



**Ministry of Higher Education and
Scientific Research
Scientific Supervision and Scientific
Evaluation Apparatus
Directorate of Quality Assurance and
Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

Department of English

2025-2026

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills, so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing academic programs and course descriptions to ensure the proper functioning of the educational process.

CONCEPTS AND TERMINOLOGY:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

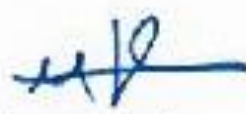
Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description for Graduate Studies – Master's Degree in TEFL for the Academic Year 2025/2026

University Name:	Wasit University
Faculty/Institute:	College of Education for Human Sciences
Scientific Department:	Department of English
Academic or Professional Program Name:	Master's Degree in Education in English Language- TEFL
Final Certificate Name:	Master's Degree in Education- TEFL
Academic System:	Courses
Description Preparation Date:	01/ 09 / 2025
File Completion Date:	05/ 09/ 2025



Signature 
Head of The Department

Prof. Dr. Hashim A. M. Al-Husseini
 Date: 01/ 09 / 2025
 Hashim A.M. Alhusseini
 Head of English Department

Signature 
Deputy Dean of Academic Affairs

Prof. Dr. Nasser Wali Freih
 Date: 05/ 09/ 2025
 Prof. Dr. Nasser Wali Fary
 Deputy Dean For Academic and Postgraduate Affairs

The file is checked by: The Scientific Committee of English Department

Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department
Instr. Dr. Ali Hussein Gharghan

Date: 15/ 09/ 2025

Signature:


 Instr. Dr. Ali Hussein Gharghan
 Director of the Quality Assurance and University Performance Department

Prof. Dr. Mahmoud Hamoud Arrak Al-Quraishi
 Approval of the Dean
 Prof. Dr. Mahmoud Hamoud Arrak
 Dean of the College of Education
 Humanities

1. Program Vision

The MA in TEFL program envisions establishing a center of excellence for advanced language pedagogy, fostering innovative research and critical engagement with global teaching methodologies. It aims to cultivate reflective practitioners who possess deep theoretical knowledge and practical expertise to address diverse learner needs in multicultural educational contexts. Ultimately, the program strives to produce leaders in English language education who drive pedagogical innovation and contribute to the advancement of linguistic proficiency worldwide.

2. Program Mission

The MA in TEFL program is dedicated to providing rigorous training in applied linguistics and pedagogy, equipping educators with advanced theoretical frameworks and evidence-based teaching strategies. It emphasizes the development of critical reflective practice, curriculum design, and assessment literacy, preparing graduates to address diverse learner needs in global educational contexts. Ultimately, the mission fosters ethical leaders in language education who contribute to scholarly discourse and enhance English language proficiency through innovative, culturally responsive instruction.

3. Program Objectives

The program establishes a robust linguistic foundation and pedagogical competence, enabling educators to master student-centered methodologies and design effective, technology-integrated lessons. It emphasizes Second Language Acquisition theory and assessment literacy, equipping teachers to facilitate diverse learner needs through scaffolding, valid evaluation, and constructive feedback. Finally, it cultivates ethical professional leaders who engage in reflective practice and classroom research, fostering inclusive and effective learning environments through supervised practical experience.

4. Program Accreditation

The program has not yet received programmatic accreditation, but it is seeking to get it after fulfilling the necessary requirements.

5. Other external influences

The academic program of the above course is influenced by and adopts the demands of the labor market, including innovations in education, the outputs of schools and educational institutions in the country, and the impact of modern technologies such as artificial intelligence, leading to periodic modifications of its programs and curricula as mentioned.

6. Program Structure

<i>Program Structure</i>	<i>Number of Courses</i>	<i>Credit hours</i>	<i>Percentage</i>	<i>Reviews*</i>
<i>Department Requirements</i>				
<i>Summer Training</i>				
<i>Other</i>				

** This can include notes whether the course is basic or optional.*

7. Expected learning outcomes of the program

Knowledge	
Cognitive goals	The program ensures advanced linguistic proficiency and mastery of Second Language Acquisition theories, enabling accurate structural analysis and application of learner-centered principles. It further cultivates expertise in critically evaluating methodological frameworks and designing curricula aligned with international standards through rigorous needs analysis and material development.
Skills	
Skills objectives that related to this program	The program cultivates expertise in instructional planning, classroom management, and assessment literacy, ensuring the effective integration of language skills and constructive feedback. It further emphasizes technological integration and pedagogical adaptability, enabling educators to accommodate diverse learning styles and foster autonomous, inclusive learning environments.
ethics	
	The program upholds cultural sensitivity and inclusivity, ensuring equitable access to learning while respecting diverse backgrounds and promoting intercultural competence. It further emphasizes professional integrity and reflective practice, fostering academic honesty, continuous development, and collaborative contribution to the educational community.

8. Teaching and Learning Strategies

The program employs communicative and task-based methodologies alongside scaffolding and differentiated instruction to foster meaningful interaction and accommodate diverse learner needs. It further integrates technology-enhanced learning with reflective practice and peer collaboration, cultivating adaptive educators capable of creating engaging, autonomous, and professional learning environments.

9. Evaluation methods

1. Daily, semester and final written exams.

2. Conduct daily oral or written tests.
3. Attendance, non-absence, and behavior in class.
4. Oral exams.

10. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof. Dr. Fares Kazem Taima	English Language	Methods of teaching			Staff	
Prof. Dr. Qasim Hammadi	English Language	Methods of teaching			Staff	
Asst. Prof. Nour Hamid Majeed	English Language	Methods of teaching			Staff	
Asst. Prof. Muhammad Abd Saleh	English Language	Methods of teaching			Staff	
Asst. Prof. Hussein Kamer Karam	English Language	Methods of teaching			Staff	

Professional Development
Mentoring new faculty members
Directing new faculty members to pay attention to developing their academic capabilities and directing them to take into account individual differences among students and the need to pay attention to scientific research by holding periodic meetings with them between the department administration and members of the department's higher committees.
Professional development of faculty members
The department presidency communicates with faculty members by holding periodic meetings of the department, scientific committees, and other committees, and preparing a mechanism for workshops and internal and external participation for the purpose of accomplishing the required scientific and research requirements by adopting the directives of the dean of the college and the university presidency as a work platform in the department.

11. Acceptance Criterion
The standard for accepting students depends on the central admission system approved by the Ministry of Higher Education and Scientific Research by adopting the student's desire, general average grade, and English language grade for MA study in linguistics, in addition to

a competitive exam.

12. The most important sources of information about the program

1. Education and textbooks
2. Electronic sources
3. The public library and the department library
4. Workshops, seminars and conferences

13. Program Development Plan

For the purpose of developing the program for the English Department, it is necessary to use advanced technology in the educational process in giving lectures, in creating events, or in the method of evaluating students' products, both, because technology has an effective role in facilitating all of the above, in addition to the fact that it reduces the time needed to conduct activities and events.

