

INTERNATIONAL ISLAMIC UNIVERSITY CHITTAGONG (IIUC)

Faculty of Arts and Humanities

Department of English Language and Literature



SYLLABUS *for* MA in English Language Teaching (MELT)

As per recommendations made in the 192nd meeting of Academic Committee of the Department of ELL held on 09/01/2019

As per recommendations made in the committee of Courses meeting of the Department of ELL held on 10/01/2019

As per recommendations made in the meeting of the Faculty of Arts and Humanities held on 12/01/2019

As per recommendations made in the 41st meeting of the Academic Council held on 26/01/2019 and duly approved in the 218th syndicate meeting held on 30/01/2019

Introduction

1. The Mission, Vision, Objectives and Motto of IIUC:

1.1 Introduction: International Islamic University Chittagong (IIUC) is one of the top graded government approved private universities in Bangladesh. Having fulfilled the requirements as laid down in the Private University Act of 1992, and after obtaining the necessary clearance from University Grants Commission (UGC), and the permission of Government of Bangladesh (GoB) through the Ministry of Education, **International Islamic University Chittagong (IIUC)** started functioning on **February 11, 1995**. The credit for the idea of establishing this University goes to International Islamic University Chittagong Trust (IIUCT).

IIUC framed its own Statutes, Ordinances and Regulations governing the manifold activities of IIUC - academic, administrative, financial, student welfare, discipline etc. as per the **Private University Act, 1992, 1998 and revised Act, 2010**. Most statutory bodies formed under the provisions of the Act have since then been functioning.

1.2 The Mission of the University is to produce, through the pursuit of education, properly trained up manpower to contribute to socio-economic development and moral upliftment of the society and to cultivate in our students expertise as well as ethical sensitivity, intelligence and an ability to think independently beyond their areas of study, so that they can sustain justice in all walks of life.

1.3 The Vision of the University is to offer nationally competitive and internationally recognized opportunities for learning to make this University as the Centre of Excellence in different areas of scholarship, like Shari'ah and Islamic Studies, Business Studies, Social Science, Science & Engineering, Arts & Humanities, Law, and such other faculties that will be introduced in future. Its door is open to the admission seekers from all over the world, regardless of race, region and religion. This university cherishes the dream of becoming one of the highest seats of learning and creator of knowledge in the South East Asia.

1.4 The objective of the University:

- a. To create a new generation of competent youths, who will be equipped with academic excellence, professional expertise and adorned with moral height.
- b. To follow a policy of continued modernization of knowledge and academic curricula in different disciplines of education so that its students can imbibe the true spirit of ethical value as an effective guiding principle in their profession and daily life.

1.5 The Motto of the University is to “**Combine Quality with Morality**”.

2. Teaching Methods and Policy:

2.1 Methods: Outcome-based education (OBE) and Bi- Semester system of Continuous Quality Improvement (CQI) through self-examination and external review are maintained in this university. In this process students are evaluated throughout a course of study rather than exclusively by examination at the end. It is based on student's (a) attendance in the Classes; (b) performance in Assignments and Class Tests ,(c) Scores in the Mid-Term and the Final Examination (d) Lab. Reports, (e) Thesis/ Project/ internship, (f) Presentations (g) Viva-voce , (f) Industry visits (g) Co-Curricular and Extra-curricular activities.

2.2 Policy: The University is committed to the life-long success of students in its undergraduate and master's programs through high-quality instruction and learning experiences. IIUC follows an Integrated Education Policy, by which a student achieves holistic learning through awareness of his surroundings and other relevant knowledge bases. IIUC emphasizes the diffusion of scientific, technical and professional knowledge on the one hand, and building up of character in youth by making religion and ethics an integral part of education on the other.

3. Co-Curricular and Extra-curricular activities: IIUC supports student participation in a broad array of *Co-Curricular and Extra-curricular activities* as an integral component of its commitment to student life and success. These activities mainly include leadership training, cultural, environmental, recreational and social activities, debating and public speaking programs, intellectual discussions, games and sports, excursion and study tours at home and abroad to complement their academic pursuits. By these activities students develop the capacity to express out themselves properly, maintain personality and learn to respect others through the mutual understanding among people of various regions, religions, beliefs and cultures. All *Co and Extra-curricular* activities are run by the clubs named after the Departments such as Computer club, Business club etc under the close supervision and monitoring of Students Affairs Division (STAD).

4. Student Advisor: IIUC provides academic career and student welfare counseling by the Student Advisor of the respective section of students under each semester.

