context, the average ELT practitioner is the product of weak ELT programmes. As for Korea, it is somewhat organized as it has launched a programme called EPIK (English Program in Korea) that targets professional native teachers for tertiary-level ELT (Yook, 2010). As for Japan, it is showing positive reform in English education as the education ministry planned in the last December to bolster English study from elementary to high school from the 2020 academic year in response to globalization (Kameda, 2014). In Ethiopian scenario, the ELT practitioners lack desirable professionalism in ELT more because of unavailability of adequate and appropriate training in ELT. The practice of producing ESL instructors by the unskilled predecessors is forming a vicious cycle or chain of incompetent teachers in Ethiopia (Jha, 2014: February). The receptive and responsive skills of the students are virtually nil. Not to say of active participation in classroom activities, students are often deprived of understanding what they hear from their teachers or read in their textbooks (Bogale, 2009).

Jha (2013: March, & 2014: March) in his long-term ethnographic observation discusses 30 impediments in learning and mastering English for the Ethiopian learners. They are (1) Lack of Integrative-Skills Teaching, (2) Mismatch between Lessons and Levels of Learners, (3) Faulty Methods, (4) Impractical Curriculum, (5) Students’ Incompetence in English, (6) Audio-Visual Teaching Reduced to Nil, (7) Communicative Incompetence of the Teachers, (8) Pedagogic Incompetence of the Teachers, (9) Phobia of English and English Test, (10) Lack of English Exposure outside Classroom, (11) Projection of English as a Subject rather than a Language, (12) Lack of identifying & availing Authentic Study Material, (13) Lack of Task based Interactive Activities, (14) Excessive Impact of L1 and GT Method, (15) The Use of Unscrupulous Handouts, (16) Mother Tongue as the Medium of Instruction, (17) Mother Tongue Affinity, (18) Imbalance between Class Size and Classroom Size, (19) Time Constraint, (20) Teacher-friendly Test, (21) Ego War among Teachers, (22) Low Remuneration Causing Reluctance to Teach, (23) Disrespect towards Teaching Profession, (24) Alien Control of EFL Classroom, (25) Lack of Motivation, (26) Negative Attitude towards English, (27) Faulty Educational Planning and Policy, (28) Poverty, (29) Lack of Ideal ELT Practitioners and Courses, and (30) Late Education and Introduction of English. Of the aforementioned 30 linguistic and non-linguistic impediments, this paper pinpoints the impediment number ‘29’, i.e. *lack of ideal ELT practitioners and courses*.

## 1.2 Statement of the Problem

There is a worldwide belief in academia: “*We teach what we were taught.*” Given this belief, the study hypothesizes that *qualification of an ELT practitioner considerably accounts for the high or low performance of learners in learning or mastering English language.* As for Ethiopian ELT practitioners, Mijena (2012) rightly observes that Ethiopian English language teachers teach what they know, what they have, what they think, and what they believe. They cannot give beyond what they have and what they know. He argues that the poor competence and proficiency in English language can be addressed by improving the quality of English language teachers. Taking cues from Mijena’s statement, this study believes that today’s dismal state of English in Ethiopia is not only due to teachers’ pedagogic and linguistic incompetence, but also due to sloppy ELT curricula at tertiary level. According to a recent finding by Jha (2014:March), the master programme titled *MA in TESOL & Applied Linguistics* is becoming the first choice for the ELT job employers in native as well as non-native countries. But, the Ethiopian universities are content with a single option of lately introduced *MA in TEFL*. The credibility of this programme is under question not only in global but also in local scenario. A prospective Ethiopian applying for a PhD in ELT in England or America is often advised to redo the master programme in ELT prior to pursuing PhD programme from the concerned university. There are three main reasons of undermining Ethiopian TEFL. Firstly, the assigned instructors are either the products of indigenously developed weak TEFL programme who form a vicious cycle or chain of unprofessional ELT practitioners in Ethiopia. Secondly, the prescribed curricula do not cover the vital components of language acquisition, language teaching, language technology, practicum, and intercultural communication. Thirdly, the eligibility criteria of recruiting ELT practitioners are highly faulty. The common practice is to saddle Indian teachers with ELT tasks who themselves are the products of irrelevant ELT qualifications or the products of the heyday of GTM method with English literature background and heavy mother tongue influence. In Ethiopian scenario, both the teachers’ competence and curricula are far below the international standards. Viewing the stated problem, the study sets three pertinent research questions as follows.

## 1.3 Questions of the Study

1. What is the most acclaimed tertiary-level ELT qualification vis-à-vis course in global and local scenarios?
2. Do at least 20% Ethiopian-ELT-practitioners have the internationally acclaimed ELT qualification?
3. What are the pedagogic lacunae between internationally acclaimed ELT curricula and the curricula practiced in Ethiopia?