Program Skills Outline															
				Required program Learning outcomes											
Year/L evel	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B3	B4	C1	C2	C3	C4
	UWA26 - EDH-ENG-TEFL-MA-A-501	Curriculum			✓		✓		✓	✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-A-502	Approaches and Methods in Teaching			✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH-ENG-TEFL-MA-A-503	Applied Linguistics			✓	✓	✓			✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-A-504	Educational Research & Plagiarism			✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH-ENG-TEFL-MA-A-505	Assessment and Evaluation in ELT		✓	✓	✓	✓	✓	✓	✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-B-501	Curriculum ESP			✓		✓		✓	✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-B-502	Modern Orientations in Teaching English			✓			✓	✓	✓	✓		✓	✓	✓
	UWA26 - EDH-ENG-TEFL-MA-B-503	Psycholinguistics			✓	✓	✓			✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-B-504	Pedagogical Grammar			✓	✓	✓	✓	✓	✓	✓			✓	✓
	UWA26 - EDH-ENG-TEFL-MA-B-505	Discourse Analysis in ELT		✓	✓	✓	✓	✓	✓	✓	✓				✓
	UWA26 - EDH-ENG-TEFL-MA-B-506	Seminar			✓		✓		✓	✓	✓				✓

MA in TEFL

1st Course

Academic Program and Course Description Guide

1. Course Name:	Curriculum
2. Course Code:	UWA26 – EDH – ENG – TEFL – MA -A - 501
3. Semester / Year:	2025-2026
4. Description Preparation Date:	-09-20251
5. Available Attendance Forms:	In-Person
6. Number of Credit Hours (3) / Number of Units (3)	45H
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Dr. Qasim Hammadi Al Ibadi Email: qhammadi@uowasit.edu.iq
8. Course Objectives	This course is allotted to 1. Provide the MA Candidates in ELT with the comprehensive and thoroughly documented overview of the foundations, principles, and issues of curriculum. 2. Present the areas of study outside curriculum that have an impact on the field 3. The means and methods used in reflecting about the totality of curriculum and in designing, developing, implementing, and evaluating curriculum. 4. To enable students to design curriculum and considering the sources of The curriculum. 5. Highlights the most prominent and recent theories in ELT curriculum. 6. To teach students how to develop and evaluating curriculum.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of teaching concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding and using authentic material. • Structured Presentations: Each session will follow a well-structured format, introducing the teaching concepts, providing explanations and practice, and then applying lesson into student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include

	group discussions, pair work, quizzes, and games focused on applying teaching activities. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the teaching concepts in class. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online teaching exercises, YouTube programmes , interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.
Strategy 3	Independent Learning: Textbook Work: Students will be assigned exercises and activities directly from the Undergraduate Practicum Course • Textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and teaching applications many skills. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or practising teaching, teaching four language skills in addition to vocabulary and grammar.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The Field of Curriculum	Curriculum Foundations, Principles , and Issues, Ch. 1	In-Person Lecture	Exam
2	3	Defining Curriculum and Recognizing its Influence	Curriculum Today, , Ch. 1	In-Person Lecture	Exam
3	3	Approach , Design , Procedure. Two Traditions. Language Curriculum	The EL Curriculum design Innovatio and Managemen Chs. 1,2,	In-Person Lecture	Exam

		Values and Options			
4	3	Philosophical Foundations of Curriculum	Curriculum Foundations, Principles and Issues, Ch. 3	In-Person Lecture	Exam
5	3	Historical Foundations of Curriculum	Curriculum Foundations, Principles, and Issues, Ch. 3	In-Person Lecture	Exam
6	3	Psychological Foundations of Curriculum	Curriculum Foundations, Principles, and Issues, Ch. 4	In-Person Lecture	Exam
7	3	Social Foundations of Curriculum	Curriculum Foundations, Principles, and Issues, Ch. 5	In-Person Lecture	Exam
8	3	Selecting , Sequencing , Organizing and Prioritizing Content	Curriculum Today, , Ch. 8	In-Person Lecture	Exam
9	3	Curriculum Design	Curriculum Foundations, Principles, and Issues, Ch. 6	In-Person Lecture	Exam
10	3	Language Curriculum Design: Process and Management	The ELT Curriculum design , Innovation and Management. Ch. 8	In-Person Lecture	Exam
11	3	Curriculum Development	Curriculum Foundations, Principles, and Issues, Ch. 7	In-Person Lecture	Exam
12	3	Curriculum Implementation	Curriculum Foundations, Principles, and Issues, Ch. 8	In-Person Lecture	Exam
31	3	Curriculum Evaluation	Curriculum Foundations,	In-Person	Exam

			Principles, and Issues, Ch. 9	Lecture	
41	3	Evaluating the Curriculum	Curriculum Today, , Ch. 11	In- Person Lecture	Exam
15		Final exam			
11. Course Evaluation					
• Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback and improvement. • Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts. • Criticizing videos: The students will be asked to evaluating videos and programs of English language teaching. • Class Participation: asking students to practise teaching four language skills and teaching grammar and vocabulary in the class in addition to preparing lesson plan . The teacher will evaluate students' performance .					
12. Learning and Teaching Resources					
1. Curriculum Foundations, Principles, and Issue			Allan C. Ornstein St. John's (2017).		
2.The ELT Curriculum design , Innovation and Management			Ronald B. White,(1999).		
3. Curriculum Today.			David G. Armstrong,(2003).		
4. Books and articles surveyed by the students.					
5.Electronic References, Websites					

M A in TEFL

1st Course

Academic Program and Course Description Guide

1. Course Name:					
Approaches and Methods in Teaching English					
2. Course Code:					
UWA26 - EDH-ENG-TEFL-MA-A-502					
3. Semester / Year:					
6-2025 202					
4. Description Preparation Date:					
5 1\09\202					
5. Available Attendance Forms:					
In-person lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours /3 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Noor Hameed Majeed					
Email: noorhameed@uowasit.edu.iq					
8. Course Objectives					
:By the end of this course, students will be able to					
1. Describe and compare the historical development of major language teaching methods and approaches, including their theoretical foundations, key principles, and classroom practices.					
2. Analyze and evaluate the strengths, limitations, and appropriate applications of various language teaching methods and approaches.					
3. Apply principles and techniques from different teaching methods/approaches to design effective lesson plans and materials for diverse language learners and contexts.					
4. Develop a personal teaching philosophy that integrates insights from various methods and approaches.					
5. Critically reflect on their teaching practices and make informed decisions about appropriate methods and techniques.					
9. Teaching and Learning Strategies					
Strategy		- Interactive Lectures and discussions, interactive questions, and collaborative learning activities: presentation, peer feedback.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	3	A conceptual framework for language teaching	Introductory lecture: A conceptual framework for language teaching	Lecture and discussion	Discussion participation and assignments