5. The mission and objective of the Faculty of Arts and Humanities:

Mission:

- To be the center for educational excellence and research in Arts and Humanities

Objective:

- Research and innovation in the disciplines of Arts and Humanities

6. Mission and Objective of the Department of English Language and Literature:

6.1 The Mission of the Department of English Language and Literature is to develop students' knowledge in the fields of English Language and Literature, and their commitment to use their knowledge for the advancement of the humanity.

6.2 The objectives of the Department of English Language and Literature is to help students to have a solid foundation in the areas of English Language, particularly Literature and Language. It aims to offer students a number of courses to help develop their understanding of the nuances and distinctions of the English Language.

7. Program Educational Objectives of MA in English Language Teaching:

- a) Developing competence among the graduates about the functions of language in brain, theoretical understanding of Second Language Acquisition, teaching methodologies, and approaches to language teaching;
- b) Grooming graduates to be able to design syllabus, develop materials accordingly and apply language testing techniques;
- c) Inculcating the principal concepts of socio-linguistics, aspects of language planning and policy formation among the graduates for the curriculum development;

- d) Equipping the graduates with the knowledge about language teaching practices, identity construction in line with discourse and rise of the English language to the current status;
- e) Making the graduates complete a research regarding English language teaching so that they can apply innovative teaching practices confidently in different contexts.

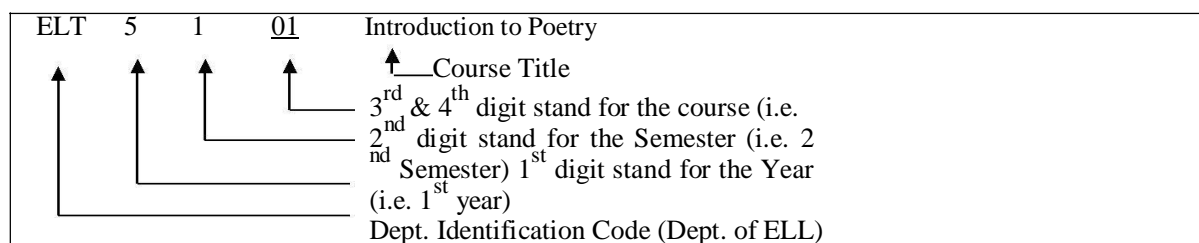
8. Duration of the program:

The duration of the MA in ELL Program is one academic year (i.e. 2 Semesters) for students having four-year BA (Hons) in English and two academic years (i.e. 4 Semesters) for students having a non-English Honors degree or a Pass degree. Each academic year is divided into 2 Semesters (Spring Semester: March-August and Autumn Semester: September - February) having a duration of **15-week lecture period** for each semester.

The **Mid-term Examination** will be held after conducting **classes for six (6) weeks**. Conducting **classes for nine (9) weeks** after Mid-term, **Final Examination** will be held in each semester. There shall be assignments, class tests, mid-term, final exam, thesis/ research paper/ presentations, viva-voce, industry visits, co-curricular and extra-curricular activities.

9. Course Identification Plan:

Following code plan has been adapted for course identification: First digit stands for Year, the Second digit stands for Semester, the Third & Fourth digit stands for the course number.



10. Program of Study: 1 year MA in English Language and Literature.

11. Marks Distribution for Projects/Thesis etc is as follows:

1.	Project/Thesis evaluation by Supervisor	40%
2.	Project/Thesis evaluation by Examiner	30%
3.	Project/Thesis Presentation and Viva	30%

12. Basis for awarding marks for attendance is as follows:

Attendance	Awarding Marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
less than 60%	0

13. Admission Requirement: The minimum requirement to apply for admission into MELL (Final) program is an Honors/Preliminary Degree in English from any recognized University with 5 points having minimum 2nd class in S.S.C & H.S.C (where 1st class or equivalent = 3 Points, 2nd class or equivalent = 2 points and 3rd class or equivalent = 1 point) in class system or 7.5 points (securing minimum GPA 2.5 in each exam) in grading system or 8 points (in case of GPA less than 2.50 in any exam of SSC & HSC but not less than 2.00, combined GPA 6.00 is required in SSC & HSC). GPA less than 2.00 in any exam is not acceptable. Students having a non-English Honors degree or a Pass degree with a compulsory English course of 100 marks may also apply for admission into MELL but they have to complete ten (10) prerequisite courses before studying the twelve (12) core courses (**Ref. 19**).

14. Other Requirements: Admission to IIUC is always through a competitive Admission Test (written or oral). All applicants are required to undergo the process to qualify for admission into MA in English Language and Literature. However, sound health, good character and financial capability to carry on the entire program are also taken into consideration.