#### **1.4 Significance of the Study**

This study is a preliminary but pioneering attempt to draw the attention of Ethiopian ELT practitioners, job employers, and the EFL learners towards ideal ELT course plus curriculum for tertiary level ELT. The study, first, intends to keep traditional ELT practitioners abreast of the gap between their conventional qualifications and the current eligibility criteria from global perspective. Secondly, the paper explores 28 vital components of 34 globally accredited ELT curricula and their relevance to the Ethiopian ELT curricula. Thirdly, the paper gives a remedial insight into 13 vital components that are missing in the Ethiopian curricula. Since, tertiary-level ELT in Ethiopia was launched in the form of MA (TEFL) in recent years; this study may prove as a guideline in terms of designing an ideal TEFL curriculum for the universities which are planning to launch tertiary-level ELT programmes.

#### **2. Methodology**

Using case study survey design, this study has used mixed research approach (quantitative and qualitative) as it not only measures quantifiable data but also lays emphasis on interpretation for the qualitative data.

##### **2.1 Subjects and Sampling of the Study**

The subjects for this study were ELT courses (curricula) of randomly selected eight Ethiopian universities (Haramaya, Jimma, Arba Minch, Gondar, Dilla, Mekelle, Addis Ababa, and Ambo) and 34 foreign universities (see table 5). In addition, online archival artefacts of 32 tertiary-level ELT job adverts (see table 1) were also selected as convenience sampling to know the most preferred ELT qualification in ELT job market.

##### **2.2 Data Collection**

This study used only one data gathering instrument: *document analysis* in the form of *online & offline archival artefacts*. Firstly, the data of 32 job adverts were retrieved from eight official websites to know the most preferred academic and professional eligibility criteria for tertiary level ELT. Thereafter, ELT curricula of 34 foreign universities and TEFL curricula of eight Ethiopian universities were comparatively studied to know first the vital components of tertiary-level ELT programmes and to find the pedagogic lacunae between internationally acclaimed ELT curricula and those of Ethiopian curricula respectively. The paper also assessed 15 online documents (ELT news websites, blogs, and forums) to know pertinent issues associated with ELT qualifications and ELT curricula.

##### **2.3 Data Analysis**

All the ordinal data were analyzed quantitatively using frequency and arithmetic mean; whereas the nominal data were analyzed qualitatively using narrative analysis. The study also used Pareto analysis (80/20%) to explore the qualitative essence of the relevant data.

#### **3. Results and Discussion**

This section tries to answer three research questions raised for this study. In response to the first research question, the paper, firstly, presents a brief report on internationally acclaimed ideal ELT qualifications vis-à-vis courses.

##### **3.1 The Most Preferred ELT Qualification(s) in Global and Local Scenarios**

To meet the growing demands of ELT practitioners for tertiary level ELT, a number of universities and private organizations have started offering both academic and professional ELT programmes at certificate, diploma, master, and PhD level under different names like ELT, TEFL, TESOL, TESL, TEAL, Applied Linguistics, English Linguistics, English Language, Cambridge CELTA / DELTA, Trinity Dip-TESOL, and so on so forth. The following figure 1 shows seven major master-level academic ELT programmes.

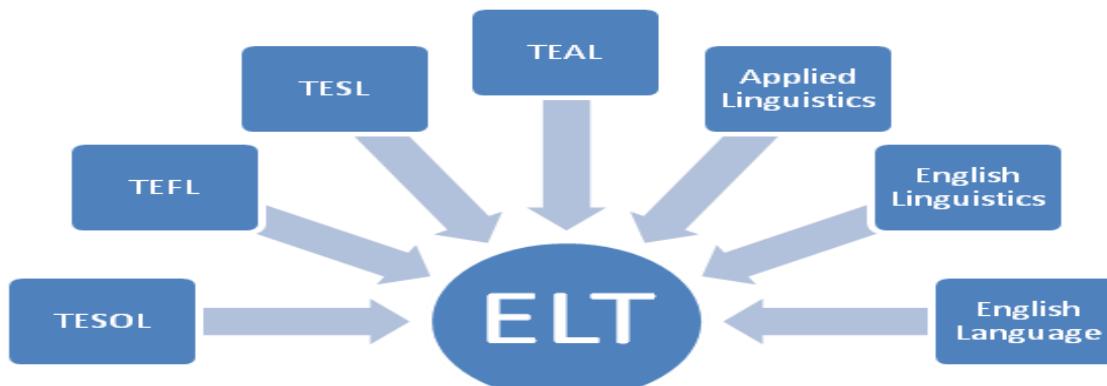


Figure 1: Major Academic ELT Qualifications vis-à-vis Courses

As the figure 1 implies, the core concept of ELT subsumes seven seemingly varied but considerably related courses known by seven different names. In other words, these seven courses are somewhat varied because of slight variation in their curricula and they are related because they all have a common goal of producing ideal ELT practitioners. Viewing

the varied options of ELT programmes as shown in figure 1, it often becomes a mind boggling task for a prospective ELT practitioner to choose an ideal course to be a certified ELT practitioner for tertiary level ELT. Particularly, the first four courses, i.e. (TESOL, TEFL, TESL, and TEAL) are ambiguous to many aspiring ELT practitioners. Therefore, it is desirable to present a distinctive overview of these four courses. According to Heather Carreiro (2010), there is a subtle difference among them as follows.