2.	3	Describe the field of human learning: importance and basic concepts	Human learning	Lecture and discussion	discussion participation and assignments
3.	3	Describe the field of learning and teaching theories: basic principles, applications, and critiques of each selected theory.	Language learning theories I	Lecture and discussion Interactive questions	discussion participation and assignments
4.	3	Describe the field of learning and teaching theories: basic principles, applications, and critiques of each selected theory.	Language learning theories II	Lecture and discussion Interactive questions	discussion participation and assignments
5.	3	understand the effect of Individual learner differences on the process of teaching and learning.	Individual learner differences	Lecture and discussion	discussion participation and assignments
6.	3	Understand language learning strategies	Language learning strategies and strategies based-instructions	Lecture and discussion	discussion participation and assignments
7.		A brief	Historical	Lecture and	discussion

		history of early development in language teaching	perspectives on language teaching	discussion	participation and assignments
8.		Understand the context of teaching	Contextual factors in language teaching	Lecture and discussion	discussion participation and assignments
9.	3	Understand their Principles, techniques, and appropriate applications Strengths, - limitations, and critiques	Current Approaches I	Lecture and discussion Peer feedback	discussion participation and assignments
10.			Mid-term exam		
11.	3	Understand their Principles, techniques, and appropriate applications Strengths, - limitations, and critiques	Current Approaches II	Lecture and discussion Peer feedback	discussion participation and assignments
12.	3	Understand their Principles, techniques, and appropriate applications Strengths, - limitations, and critiques	Principles-based teaching	Lecture and discussion Peer feedback	discussion participation and assignments
13.	3	Understand their Principles, techniques, and appropriate	The post-method- Era	Lecture and discussion	discussion participation and assignments

		applications			
14.	3	Describe the teaching and learning environment in post-method-Era	Teaching and learning environment in post-method-Era	Lecture and discussion	discussion participation and assignments
15.	3	Describe the using of technology in language teaching	Technology in language teaching	Lecture and discussion	discussion participation and assignments
11. Course Evaluation					
-Written exams - Daily participation and assignments -Term paper			30 Marks		
-Final exam			70 Marks		
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			-----		
Main references (sources)			1. Brown, H. Douglas. (2014). Principles of Language Learning and Teaching. 6th ed., Pearson Education. 2. Brown, H. Douglas. (2000). Principles of Language Learning and Teaching. 4th ed., Longman. 3. Brown, H. Douglas. (2001) Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd ed., Longman, 2001. 4. Richards, Jack C., and Theodore S. Rodgers. (2010). Approaches and Methods in Language Teaching. 2nd ed., Cambridge University Press. 5. Larsen-Freeman, Diane, and Marti Anderson. 2011). Techniques and Principles in Language Teaching. 3rd ed., Oxford University Press. 6. Hadley, Alice Omaggio. (2003). Teaching language in context. 3rd ed., Heinle & Heinle.		

	7. Kumaravadivelu, B. (1994). Understanding Language Teaching: From Method to Postmethod. Routledge.
Recommended books and references (scientific journals, reports...)	1. Harmer, Jeremy. (2015). The Practice of English Language Teaching. 5th ed., Pearson Education. 2. https://academic.oup.com/eltj
Electronic References, Websites	1. 2. TESOL Quarterly." TESOL International Association, www.tesol.org/read-and-publish/journals/tesol-quarterly . 3. "Language Teaching Research." SAGE Journals, http://journals.sagepub.com/home/ltr 4. http://www.journals.elsevier.com/system

M A in TEFL
1st Course
Academic Program and Course Description Guide

1.Course:					
Applied Linguistics					
2.Course Code:					
UWA26 - EDH-ENG-TEFL-MA-A-503					
3.Term/ Academic Year:					
Course/ M.A. in TEFL 2025-2026					
4.Date of Course Preparation					
1/09/2026					
5.Attendance Form:					
In-person lectures					
6.Credit Hours/ Total Hours:					
15 hours					
7.Course Administrator (in case of multiple administrators, please state with emails)					
Asst. Prof. Hussein Gumar Karam Email: hkaram@uowasit.edu.iq					
8.Course Objectives					
This course provides an in-depth exploration of the field of applied linguistics. Applied linguistics is an interdisciplinary subfield of linguistics that deals with all aspects of linguistic theory. It focuses on the practical application of linguistic theory in areas such as language teaching, language policy, second language acquisition, sociolinguistics, language testing, and discourse analysis. The course is designed to enable students to critically engage with current issues and research in applied linguistics, applying theory to solve real-world language-related problems.					
9.Learning and Teaching Strategies					
1. Paper tests 2. Lectures 3. Slide show 4. Quizzes 5. Lecture participation 6. Summarization of articles and research papers Extracurricular activities					
10.Course Structure					
Week	Hours	Required outcomes	Unit/ topic	Learning/ Teaching technique	Evaluation technique
1 st , 1, Sep.2025	3	Introducing AL; History, Definitions, Themes, and Approaches	Chapter one	Lecture	In-Class actions and tests
2 nd , 8 Sep.2025	3	L2 acquisition: Strategies, Techniques, Advantages, and	Chapter four	Lecture	In-Class actions and tests

		Challenges			
3 rd , 15 Sep.2025	3	AL and Errors: Types, Causes, Analysis, Obstacles, and Origins	Unit six	Lecture	In-Class actions and tests
4 th , 22, Sep. 2025	3	Interlanguage AL: Contrastive studies, Mother language effect, Transfer, Interference, and Teaching-related conditions	Unit seven	Lecture	In-Class actions and tests
5 th , 29, Sep. 2025	3	AL in specific contexts: LSP, ESP, Courses, and Design	Chapter ten	Lecture	In-Class actions and tests
6 th , 6, Oct.2025	3	Language Learning in Special Contexts; Language learning for specific purposes (LSP) and English for specific purposes (ESP).	Chapter twelve	Lecture	In-Class actions and tests
7 th , 13, Oct.2025	3	Critical Applied Linguistics; Topics: Language and power, social justice in applied linguistics.	Chapter five	Lecture	In-Class actions and tests
8 th , 20, Oct.2025	3	Mid-term Exam		Paper test	In-Class
9 th , 27, Oct. 2024	3	AL and Pedagogical Technologies: Computational linguistics, educational technologies, Hybrid classes, Distance learning, and Mobile platforms	Unit one	Lecture	In-Class actions and tests
10 th , 3, Nov.202 5	3	Language and Identity; Topics: The role of language in constructing identity.	Chapter two	Lecture	In-Class actions and tests
11 th , 10, Nov.202 5	3	AL and psycho-educational issues: Testing, Assessment, Evaluation, and Mentorship	Chapter eight	Lecture	In-Class actions and tests
12 th , 17, Nov.202 5	3	Conceptualizing Learning in Applied Linguistics	Unit seven	Lecture	In-Class actions and tests
13 th , 24, Nov. 2025	3	AL and teaching/learning methodologies: Traditional, Cutting-edge, Method merger, and Eclecticism	Chapter eleven	Lecture	In-Class actions and tests
14 th , 1, Dec.2025	3	Study Skills for Applied Linguistics Students	Unit three	Lecture	In-Class actions and tests
15 th , 8,	3	AL in 21st century: Future	Chapter eight	Lecture	In-class actions

Dec.2025		perspectives, Artificial intelligence, Machine learning, Technologies in language learning and teaching			and tests
11.Course Scoring					
A 100-mark evaluation will be rated as follows; -Pre-final mark out of 30 (5 m. attendance, 15 m. participation, and other activities + 10 m. course tests) -Final paper test (out of 70 marks)					
12.Sources of Teaching and Learning					
Required textbooks, if any;		An Introduction to Applied Linguistics from Practice to Theory by Alan Davies			
Further reading, if any;		Contemporary Applied Linguistics Li Wei and Vivian Cook			
Journals, periodicals, other sources;		Steve.The Handbook of Applied Linguistics Alan Davies and Cath			
Websites, electronic references, online sources;		https://www.google.com/search?q=applied+linguistics&oq=applied+ s_lcrp=EgZjaHJvbWUqBwgJEAAAYgAQyBggaEEUYOTIHCAE ABiABDIHCAlQABiABDIHCMQBABiABDIHCAQQABiABDI CAUQBABiABDIHCAYQABiABDIHCacQABiABDIHCAgQABi BDIHCakQABiABNIBCTE3Mjg0ajBqN6gCALACAA&sourceid =chrome&ie=UTF-8			

M A in TEFL
1st Course
Academic Program and Course Description Guide

1. Subject:	
Educational Research and Plagiarism	
2. Subject Code:	
UWA26 - EDH-ENG-TEFL-MA-A-504	
3. Year/Course	
2026 -2025	
4. Description date	
1-09-2025	
5. Attendance	
in Person	
6. Total Hours	
30 Hour	
7. Instructor	
Asst. Prof. Dr Mohammed Abed Saleh mabdsalih@uowasit.edu.iq	
8. Course Objectives	
This course is designed to help students: 1. Understand the fundamentals of educational research, including its definitions, methods, and fields. 2. Recognize the key processes involved in the role of an educational researcher. 3. Identify plagiarism and how to avoid falling victim to it. 4. Write reports and research papers on topics related to modern teaching methods.	
8. Teaching and Learning Strategies	
1. Instructor • Explanations and Clarifications: The instructor will provide explanations and clarifications of the concept of Educational research, utilizing recent research through explanations of published articles or chapters from books, as well as similar articles and research in the field of specialization. • Structured Presentations: Explanations will be delivered through presentations and the presentation of relevant articles. • Guided Practice: The instructor will ask students to participate by giving a presentation on the topics being taught. E-Learning: Students are required to attend online classes. Researching Resources: Students are required to use technology to search for resources and subscribe to scientific research websites. 2. The Student • Interactive Activities: The student submits the assigned assignment on educational research and plagiarism, according to the topics discussed, and followed by group discussion. • Questions: The student answers questions posed to them about the topics discussed. • Collaborative Learning: Students are asked to participate in discussions of the topics among themselves to promote collaborative learning. E-Learning: Students are encouraged to engage in e-learning through online teaching programs or via interactive whiteboards.	

9.Course structure					
Week	Hours	Required output learning	Topic	Learning Method	Evaluation Method
1	2	Classroom activity and exams	Lecture	The student understands what educational research is, its types, fields, specializations, teaching methods, and the systematic procedures followed by the researcher.	1. Introduction to Educational Research 2. What is Educational Research?
2	2	Classroom activity and exams	Lecture		1. The meaning of the research 2. The nature of the research
3	2	Classroom activity and exams	Lecture	The student understands the meaning of scientific research, which is a systematic process aimed at discovering facts and developing knowledge. They also understand the nature of scientific research, which is explanatory because it focuses on interpreting phenomena and things using a sequential and interconnected set of concepts. Avoid rhyme, complex metaphors, exaggeration, and literary embellishment. 3. Linguistic and scientific precision: Use precise terminology and link each paragraph to a single main idea followed by supporting evidence or examples. 4. Logical sequence: Progress gradually from generalities (introduction and studies) to specifics (research methodology details and results analysis).	Writing Style
5	2	Classroom activity and exams	Lecture	The student learns about plagiarism, which is the theft of other researchers' ideas, texts, or data and attributing them to oneself without proper citation. This behavior is a serious violation of research ethics, undermines the credibility of academic work, and the student also learns about its risks, as researchers	1. plagiarism

				who commit plagiarism is subject to severe penalties.	
6	2	Classroom activity and exams	Lecture	The student understands the forms of plagiarism, which are: 1. Plagiarism: Presenting someone else's entire work or research as your own. 2. Copying: Copying paragraphs or large sections verbatim (word for word) without citing the source. 3. Rephrasing: Rewriting the text by changing some words while maintaining the original meaning and general structure, without acknowledging the author. 4. Plagiarism by Combination (Mosaic): Combining passages and ideas from multiple sources into a single paragraph without citing the original authors.	2.Forms of plagiarism
7	2	Classroom activity and exams	Lecture	The student will learn about the two fundamental methodologies of scientific research: quantitative and qualitative. Quantitative research focuses on measuring phenomena and converting them into generalizable statistical data, while qualitative research explores the motivations behind human behaviors and experiences in depth through descriptive data to understand "cause" and "how." The student will also learn about: Mixed research: This is a scientific approach that combines quantitative (using numbers and statistics) and qualitative (using words, context, and observation) methods in a single study. It is used to enhance the reliability of results and provide a comprehensive understanding of complex problems that cannot be solved using a single research method.	Types of Scientific Research 1. Quantitative 2. Qualitative 3. Mixed

8	2	Classroom activity and exams	Lecture	The student understands what action research is: It is a flexible and applied research strategy used by practitioners (such as teachers and administrators) to solve real-world problems they encounter. It aims to continuously improve performance and develop the work environment through an ongoing cycle of planning, implementation, observation, and self-evaluation. The student also learns about the characteristics of action research, which are realism, participation, continuity, and flexibility.	Action Research
			Lecture		Midterm- exam
9		Classroom activity and exams	Lecture	The student learns about educational research, which is a systematic and scientific study aimed at understanding and improving educational problems and finding practical solutions. It contributes directly to curriculum development, enhancing teacher performance, and improving the learning environment. The student also learns how to write educational research, which requires precise methodological steps beginning with defining the problem, designing research tools, analyzing data, and culminating in writing the final report to ensure the quality of the research and its academic documentation.	Educational Research and its procedures
10	2	Classroom activity and exams	Lecture	The student learns about the variables of scientific research, which are any characteristics, phenomena, or factors that can be measured, changed, and manipulated. These represent the fundamental basis of any study for understanding and analyzing relationships and causes. The student also learns about the different types of variables, such as independent, dependent, controlling, and extraneous variables	Research variables