### **Teaching English as a Foreign Language (TEFL)**

TEFL programs were originally designed to train teachers to teach students in a native English-speaking environment. English as a Foreign Language (EFL) refers to situations where language students use English in countries like America, Canada, the U.K. or Australia. It is assumed that students have English being spoken around them and are immersed in an English language culture. EFL students would include recent immigrants, tourists, and exchange students. Now that the scope of English language learning has widened, new acronyms have been coined to describe the more global usage of English.

### **Teaching English as a Second Language (TESL)**

ESL is currently the most common way to refer to English language learning programs around the world. Terming English as a 'second language' rather than a 'foreign language' changes the focus from learning English to visit or live in English-speaking countries to learning English for the sake of using English anywhere in the world. Whereas EFL curricula may have focused on useful terms for tourists, ESL curricula focus more on everyday language for normal people.

### **Teaching English to Speakers of Other Languages (TESOL)**

With the coining of ESL, teachers were quick to point out that for many students English was not a 'second language,' but a third, fourth or even fifth language. Many English language learners are already bilingual, so referring to English as a 'second language' isn't correct in many cases. Hence ESL became ESOL, and TESL became TESOL. Most Master's level programs are termed MA TESOL as opposed to MA TESL or MA TEFL. TESOL programs tend to be more in depth than basic TEFL or TESL certifications.

### **Teaching English as an Additional Language (TEAL)**

No matter one speaks one, two or even several other languages, English as part of TEAL is considered an 'additional language.' TEAL is the least common acronym of the four, but it seems to be coming in vogue at international schools around the globe. For instance, University of South Wales offers a highly specialized MA in TEAL for those who want to teach English especially to bilingual or multilingual learners. This qualification allows one to gain an understanding of the issues, theory, policy and practice relating to teaching young learners with English as an additional language by using new approaches based on current practices.

Of the aforementioned four ELT programmes, it is desirable to add that TESOL is a general term for the field of English teaching that includes both TESL and TEFL. Above all, the potential employer gives importance to a qualification or course that is blend of aspects like communication, education, pedagogy, English, and linguistics. And, TESOL seems to be the only programme that gives holistic account of all the vital aspects of ELT. TESOL has an edge over the other ELT programmes as it has both theoretical as well as practical orientation (practicum). For instance, Lancaster University website recommends MA (TEFL) for the applicants who have less than 2 years' teaching experience and MA (TESOL) for those who have more than two years' ELT experience (Jha, 2014: March).

Subsequent to the brief overview of TEFL, TESL, TESOL, and TEAL, the paper intends to see the most preferred ELT qualification(s) in response to the first research question. For this, a database of 32 ELT job adverts for tertiary level ELT in native and non-native countries was created (see table 1). It is important to mention that the adverts listed in table 1 were retrieved from the online archives of eight official employment websites: [www.linguistlist.org/jobs](http://www.linguistlist.org/jobs), [www.tefljobsoverseas.com](http://www.tefljobsoverseas.com), [www.eslemployment.com](http://www.eslemployment.com), [www.tefl.net/esl-jobs/esl-jobs.pl](http://www.tefl.net/esl-jobs/esl-jobs.pl), [www.findworkabroad.com](http://www.findworkabroad.com), [www.esljobfeed.com](http://www.esljobfeed.com), [www.jobs.ac.uk](http://www.jobs.ac.uk), [www.esljobfind.com](http://www.esljobfind.com), and [www.eslcafe.com](http://www.eslcafe.com) over the period of past two years.

Table 1. Job Adverts for Tertiary-level ELT Practitioners

Index	Location	Post	Desirable Qualification
1.	Taibah University, ELC, Saudi Arabia	English Language Instructor	MA (TESOL/Applied Linguistics or Linguistics + native like proficiency of English + 3 years exp. at tertiary level
2.	National University of Singapore	Lecturer (Applied Linguistics/TESOL)	PhD or MA in Applied Linguistics, TESOL or a related field + a sound record of teaching at the tertiary level
3.	King Abdul Aziz University, Saudi Arab	English Language Teacher	BA/MA (Applied Linguistics/English) with TESOL/TEFL Certification
4.	University of the West of England, Bristol	Senior Lecturer (English Language)	PhD (English Language/Linguistics+strong research profile +expertise in research methodology+ practicum experience
5.	Dongbei University of Finance and Economics Dalian, P.R.China	Lecturer/ Senior Lecturer of English	MA/PhD in relevant discipline + TESOL certificate + Professional experience in relevant fields in international educational settings would be an advantage.
6.	University of Raparin, Iraq	English Teacher	PhD/MA in TESOL, Linguistics, or TEFL
7.	Nottingham University Ningbo campus, China	Senior Tutor in EAP	ESOL DELTA or MA in ELT/Applied Linguistics qualified (or equivalent)
8.	Lingnan University, Hong Kong	Language Instructor	MA (Applied Linguistics/related discipline) or a diploma-level professional teaching qualification
9.	Al-Maktoum Institute, Saudia Arabia	English Language Coordinator EAP	A recognized qualification in TESOL at diploma level or higher (e.g. DELTA)