11	2	Classroom activity and exams	Lecture	The student learns the first and most essential step to beginning their graduate studies. It serves as a "roadmap" outlining the research idea, its significance, and how to implement it to convince the examining committee to accept it. They also learn about research planning, from the title to the documentation of references, and how to plan a scientific research project, which acts as a compass to ensure accurate progress. This includes: defining a clear problem, formulating specific objectives, choosing a methodology, and determining the timeframe and resources. Here are the steps for writing a research proposal.	How to write a thesis proposal and plan a scientific research project
12	2	Classroom activity and exams	Lecture	The student learns about the data collection process, which is the cornerstone of scientific research. This process aims to measure and analyze accurate information to prove hypotheses. It relies on dividing data into primary sources (field data collected by the researcher) and secondary sources (library data from previous studies).	Data Collection
13	2	Classroom activity and exams	Lecture	The student learns about scientific research design, which is the overall plan or framework that guides the steps of conducting the study. It serves as an "engineering blueprint" that specifies how data is collected, the sample is selected, and the results are analyzed to answer the research questions accurately and reliably.	Research design
14	2	Classroom activity and exams	Lecture	The student learns how to conduct statistics in scientific research. Statistics is the backbone of scientific research; it is a systematic tool for transforming raw data into accurate results. Statistical methods summarize information, test hypotheses, and ensure the validity and generalizability of conclusions	Statistics
15	2	Classroom activity	Lecture	The student chooses a topic and conducts a research project on the	Research in English as a second or foreign language

		and exams		problems of English language learners.	
16	2	Classroom activity and exams	Lecture	The student understands what educational research is, its types, fields, specializations, teaching methods, and the systematic procedures followed by the researcher.	1. Introduction to Educational Research 2. What is Educational Research?
11. Evaluation					
Marks: 1. Uearly average of (10) marks which is divided into (20Marks) attendance, activities and participation and (20 marks) exams 2. Final Exam (70Marks)					
12. Teaching and Learning References					
1. Beins, B. C. (2012). APA style simplified: writing in psychology, education, nursing, and sociology. John Wiley & Sons. 2. Černíkovský, e tal. 2020 Published by Charles University, Karolinum Press. Prague. 3. Cohen, L., & Morrison, K. (2002). Research methods in education. Rutledge. 4. Dornyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. 5. Hatch, E. and Lazaraton, E. (1991). The Research Manual: Design and Statistics for Applied Linguistics. 6. Mackey, A. and Gass, S. M. (2005) Second Language Research. 7. Mckay, S. L. (2006). Researching Second Language Classrooms. 8. Norton, L. (2009). Action research in teaching and learning: A practical guide to conducting pedagogical research in universities. Routledge. 9. Pecorari, D. (2013). Teaching To Avoid Plagiarism: How To Promote Good Source Use: How to Promote Good Source Use. McGraw-Hill Education (UK). 10. Perry, F. L. Jr. (2005). Research in Applied Linguistics: Becoming a Discerning Consumer. 11. Seliger, W. H. and Shohamy, E. (1989). Second Language Research Methods. 12. Transue, B. (2019). APA Style 7th edition.					
Available books and Articles				Main References	
Available books and Article				Other Resources	
Google Scholar and other websites				Electronic Reference	

M A in TEFL

1st Course

Academic Program and Course Description Guide

2. Course Name:	
Assessment and Evaluation in ELT	
3. Course Code:	
UWA26 - EDH-ENG-TEFL-MA-A-505	
4. Semester / Year:	
2025/2026	
5. Description Preparation Date:	
1-09-2025	
6. Available Attendance Forms:	
In-Person	
7. Number of Credit Hours	
20H	
8. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Faris Kadhim Te'ema Email: falattabi@uowasit.edu.iq	
9. Course Objectives	
1- Enable the MA. Candidates to use all types of tests properly and accurately. 2- Have knowledge about testing theories and types of tests 3- Design and make their out projects in testing	
10. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Professors will provide clear and concise explanations of Df Methods of testing and assessment , using real-world examples and visuals to enhance understanding. • Structured Presentations: Each session will follow a well-structured format, introducing the main topic, providing explanations and examples, and then transitioning to student-centered activities.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of interactive activities to promote active learning. This may include group discussions, pair work and quizzes. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online discourse analysis exercises for collaborative learning, and multimedia resources to enhance engagement.
11. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Assessment Concepts and Issues Test , measurement and evaluation	In-Person Lecture	Exam
2	2		Types and uses of language tests	In-Person Lecture	Exam
3	2		Principles of language Assessment	In-Person Lecture	Exam
4	2		Assessing four language Skills	In-Person Lecture	Exam
5	2		Traditional and Alternative language tests	In-Person Lecture	Exam
6	2		Test Development	In-Person Lecture	Exam
7	2		Technology and Language testing	In-Person Lecture	Exam
8	2		Describing Test Results and Interpreting Test Scores	In-Person Lecture	Exam

9	2		Culture and language assessment	In-Person Lecture	Exam
10	2		Mid-term exam	In-Person Lecture	Exam
11	2		Testing and curriculum	In-Person Lecture	Exam
12	2		Assessment in society	In-Person Lecture	Exam
13	2		Writing goals and objectives then testing them	In-Person Lecture	Exam
14	2		Approaches and methods of language assessment	In-Person Lecture	Exam
15	2		Final-Exam	In-Person Lecture	Exam
12. Course Evaluation					
• Exams: Mid-Term and final exams will comprehensively test students' knowledge and application of the covered DA concepts. • Written Assignments: Writing assignments will assess students' ability to use grammar accurately and effectively in their written communication. • Class Participation: Active participation in class discussions, exercises, and group work will be encouraged and contribute to the overall evaluation.					
13. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			1. Language Assessment Principles and Classrooms Practices by H. Douglas Brown and Priyanvada Abeywickrama (2010) 2. Understanding language testing by		

	Dan Douglas (2010) 3. Testing in language programs by James Dean Brown(1996) 4. Language Testing and assessment by Elana Shohamy (2017) 5. Top-Twenty Two Topics to train teachers (2020) by Faris K.Alatabi
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

MA in TEFL

2nd Course

Academic Program and Course Description Guide

1. Course Name:	Curriculum in ESP
2. Course Code:	UWA26 – EDH – ENG – TEFL – MA -B - 501
3. Semester / Year:	2025-2026
4. Description Preparation Date:	-09-20251
5. Available Attendance Forms:	In-Person
6. Number of Credit	Hours (3) / Number of Units (3)
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Dr. Qasim Hammadi Al Ibadi Email: qhammadi@uowasit.edu.iq
8. Course Objectives	This course is allotted to 1. Provide the MA Candidates in ELT with the comprehensive and thoroughly documented overview of the foundations, principles, and issues of Curriculum. 2. Present the areas of study outside curriculum that have an impact on the Field. 3. The means and methods used in reflecting about the totality of curriculum and in designing, developing, implementing, and evaluating curriculum. 4. To enable students to design curriculum and considering the sources of the curriculum. 5. Highlights the most prominent and recent theories in ELT curriculum. 6. To teach students how to develop and evaluating curriculum.
9. Teaching and Learning Strategies	
Strategy 1	Teacher-Centered: • Clear Explanations: Instructors will provide clear and concise explanations of teaching concepts, using real-world examples and visuals (charts, diagrams) to enhance understanding and using authentic material. • Structured Presentations: Each session will follow a well-structured format, introducing the teaching concepts, providing explanations and practice, and then applying lesson into student-centered activities. • Guided Practice: Instructors will lead the class through initial practice exercises, ensuring all students grasp the basic concepts before moving on.
Strategy 2	Student-Centered: • Interactive Activities: The course will incorporate a variety of

	interactive activities to promote active learning. This may include group discussions, pair work, quizzes, and games focused on applying teaching activities. • Problem-Solving Exercises: Students will be presented with problem-solving exercises that challenge them to analyze and apply the teaching concepts in class. • Collaborative Learning: Group work and peer review activities will encourage students to learn from each other, fostering collaboration and communication skills. • Technology Integration: Technology can be leveraged through online teaching exercises, YouTube programmes , interactive whiteboards for collaborative learning, and multimedia resources to enhance engagement.				
Strategy 3	Independent Learning: Textbook Work: Students will be assigned exercises and activities directly from the Undergraduate Practicum Course • Textbook to solidify their understanding outside the classroom. • Encouraged Self-Study: Instructors will provide resources and strategies for independent learning, encouraging students to use dictionaries, online resources, and teaching applications many skills. • Optional Activities: Students will have opportunities to participate in optional activities like presentations, debates, or practising teaching, teaching four language skills in addition to vocabulary and grammar.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Course Design in ESP.	English for Specific Purposes, Sec. 2.	In-Person Lecture	Exam
2	3	Application.	English for Specific Purposes, Sec. 3.	In-Person Lecture	Exam
3	3	Needs Analysis and Evaluation.	Developments in English for specific purposes Ch. 7.	In-Person Lecture	Exam
4	3	Course Design.	Developments in English for	In-Person Lecture	Exam

			Specific Purposes Ch. 8.		
5	3	Curriculum Development in Language Teaching.	Curriculum Development in Language Teaching , Ch. 1,2.	In-Person Lecture	Exam
6	3	Curriculum Development in Language Teaching.	Curriculum Development in Language Teaching, Ch. 3,4.	In-Person Lecture	Exam
7	3	Curriculum Development in Language Teaching.	Curriculum Development in Language Teaching , Ch. 5,6.	In-Person Lecture	Exam
8	3	Curriculum Development in Language Teaching.	Curriculum Development in Language Teaching , Ch. 7,8,9.	In-Person Lecture	Exam
9	3	ew orientations in ESP Curriculum Design.	Internet Sources.	In-Person Lecture	Exam
10	3	ew orientations in ESP Curriculum Design	Internet Sources.	In-Person Lecture	Exam
11	3	REX Course in Designing An LT Curriculum.	IREX Programme.	In-Person Lecture	Exam
12	3	REX Course in Designing An LT Curriculum	IREX Programme.	In-Person Lecture	Exam
31	3	Mid-term exam.		In-Person Lecture	Exam
41	3	REX Course in Designing An LT Curriculum	IREX Programme.	In-Person Lecture	Exam
15		Final exam			
11. Course Evaluation					
Regular Quizzes: Frequent, low-stakes quizzes will assess student comprehension throughout the course and provide opportunities for feedback					

and improvement. • Exams: Monthly and final exams will comprehensively test students' knowledge and application of the covered grammar concepts. • Criticizing videos: The students will be asked to evaluating videos and programs of English language teaching. • Class Participation: asking students to practise teaching four language skills and teaching grammar and vocabulary in the class in addition to preparing lesson plan . The teacher will evaluate students' performance .	
12. Learning and Teaching Resources	
1. 1. English for specific purposes	Tom Hutchinson & Alan Waters (1993).
2. Developments in English for specific purposes	Tony Dudley-Evans & Maggie Jo St John White,(2005).
3. Curriculum Development in language teaching.	Jack C . Richards,(2009).
4. Books and articles surveyed by the students.	
5. IREX Programme	

M A in TEFL
2nd Course
Academic Program and Course Description Guide

M A in TEFL
2nd Course
Academic Program and Course Description Guide

1. Subject:	
Psycholinguistics	
2. Subject Code:	
UWA26 – EDH-ENG-TEFL-MA-B-503	
3. Year/Course	
2026 -Master / Second Course 2025	
4. Description date	
1-09-2025	
5. Attendance	
in Person	
6. Total Hours	
45 hour	
7. Instructor	
Asst. Prof. Dr Mohammed Abed Saleh mabdsalih@uowasit.edu.iq	
8. Course Objectives	
The course has been designed to help students: 1. Get familiar with the essentials of psycholinguistics regarding: its definitions, methods, areas. 2. Identify the main processes concerned with the job of the psycholinguists as far as the psychological. Processes of the language are concerned. 3. Write reports and papers about recent psycholinguistic phenomena.	
9. Teaching and Learning Strategies	
1. Teacher • Explanations and clarifications: The teacher will provide explanations and clarifications about the concept of psycholinguistics using modern research by explaining published articles or some chapters from books, articles, and psycholinguistics research. Guided practice: The teaching staff asks students to participate in a presentation on the topics being taught. E-learning: Students are required to attend electronic classes Searching for sources: Students are required to use technology to search for sources and participate in scientific research websites 2. Student • Interactive activities: The student presents the assigned assignment on psycholinguistics according to the topics, and a group discussion takes place. • Questions: The student answers the questions directed to him about the topics being discussed • Cooperative learning: Students are required to participate in discussing topics among themselves to promote cooperative learning E-learning: Encouraging students to learn e-learning through online teaching	

programs, or via the smart board					
10.Course structure					
Week	Hours	Required output learning	Topic	Learning Method	Evaluation Method
1 st , 1, Feb. 2026	3	The students will be able to understand the psycholinguistics concepts and issues	Introduction to Psycholinguistics	Communicative method and classroom activity	Reading power point of the topic and explaining it
2 nd , 15, Feb. 2026	3	The students will learn the relationship between language and brain and also will learn the parts of brain	Neurolinguistics & the Brain	Communicative method and classroom activity	Reading power point of the topic and explaining it
3 rd , 22, Feb. 2026	3	The students will understand how words are articulated and what it effects them	Speech Perception	Communicative method and classroom activity	Reading power point of the topic and explaining it
4 th , 8, Feb. 2026	3	The students will understand how word are divided into parts	Word Recognition & Lexical Access	Communicative method and classroom activity	Reading power point of the topic and explaining it
5 th , 1, Mar. 2026	3	The students will understand what is involve in structuring the sentence	Sentence Processing Paul Warren	Communicative method and classroom activity	Reading power point of the topic and explaining it
6 th , 8, Mar. 2026	3	The students will understand the meaning of items and how they are processed in	Meaning & Mental Lexicon	Communicative method and classroom activity	Reading power point of the topic and explaining

		their mind			it
7th, 15, March. 2026	3	students will understand what goes in the mind when someone speaks two or more languages	Bilingualism & Multilingualism	Communicative method and classroom activity	Reading power point of the topic and explaining it
8th, 22, March. 2026	3	The students will understand the the time that language cannot be acquired	Language Acquisition & Critical Period	Communicative method and classroom activity	Reading power point of the topic and explaining it
9th, 29, March. 2026	3	The students will understand the short and long memory and what	Memory & Attention	Communicative method and classroom activity	Reading power point of the topic and explaining it
10th, 5 April. 2026	3	The students will understand what impede some people from speaking or understanding the language,	Exceptional Circumstances Language Language Disorder and Speech Disorder and Types of Aphasia Anomia Dyslexia	Communicative method and classroom activity	Reading power point of the topic and explaining it
11th, 12, April. 2026	3		Mid-term exam	Communicative method and classroom activity	Reading power point of the topic and explaining it
12th, 5, May. 2026	3	The students will understand how to repair Errors , Mistakes , Slips	Errors , Mistakes , Slips and Repair	Communicative method and classroom activity	Reading power point of the topic and explaining