Index	Location	Post	Desirable Qualification
10.	Jubail University College, Saudi Arabia	English Language Instructors	BA/MA/PhD (English/Linguistics/TESOL) or English Lit. + CELTA/Trinity TESOL certificate
11.	China, Xi'an Jiaotong Liverpool University	English Language Tutors (C)	MA (Applied Linguistics / TESOL) or a similar type of qualification
12.	Sohar University, Oman	English Teachers	BA/MA (TESL/TEFL/ESOL/English)+ DELTA or CELTA ( <i>Online certificates not acceptable</i> )
13.	Glyndwr University	Senior Lecturer-English	PhD in any area of Applied Linguistics
14.	Kanda University, Japan	English Teacher	M.A. (TESL/TEFL) or some closely related field.
15.	QA business school London	EFL Lecturer	MSc/ MA (TEFL/ESOL) or DELTA
16.	The British Council Qatar	ELT Trainer	MA (TEFL/Applied Linguistics) or (UCLES DTEFLA / DELTA, Cambridge ESOL or Trinity Diploma in TESOL
17.	Northumbria University	Senior Lecturer-English	PhD in English language and/or linguistics
18.	University of Liverpool	University Teacher	TESOL and Applied Linguistics
19.	Soran University, Oman	English Language Teachers	An internationally recognized MA in TESOL qualification and a minimum of two year's teaching experience.
20.	University of St Andrews - English Language Teaching	Programme Director in English Language Teaching	Master in TESOL, Applied Linguistics, or Education + a teaching qualification + significant teaching experience at university level in the UK + Good Administrative Skills
21.	Shanghai University, (SILC)	English Faculty	A recognized TESOL, linguistics or education qualification (e.g. CELTA, Dip Ed) + two years' teaching experience
22.	Hong Kong Baptist University -Department of Education Studies	Associate Professor / Assistant Professor in English	PhD +native like proficiency+expertise in any 2: phonetics, morphology, sociolinguistics, psycholinguistics, pedagogic grammar, literature, written & spoken discourse, semantics
23.	Oxford Brookes University	Asso Lecturer-EAP	A first degree, TEFL Q status (DELTA or equivalent)
24.	HULT International Business School, London	EAP Tutor	A minimum of Master's level, preferably in the area of TESOL/Applied Linguistics
25.	INTO, 438-490, London,	EAP Teacher	DELTA or MA in TESOL
26.	Northumbria University	English Language Lecturer	RSA DELTA, MA in TESOL or an equivalent EFL teaching qualification, plus substantial teaching experience
27.	Newcastle University, Place	General English / EAP Teachers	A relevant qualification (CELTA or DELTA) and teaching experience in higher education or private language schools
28.	University of Nottingham Ningbo, China	Asst. Professor (ELT Applied Linguistics)	PhD in English / Modern English Language / Applied Linguistics, together with excellent research skills.
29.	Technical & Administrative Training Institute, Oman	English Language Lecturers	MA/M.Ed (English/Applied Linguistics /TEFL/ESOL) or BA (English+PG Diploma in EFL/ESL)
30.	<a href="http://eslemployment.com">eslemployment.com</a> for Yanbu, Saudi Arabia	Native English teaching Lecturers	Master's Degree in TEFL/ESOL/Applied Linguistics/English.
31.	Aston University, CELCA	Teaching Associate	RSA CELTA / DELTA+MA (TESOL/Applied Linguistics)
32.	Jazan University, Saudia	Faculty-TESOL/ TEFL	PhD in relevant field

From the available data in table-1, it is clear that recruiters are interested in both academic and teaching qualifications. The difference between academic and professional (teaching) qualification lies in that the former is more theory oriented; whereas the latter is more teaching or practicum oriented (Jha, 2014: March). Academic qualification is mostly preferred for tertiary level ELT; whereas, professional qualification is preferred for all levels of ELT such as school, private language school, business firm, and so on. Given the importance of academic and professional qualifications, today's employers normally set the eligibility criteria for tertiary level ELT in three forms. Firstly, some employers consider the academic qualification as a prerequisite to teach. Secondly, some employers give equal preference to both academic and professional qualifications. Thirdly, some employers seek for professional qualifications only. Based on the frequency count of the adverts in table 1, table 2 presents the degree of preference of the four most preferred academic and professional qualifications with their arithmetic mean as follows.

Table 2. Four most preferred academic and professional qualifications in global scenario

Academic ELT qualifications	Mean	Professional ELT qualifications	Mean
MA/MSc (TESOL or/and Applied Linguistics)	66%	Cambridge (DELTA) /Trinity Dip. TESOL	47%
MA/M.Ed (Linguistics / ELT / TEFL / TESL)	19%	Cambridge CELTA	38%
PhD (TESOL/Applied Linguistics/ Linguistics / ELT / English Language)	13%	Cambridge Diploma (TEFLA)	14%
MA (English Language/Literature)	2%	UCLES	1%

Assessing the mean values of the respective categories in table 2, it is evident that MA (TESOL or/and Applied Linguistics) proves to be the most preferred academic qualification as it shows the highest mean score, i.e. (66%); whereas Cambridge DELTA or Trinity Dip-TESOL proved to be the most preferred professional qualification as it shows the highest mean score of 47%. This finding almost goes in line with the latest finding of Jha (2014: March) on exploring an ideal ELT qualification. Though the conjunction of TESOL and Applied Linguistics is undoubtedly important, it is imperative to decipher the distinction between TESOL and Applied Linguistics in short. TESOL, on the one hand, focuses on pedagogy; whereas, Applied Linguistics usually focuses more on theory and language research (Bagwell, 2012).