					it
13 th , 19, April. 2026	3	The students will learn how the language is produced	Language Production	Communicative method and classroom activity	Reading power point of the topic and explaining it
14 th , 26, April. 2026	3	The students will understand the relationship between Language, thought and culture	Language, thought and culture	Communicative method and classroom activity	Reading power point of the topic and explaining it
15 th , 3 May. 2026	3	The students will learn how a foreign language is learnt and what are the Psycholinguistic issues that affect them	Psycholinguistics & EFL Pedagogy	Communicative method and classroom activity	Reading power point of the topic and explaining it
16 th , 10 May. 2026	3		Final exam	Communicative method and classroom activity	Reading power point of the topic and explaining it
11. Evaluation					
Marks: 1.Uearly average of (10) marks which is divided into (20Marks) attendance, activities and participation and (20 marks) exams 2.Final Exam (70Marks)					
12.Teaching and Learning References					
1.An Introduction to Psycholinguistics. Second edition . Danny D. Steinberg and Natalia V. Sciarini 2006 2. Introducing Psycholinguistics by Paul Warren 201 3-Psycholinguistics H. Wind 2011 4.Psycholinguistics Introduction and Applications by Lise Menn, 2017 5.The Psychology of Language from data to theory by Trevor A. Harley 2014 5.The Study of Language. Yule.G 2010					
Av Scopus Articles			Main References		

Av Books and Articles from Google	1. Aitchison, J. (2012). <i>Words in the mind: An introduction to the mental lexicon</i> . John Wiley & Sons.
Google Scholar and other websites	2. Baddeley, A. (2007). <i>Working memory, thought, and action</i> (Vol. 45). OuP Oxford.
	3. Best, C. T., Tyler, M., Bohn, O., & Munro, M. (2007). Nonnative and second-language
	4. Bialystok, E., Kroll, J. F., & de Groot, A. M. (2013). Consequences of bilingualism for cognitive development. <i>Handbook of bilingualism: Psycholinguistic approaches</i> , 417-432.
	5. BOT, K. D. (1992). Applied linguistics. <i>Applied linguistics</i> , 13(1), 1-24.
	6. Clahsen, H., & Felser, C. (2006). How native-like is non-native language processing?. <i>Trends in cognitive sciences</i> , 10(12), 564-570.
	7. De Bot, K., Cox, A., Ralston, S., Schaufeli, A., & Weltens, B. (1995). Lexical processing in bilinguals. <i>Second Language Research</i> , 11(1), 1-19.
	8. Duyck, W., Van Assche, E., Drieghe, D., & Hartsuiker, R. J. (2007). Visual word recognition by bilinguals in a sentence context: evidence for nonselective lexical access. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 33(4), 663.
	9. Ellis, R. (2008). Second language acquisition. <i>The United States: Oxford</i> , 98, 37.
	10. Field, J. (2004). <i>Psycholinguistics: The key concepts</i> . Psychology Press.

	11. Friederici, A. D. (2017). <i>Language in our brain: The origins of a uniquely human capacity</i> . MIT Press.
	12. Gibbs Jr, R. W., & Colston, H. L. (2006). Figurative language. In <i>Handbook of psycholinguistics</i> (pp. 835-861). Academic Press.
	13. Harley, T. A. (2013). <i>The psychology of language: From data to theory</i> . Psychology press.
	14. Levelt, W. J. (1995). The ability to speak: From intentions to spoken words. <i>European Review</i> , 3(1), 13-23.
	15. Ortega, L. (2014). <i>Understanding second language acquisition</i> . Routledge.
	16. VanPatten, B. (2015). Input processing in adult SLA. In B. VanPatten and J. Williams (Eds.), <i>Theories in second language acquisition</i> 2nd edition (pp.113-135). New York: Routledge.
	17. Warren, P. (2013). <i>Introducing psycholinguistics</i> . Cambridge University Press. 18. Steinberg, D. D., & Sciarini, N. V. (2013). <i>An introduction to psycholinguistics</i> . Routledge.
	19. Yule, G. (2022). <i>The study of language</i> . Cambridge university press. 20. Speech perception. <i>Language experience in second language speech learning</i> , 17, 13-34.

MA in TEFL**2nd Course****Academic Program and Course Description Guide**

1. Course Name:					
Pedagogical grammar					
2. Course Code:					
UWA26 - EDH-ENG-TEFL-MA-B-504					
3. Semester / Year:					
6-2025202					
4. Description Preparation Date:					
51\9\202					
5. Available Attendance Forms:					
In-person lectures					
6. Number of Credit Hours (Total) / Number of Units (Total)					
2 hours /2 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Noor Hameed Majeed					
Email: noorhameed@uowasit.edu.iq					
8. Course Objectives					
Course Objectives 1-To develop an advanced understanding of pedagogical grammar and its theoretical foundations, with particular emphasis on the relationship between grammar instruction and second language acquisition. 2-To critically analyze the interaction between grammatical form, meaning, and, and evaluate different instructional approaches such as focus on forms, and explicit grammar instruction. 3-To examine learner-related variables and contextual factors that influence the effectiveness of grammar teaching in second language classrooms. 4-To design and evaluate pedagogical grammar materials, instructional tasks, and assessment tools that promote meaningful and communicative grammar learning. 5- To analyze learner errors and apply appropriate corrective feedback strategies, while engaging with current and contemporary trends in pedagogical grammar.					
9. Teaching and Learning Strategies					
Strategy		Interactive Lectures and discussions, interactive questions, and collaborative learning activities: presentation, peer feedback.			
10. Course Structure					
Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	3	Introduction to Pedagogical Grammar	Introductory lecture: Introduction to Pedagogical Grammar	Lecture and discussion	Discussion participation and assignments
2.	2	To examine the theoretical Foundations of Pedagogical Grammar	Theoretical Foundations of Pedagogical Grammar	Lecture and discussion	discussion participation and assignment

					s
3.	2	To analyze the relationship between Form, Meaning, and Use	Form, Meaning, and Use	Lecture and discussion Interactive questions	discussion participation and assignments
4.	2	To distinguish between focus on form and focus on forms	Focus on Form and Focus on Forms	Lecture and discussion Interactive questions	discussion participation and assignments
5.	2	To critically compare explicit and implicit grammar instruction	Explicit VS Implicit Grammar Instruction	Lecture and discussion	discussion participation and assignments
6.	2	To explore the interface between grammar and second language acquisition	Grammar and Second Language Acquisition: Interfaces and Implications	Lecture and discussion	discussion participation and assignments
7.	2	To develop strategies for teaching grammar through context and discourse	Teaching Grammar Through Context and Discourse	Lecture and discussion	discussion participation and assignments
8.	2	To examine learner variables in grammar learning	Learners Variables and Grammar Instruction	Lecture and discussion	discussion participation and assignments
9.	2	To investigate different pedagogical approaches to grammar teaching	Pedagogical Approaches to Grammar Teaching	Lecture and discussion Peer feedback	discussion participation and assignments
10.			Mid-term exam		
11.	2	To design and evaluate tools for assessing grammatical knowledge	Assessing Grammatical Knowledge	Lecture and discussion Peer feedback	discussion participation and assignments
12.	2	To know how to develop	Designing Pedagogical	Lecture and	discussion participatio