As for the preference of academic and professional ELT qualifications or courses in Ethiopia, an MA in TEFL is the sole option of academic qualifications; whereas, Cambridge CELTA offered through British Council is the sole choice of professional qualifications as shown in the following table 3.

Table 3. The most preferred academic and professional qualifications in Ethiopian scenario

Academic ELT qualifications	Professional ELT qualifications
MA/M.Ed (TEFL)	Cambridge CELTA

### 3.2 The Ideal ELT Qualifications vs. Ethiopian-ELT-Practitioners' Qualification

In response to the second research question, the paper now aims to see whether at least 20% Ethiopian ELT practitioners' qualifications compete with the most preferred or internationally acclaimed ELT qualification or not. The notion of using '20%' came from the premise of Pareto Analysis. Pareto Analysis, also known as 80/20, here implies that even 20% of quality teachers may fetch 80% of success for an ELT setup. It is 20% quality that matters in producing 80% of desirable results. But, this does not mean that we should ignore 80% of oddities. The rationale is to have at least 20% of quality teachers to ensure desirable progression of teaching and learning.

The answer of the second research question necessitates two grounds. The first ground is to simply correlate the commonest Ethiopian ELT qualification, i.e. MA in TEFL with the internationally acclaimed most ideal ELT qualification, i.e. MA in TESOL. Though the face value comparison between local MA (TEFL) and global MA (TESOL) may prompt one to say instantly that Ethiopian ELT practitioners do not have internationally acclaimed most ideal TESOL qualification, but they all have the second most preferred ELT qualification, i.e. MA (TEFL) as shown in table 3. Whatever be the case, jumping to any conclusion will be both premature and misleading at this juncture.

It is imperative to pinpoint that it will be unwise to judge the effectiveness of a course or qualification at its face value or by its name. To be more precise, though MA (TESOL) proved to be the most popular or internationally acclaimed ELT programme, it does not mean that other ELT programmes with different names could be of lesser importance. As long as a curriculum is enriching in addressing the core issues of a course, the name of the course is immaterial. Hence, the paper, further, tries to decode the vital components of internationally acclaimed TESOL curricula of 34 universities especially from UK and USA as they are the world leader in ELT education.

### 3.3 Globally Accredited TESOL Curricula (GATC) vs. Ethiopian TEFL Curricula (ETC)

This section tries to answer the third research question. It is, first, desirable to explore the vital components (VCs) of GATC. Secondly, the paper is oriented to compare the VCs of GATC and ETC to show not only the remarkable gap between them but also to ensure the pedagogic strength of ETC. To explore the vital components of GATC, the study first prepared a database of 34 highly acclaimed universities that offer globally acclaimed master level ELT programmes as follows.

Table 4. The most demanding ELT courses available in reputed universities

Index	University	ELT Programme
1.	Anaheim University, Hong Kong	MA (TESOL)
2.	Anglia Ruskin University, UK	MA (Applied Linguistics and TESOL)
3.	APU, Los Angeles, USA	MA (TESOL)
4.	Bath Spa University, UK	MA/MTeach (TESOL)
5.	Columbia University, USA	MA (Applied Linguistics and TESOL)
6.	Durham University, UK	MA (Applied Language Studies for TESOL)
7.	Lancaster University, UK	MA (TESOL)
8.	London Metropolitan University, UK	MA (Applied Linguistics and TESOL)
9.	Macquarie University, Australia	MA (Applied Linguistics with specialization in TESOL)
10.	Michigan State University, USA	MA (TESOL)
11.	Middlesex University, UK	MA (TESOL with Applied Linguistics)
12.	Newcastle University, UK	MA (Applied Linguistics and TESOL)
13.	Northumbria University, UK	MA (Applied Linguistics for TESOL)
14.	Queen's University Belfast, UK	MSc (TESOL)
15.	SIT Graduate Institute, USA	MA (TESOL)
16.	Temple University, Japan	MA (TESOL)
17.	The New School, New York, USA	MA (TESOL)
18.	University of Bath, UK	MA (TESOL) plus Delta
19.	University of Edinburgh, UK	MSc (TESOL)
20.	University of Leeds, UK, (China)	MA (TESOL)
21.	University of Leicester, UK	MA (Applied Linguistics and TESOL)
22.	University of London, UK	MA (TESOL)
23.	University of Manchester, UK	MA (Educational Technology and TESOL)
24.	University of Nottingham, UK	PgDip (TESOL)
25.	University of Oxford, UK	MSc (Applied Linguistics and Second Language Acquisition)
26.	University of Pennsylvania, USA	M.S.Ed. (TESOL)
27.	University of Sheffield, UK	MA (Applied Linguistics with TESOL)
28.	University of Stirling, UK	MSc (TESOL)
29.	University of Sussex, UK	MA (English Language Teaching)
30.	University of Ulster, UK	MA (TESOL) with internship

Index	University	ELT Proggramme
31.	University of Wales, UK	MA (TESOL)
32.	University of Warwick, UK	MA (English Language Teaching)
33.	University of York, UK	MA (TESOL)
34.	Victoria University of Wellington	MA (TESOL)

Subsequent to identifying 34 popular ELT programmes, the study further went into eliciting the distinctive curricular components (modules) of the respective 34 ELT programmes which brought out 102 curricular components with slightly varied nomenclatures. Since the explored set of 102 components had a tendency of overlapping with one another due to seemingly similar nomenclatures, all the components were assessed in terms of their thematic and pedagogic relatedness in order to get a clear picture of most frequent (compulsory) and elective components. In doing so, 28 distinctive components were found and they were named as *vital components* (VCs). With respect to 28 globally acclaimed vital components, the study, further, tries to compare the 28 VCs with the components of *Ethiopian TEFL curricula* (ETC) by using two variables namely *inclusion of VCs in ETC* and *degree of VCs in ETC* (see column 3 and 4 of table 5). The first variable has been measured through ternary values: (+), (-), and (+/-) which respectively stand for ‘exists’, ‘does not exist’, and ‘exists in mixed state’; whereas, the second variable has been measured in terms of percentage based on frequency count of the concerned components as shown in the following scale. The following scale, for example, implies that if a vital component occurs six times in eight selected ETC, its frequency will be counted as 6 and its respective frequency value will be assigned 60% and so on.

0= 0%	1=10%	2=20%	3=30%	4=40%	5=50%	6=60%	7=70%	8=100%
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Next, the frequency values were equated with ternary values in the following manner.

(i) 0% to 20% = (-), (ii) 30% to 50% = (+/-), and (iii) 60% and above = (+)

Having made the equations between frequency values and ternary values, table 5 lists 28 VCs of GATC in terms of CM (Compulsory Modules), RCM (Restricted Choice Modules), and FCM (Free Choice Module) followed by assigning the values in terms of inclusion and degree of inclusion respectively.

Table 5. Vital Components of GATC and their degrees of inclusion in ETC

28 Vital Components (VCs) of GATC		Inclusion of VCs in ETC	Degree of inclusion in ETC
1.	Application of Linguistics and Literature to Language Teaching <sup>CM</sup>	(+)	100 %
2.	Classroom Management and Observation <sup>RCM</sup>	(+/-)	30 %
3.	Culture and Intercultural Communication <sup>RCM</sup>	(+/-)	30 %
4.	Curriculum Development and Syllabus Design <sup>RCM</sup>	(+)	60 %
5.	Delta Modules <sup>FCM</sup>	(-)	20 %
6.	Designing Web-based Learning Environments and Evaluation <sup>FCM</sup>	(-)	0 %
7.	Discourse Analysis <sup>RCM</sup>	(+)	90 %
8.	Distinguished Lecture Series <sup>CM</sup>	(-)	0 %
9.	English for Specific/Academic Purposes <sup>FCM</sup>	(+)	70 %
10.	English Phonetics (Pronunciation) for Second Language Teachers <sup>FCM</sup>	(-)	10 %
11.	Field-based Experiences (Internship) <sup>CM</sup>	(-)	0 %
12.	Foundations and Current Issues in Bilingual Education <sup>FCM</sup>	(-)	10 %
13.	Investigating Individual Learner Differences <sup>CM</sup>	(-)	0 %
14.	Language Assessment and Testing <sup>RCM</sup>	(+)	90 %
15.	Language System: <i>phonology, lexis, syntax, &amp; pedagogic grammar</i> <sup>RCM</sup>	(+/-)	30 %
16.	Methods of Teaching Second Language Teaching for PreK-12 <sup>CM</sup>	(+/-)	50 %
17.	Master's Thesis <sup>CM</sup>	(+)	100 %
18.	Research Methods in Language Learning <sup>CM</sup>	(+)	90 %
19.	Second Language Acquisition (Learning Principles) <sup>CM</sup>	(+)	90 %
20.	Sociolinguistics of English as a Global Language <sup>RCM</sup>	(+)	80 %
21.	Statistics in Education <sup>FCM</sup>	(-)	0 %
22.	Supervised in & pre-Service Teaching Practicum <sup>CM</sup>	(-)	0 %
23.	Teacher Development for Language and Institutional Improvement <sup>RCM</sup>	(-)	20 %
24.	Teaching and Learning in Diverse Classrooms <sup>FCM</sup>	(-)	10 %
25.	Teaching Four Macro Skills <sup>RCM</sup>	(+)	60 %
26.	Teaching Vocabulary to Second Language Learners <sup>RCM</sup>	(-)	10 %
27.	Technological (Multimedia) Literacy for Language Classroom <sup>RCM</sup>	(-)	20 %
28.	Workshop and Seminar <sup>CM</sup>	(+)	60 %

The data contained in table 5 reveal several striking facts as to the status of ELT curricula in global and Ethiopian scenarios, but the following discussion looks into nine most pertinent facts as follows.