		pedagogical grammar materials	Grammar Materials	discussion Peer feedback	n and assignments
13.	2	To analyze learner errors and apply appropriate corrective feedback strategies	Error analysis and corrective feedback	Lecture and discussion	discussion participation and assignments
14.	2	To design, implementation, and Evaluate of grammar-focused pedagogical Tasks	Research-Informed Design, Implementation, and Evaluation of Grammar Tasks	Lecture and discussion	discussion participation and assignments
15.	2	To examine current trends and innovations in Pedagogical Grammar	Current Trends in Pedagogical Grammar	Lecture and discussion	discussion participation and assignments
11. Course Evaluation					
-Written exams - Daily participation and assignments -Term paper			30 Marks		
-Final exam			70 Marks		
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			-----		
Main references (sources)			1.Bygate, M., Tonkyn, A., & Williams, E. (Eds.). (1994). <i>Grammar and the language teacher</i> . Prentice Hall. 2. Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). <i>Researching pedagogic tasks: Second language learning, teaching and testing</i> . Longman. 3. Hinkel, E., & Fotos, S. (Eds.). (2002). <i>New perspectives on grammar teaching in second language classrooms</i> . Lawrence Erlbaum Associates.		

	4. Keck, C., & Kim, Y. (2014). <i>Pedagogical grammar</i>. John Benjamins Publishing Company. 5. Odlin, T. (Ed.). (1994). <i>Perspectives on pedagogical grammar</i>. Cambridge University Press. 6. Tajino, A. (Ed.). (2018). <i>A new approach to English pedagogical grammar: The order of meanings</i>. Routledge.
Recommended books and references (scientific journals, reports...)	Keck, C., & Kim, Y. (2014). <i>Pedagogical grammar</i>. John Benjamins Publishing Company.
Electronic References, Websites	TESOL Quarterly." TESOL International Association, www.tesol.org/read-and-publish/journals/tesol-quarterly Language Teaching Research." "SAGE Journals, https://journals.sagepub.com/home/ltr https://www.journals.elsevier.com/system

M A in TEFL
2nd Course
Academic Program and Course Description Guide

1.Course:					
Discourse Analysis in ELT					
2.Course Code: ENG.					
UWA26 - EDH-ENG-TEFL-MA-B-505					
3.Term/ Academic Year:					
6-2025		Course/ M.A. discourse Analysis in TEFL 202			
4.Date of Course Preparation					
01/09/2025					
5.Attendance Form:					
In-person lectures					
6.Credit Hours/ Total Hours:					
15 hours					
7.Course Administrator (in case of multiple administrators, please state with emails)					
1.Asst. Prof. Hussein Gumar Karam Email: hkaram@uowasit.edu.iq					
8.Course Objectives					
The objectives of studying discourse analysis in the classroom, concern how it is practiced, what methods are used to conduct it, and how students and teachers interpret discourse in instructional as well as educational settings. Discourse analysis not only helps teachers understand how language is used to convey meaning, but it also establishes relationships and performs various functions in real-life communication including verbal and written contexts. Adopting discourse analysis in language learning and teaching enhances learners' understanding of how language works in context. By focusing on the larger structures and functions of communication, students can develop more advanced language skills, from mastering the objective of conversation to writing more coherent and effective texts.					
9.Learning and Teaching Strategies					
1. Paper tests 2. Lectures 3. Slide shows 4. Quizzes 5. Lecture participation 6. Summarization of articles and research papers 7. Extracurricular activities					
10.Course Structure					
Week	Hour	Required outcomes	Unit/ topic	Learning/	Evaluation technique

	s			Teaching technique	
1 st , 19. Jan, 2026	2	Introduction to Discourse Analysis	Chapter one	Lecture	In-Class actions and tests
2 nd , 26. Jan, 2026	2	Approaches to Studying Classroom Discourse	Chapter four	Lecture	In-Class actions and tests
3 rd , 2. Feb, 2026	2	Discourse Analysis and Grammar	Unit six	Lecture	In-Class actions and tests
4 th , 9. Feb, 2026	2	Spoken Discourse in the Classroom	Unit seven	Lecture	In-Class actions and tests
5 th , 16. Feb, 2026	2	Challenges for Teachers and Learners	Chapter ten	Lecture	In-Class actions and tests
6 th , 23. Feb, 2026	2	Cross-cultural and intercultural Communication and Discourse Analysis	Chapter twelve	Lecture	In-Class actions and tests
7 th , 2. Marc h, 2026	2	Discourse as the Recontextualization of Social Practice	Chapter five	Lecture	In-Class actions and tests
8 th , 9 Marc h, 2026	2	Classroom Discourse as Reflective Practice	Unit nine	Lecture	In-Class actions and tests
9 th , 16. Marc h, 2026	2	Ethnography and Classroom Discourse	Unit one	Lecture	In-Class actions and tests
10 th , 23. Marc h, 2026	2	Using Discourse to Create a Teacher Identity	Chapter two	Lecture	In-Class actions and tests
11 th , 30. Marc h, 2026	2	Written Language and Discourse	Chapter eight	Lecture	In-Class actions and tests
12 th , 6. April, 2026	2	Discourse Analysis and Narrative	Unit seven	Lecture	In-Class actions and tests
13 th , 13. April, 2026	2	Conversational Analysis: Pragmatics and Style	Chapter eleven	Lecture	In-Class actions and tests

14 th , 20. April, 2026	2	Designing the Discourse Syllabus	Unit three	Lecture	In-Class actions and tests
15 th , 27. April, 2026	2	Revision	Course-end exam	Paper test	In-class actions and tests
11.Course Scoring					
A 100-mark evaluation will be rated as follows; -Pre-final mark out of 30 (5 m. attendance, 15 m. participation, and other activities + 10 m. course tests) -Final paper test (out of 70 marks)					
12.Sources of Teaching and Learning					
Required textbooks, if any;	M. McCarthy (1991) Discourse Analysis for Language Teachers Cam bridge Language Teaching Library, Cambridge University Press				
urther reading, if any;	Fiona Farr . (2011) The Discourse of Teaching Practice Feedback , Taylor & Francis, New York.				
Journals, periodicals, other sources;	Steve Walsh, (2011) Exploring Classroom Discourse Language in Action , Steve Walsh, Routledge.				
Websites, electronic references, online sources;	https://sacunslc.wordpress.com/wp-content/uploads/2015/03/michael-mccarthy-discourse-analysis-for-language-teachers-cambridge-language-teaching-library-1991.pdf https://www.cal.org/wp-content/uploads/2022/05/DiscourseAnalysisforLanguageTeachers.pdf				