1) It is desirable first to encapsulate the seemingly varied 28 VCs of GATC into six broader constituents of an ideal ELT curriculum.

- a. **Theoretical Constituent:** Theoretical constituent contains modules like *Learning Principles of Second Language Acquisition, Application of Linguistics and Literature to Language Teaching, Language System, Sociolinguistics, Culture and Intercultural Communication*, etc.

- b. **Assessment Constituent:** Assessment constituent contains modules like *Investigating Individual Learner Differences*, *Language Assessment and Testing*, Designing Web-based Learning Environments and Evaluation, etc.
  - c. **Practicum Constituent:** Practicum constituent contains modules like *Supervised in & pre-Service Teaching Practicum*, *Delta Modules*, *English Phonetics (Pronunciation) for Second Language Teachers*, *Teacher Development for Language and Institutional Improvement*, etc.
  - d. **Curricular Constituent:** Curricular constituent contains modules like Curriculum Development and Syllabus Design, Developing Authentic Materials for ESP, EAP, and EOP.
  - e. **Research Constituent:** Research constituent contains modules like Research Methods in Language Learning, Master's Thesis, Statistics in Education, etc.
  - f. **Forum Constituent:** Forum constituent contains modules like Distinguished Lecture Series, Workshop and Seminar, etc.
- 2.) It is noteworthy in table 5 that only 36% (10) VCs are being fully used as part of ETC as denoted by (+); whereas, 46% (13) VCs are not being used as part of ETC as denoted by (-). There are 18% (5) VCs which are partially used in ETC (as denoted by +/-).
- 3.) Of the aforementioned six broader constituents, practicum segment is of paramount concern in global scenario; whereas Ethiopian curricula, though, claim to offer practicum, the truth is far from reality. It is noteworthy in table 5 that almost half of the 13 missing (-) components relate to practicum which substantiate that Ethiopian TEFL curricula are more focused on theoretical nuances of English language teaching. For lack of pedagogical worth (practical orientation) of an ELT course, the would-be ELT practitioners not only fumble in delivering appropriate lessons but also face humiliation during job interview by the recruiters for their practicum-less ELT degrees.
- 4.) As for the inclusions of 28 VCs of GATC in ETC, it is noteworthy that the VCs of GATC offer three options: (i) up to four compulsory modules (CMs), (ii) six restricted choice modules (RCMs) from which one can choose up to three modules, and (iii) at least fifteen free choice modules (FCMs) from which one can choose up to three modules as part of an ELT course. On the other hand, Ethiopian curricula are highly restricted in terms of opting for modules of CM, RCM, and FCM. As a result, the Ethiopian students are bound to study typically 11 modules at most. Thus, the aspiring ELT-practitioners are deprived of specializing in many FCMs and RCMs.
- 5.) As for the duration of the master programme in ELT, most of the foreign universities offer one year MA in TESOL with maximum 12 modules; whereas, all the Ethiopian TEFL programmes run over the period of two years in which 11 modules are taught at most. Since, Ethiopian ELT programmes run over two years, they are more viable to include almost all the 28 VCs as compulsory or elective modules; or else, minimal account of the vital components can be easily infused into the existing modules in condensed form.
- 6.) Out of 13 missing VCs in ETC, there are four VCs namely *Investigating Individual Learner Differences*, *Supervised in & pre-Service Teaching Practicum*, *Field-based Experiences (Internship)*, and *Distinguished Lecture Series* whose immediate inclusions in the ETC are inevitable as their absence not only produces unprofessional ELT practitioners but also keeps them at bay in terms of exchanging worldwide views on ELT. For lack of *Distinguished Lecture Series*, the average Ethiopian ELT setup lacks a platform of sharing ideas with distinguished ELT practitioners of international stature. The average ELT practitioners do not keep themselves abreast of ongoing worldwide developments in ELT which make them less proficient in helping the learners master English enjoyably and timely (Jha, 2014: January).
- 7.) There is a need to ponder over index 13, i.e. *Investigating Individual Learner Differences* whose degree of inclusion in ETC is 0% (See table 5). It should be noted that learners have varied degrees of linguistic proficiency labeled with levels like *Beginner*, *Pre-elementary*, *Elementary*, *Upper-elementary*, *Pre-intermediate*, *Intermediate*, *Upper-intermediate*, *Advanced*, *Very advanced*, and finally *Proficiency level*. In Ethiopian classroom, it has been observed that neither the teachers try to identify the levels of the learners nor have the course contents or activities been designed in such a way that could fit with a particular level of learners (Jha, 2014: February). As a result, the underperforming learners are often unable to cope with the desirable progression of learning and mastering the language.
- 8.) For lack of *Supervised in & pre-Service Teaching Practicum* and *Field-based Experiences (Internship)*, the Ethiopian students do not get opportunity of making their theoretical competence (of instructional and evaluation methods) functional by engaging themselves in supervised real-life teaching of at least 100 hours by using different educational technologies such as computer and other multimedia followed by forum discussions pertaining critical issues of teaching and learning.
- 9.) Nativity is emerging as a growing criterion in the ELT industry nowadays as 12.1 % job adverts in table 1 clearly specify nativity as an obligatory component for an ELT practitioner. Given this, an FCM module titled *English Phonetics (Pronunciation) for Second Language Teachers* (index 10 in table 5) should be made a compulsory module in ETC.

#### 4. Conclusion

The crux of this paper was to answer three research questions by exploring (i) the most preferred ELT qualification(s) in global and local scenarios; (ii) the relevance of ideal ELT qualification(s) to the qualifications of Ethiopian ELT-practitioners; (iii) the pedagogic gap between globally accredited ELT curricula and the Ethiopian TEFL curricula. Summarizing the results, four major findings are apt to be reiterated here. Firstly, the master programme *MA in TESOL and/or Applied Linguistics* proved to be the most preferred academic ELT qualification in global scenario due to its blending of theoretical and practical components. Secondly, the potential recruiters not only seek academic qualification but more importantly professional qualifications. In this regard, Cambridge DELTA and Trinity Dip-TESOL proved to be the most preferred professional qualifications. Thirdly, though the Ethiopian ELT practitioners do

not have internationally acclaimed TESOL qualification, their qualifications are closer to the second most preferred ELT qualification, i.e. MA (TEFL). In this regard, it is imperative to add that attributing any nomenclature to an ELT programme is substantially immaterial. What matters more is the course contents, i.e. curriculum rather than the name of the course. Lastly, Ethiopian TEFL curricula are in urgent need of reform as it fairly lacks 28 vital components of an ELT curriculum. For this reform, a further attempt is needed to take a deeper and comprehensive insight into the sub-components or units of each module of Ethiopian TEFL curricula. Prior to including any components in an ELT curriculum, their effectiveness should be judged in terms of their pedagogic worth in Ethiopian context.

It is true that eligibility criteria for an ELT practitioner vary considerably from country to country and sometimes within the same country among employers. It is also true when there is a high demand of teachers and no statutory requirements, employers may accept otherwise unqualified candidates, but Ethiopian recruiters often fail to recruit right candidates for tertiary-level ELT. Viewing the diverse socio-cultural and linguistic environments of Ethiopia, the need arises to design an ELT curriculum which may produce ideal ELT practitioners with deeper understanding of language acquisition, pedagogic skills, language technology, and intercultural communication that may boost them to become global citizens. To counteract the aforementioned nine issues, the paper forwards nine apposite recommendations to upgrade Ethiopia's state of ELT in general and TEFL curricula in particular.

#### **4.1 Recommendations**

- A. Viewing the rising demand and importance of *MA in TESOL or/and Applied Linguistics* in global scenario, Ethiopian ELT departments should also contemplate on introducing the similar programme with similar course components.
- B. Someone rightly said "*Learning to teach without classroom practice is like learning to drive without ever encountering traffic*". Hence, *teaching practicum* and *internship* should be given top priority during tertiary level ELT programme. Since practicum is given least attention in ETC, a balance needs to be struck between theoretical and practicum constituents to meet the holistic needs of the teachers and learners not only from psycholinguistic perspective but also from socio-cultural perspective.
- C. More and more models of ELT curricula need to be studied to elicit effective components (modules) for effective teaching and learning. For instance, the ELT curricula models of *principles-based approach* proposed by Mahboob & Tilakaratna (2012) and the SOKA University's *MA in International Language Education (ILE): TESOL* may prove a useful base in designing an ideal ELT curriculum.
- D. The recruiters should not judge the worth of an ELT certificate by its face value in terms of its name. A transcript or a testimonial does not necessarily ensure one has a good grasp of English or one can teach English. Despite having over-inflated qualifications in ELT, there are plenty of people who are poor at spelling, grammar, and phonological aspects (stress and intonation) of the language. Hence, the recruiters should not only examine the candidates' curricula but also examine the candidates' potential of teaching by inviting them to deliver a couple of lectures on any complex aspects of English language.
- E. The ELT practitioners' eligibility should also be judged in terms of their quality of research and publication records on ELT issues rather than merely focusing on criteria like qualification, nativity, etc.
- F. It is noteworthy in table 5 that almost all the internationally recognized ELT courses are concentrated within the native countries. Viewing the growing demands of ELT practitioners in non-native countries, the aforementioned ELT courses need to be widely diffused in non-native countries as well. To diffuse ideal ELT programmes in Ethiopia, the ministry of education should come up with a proposal of collaborating with the leading foreign departments of TESOL; or else, the foreign universities should be solicited to open sister branches of their ELT setups in Ethiopian universities.
- G. To give a professional edge to the current TEFL programme, DELTA module should be included as part of the concerned curriculum.
- H. Along with master's thesis, a teaching internship of 100+ hours should be made compulsory for the successful completion of the course.
- I. Though, ESP and EAP are already part of ETC, the need arises to include EOP (English for Occupational Purpose) in particular in order to lay more narrowed focus on grooming a learner to accomplish a particular academic and professional task. ESP and EOP concentrate more on language in context than on teaching grammar and language structures (Ahsan, 2009).

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