15. The Credit Hour System at IIUC: For maintaining an academic system of international standard, IIUC follows **Open Credit Hour System (OCHS)** based on a quantified curriculum, whereby a certain number of credit hours are assigned to each course. Therefore, a course that carries three credit hours normally has three contact hours per week.

16. Grading System:

The Grading System for assessing the performance of the students shall be as follows:

Numerical grade Marks %	Letter Grade (LG)	Grade Point (GP/unit)	Remarks/Status
80-100	A+ (A plus)	4.00	Excellent
75 to less than 80	A (A regular)	3.75	Very good
70 to less than 75	A- (A minus)	3.50	
65 to less than 70	B+ (B plus)	3.25	Good
60 to less than 65	B (B regular)	3.00	
55 to less than 60	B- (B minus)	2.75	Satisfactory
50 to less than 55	C+ (C plus)	2.50	
45 to less than 50	C (C regular)	2.25	Pass
40 to less than 45	D	2.00	
00 to less than 40	F	0.00	Fail

17. Grade Point Average (GPA): The Grade Point average (GPA) is computed by dividing the total grade points earned by the number of credit hours attempted in a given semester. The Cumulative Grade Point Average (CGPA) is computed by dividing the total grade points earned by the total number of credit hours attempted at the university up to a particular semester

18. Earned Credit: The courses in which a student has obtained minimum 'D' or higher grade will be counted as credits earned by the student. Any course in which a student has obtained 'F' grade will not be counted towards his/her earned credit. 'F' grade will not be counted for GPA calculation but will stay permanently on the Grade Sheet and transcripts.

19. Course Requirements for MA in ELT Degree is as follows:

Students [with **four-year BA (Honors) in English**] are required to complete 12 courses (36 Credit Hours) within 2 semesters for obtaining the **one-year MA in ELT**.

Students [with a **non-English Honors degree or a Pass degree** with a compulsory English course of 100 marks] are required to complete 22 courses (66 Credit Hours) within 4 semesters for obtaining the **two-year MA in ELT**.

Courses	Number of Courses	Total Credit Hour
a) Core Courses [for students with four-year BA (Hons) in English]	12	12x3=36
b) Prerequisite Courses [for students with a non-English Honors degree or a Pass degree with a compulsory English course of 100 marks]	10	10x3=30

20. Semester Wise Course Breakup of the Syllabus

1st Semester

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELT-5101	Principles and Methods of Language Teaching	03	03
2.	ELT-5102	Theories of Second Language Acquisition	03	03
3.	ELT-5103	Syllabus Design and Materials Development	03	03
4.	ELT-5104	Psychology of Language Learning	03	03
5.	ELT-5105	Language Testing and Evaluation	03	03
6.	ELT-5106	Research Methodology	03	03
Total: 6 courses			18	18

2nd Semester

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELT-5207	Teacher Education	03	03
2.	ELT-5208	Sociolinguistics	03	03
3.	ELT-5209	Language Planning and ELT Policies	03	03
4.	ELT-5210	Technology in the Language Classroom	03	03
5.	ELT-5211	Language Power and Identity	03	03
6.	ELT-5212 / ELT-5213	English as World Language / Dissertation	03	03
Total: 6 courses			18	18

Prerequisite Courses

(for Students with a non-English Honors degree or a Pass degree)

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ENG-4101	History of English Literature	03	03

2.	ENG-4102	Introduction to the Study of Literature	03	03
3.	ENG-4103	English Poetry: 18th and 19th Centuries	03	03
4.	ENG-4104	Four Skills (Listening, Speaking, Reading and Writing)	03	03
5.	ENG-4105	Basics of English Grammar	03	03
6.	ENG-4206	English for Professional Purposes	03	03
7.	ENG-4207	Modern Poetry	03	03
8.	ENG-4208	English Language Teaching	03	03
9.	ENG-4209	English Drama: From the Elizabethan to the Restoration	03	03
10.	ENG-4210	Intermediate Writing	03	03
Total: 10 courses			30	30

1. **Course Code:** ELT-5101 **3 C.H.**
Course Title : Principles and Methods of Language Teaching

Course Objectives

The main objectives of the course are to provide pre and in-service English language teachers with knowledge of different language teaching methodologies and approaches that emerged in different countries of the world based on the needs of those countries so that the language teachers can craft and apply their own teaching strategies through a series of practical activities in the context of Bangladesh.

Learning Outcomes

After completion of the course students are expected to be able to:

- ❖ demonstrate knowledge and understanding of past and current practices of, and research into, language teaching methodology;
- ❖ critically reflect on language teaching methods and language teaching in a post methods era;
- ❖ develop a greater awareness of their own teaching approach and beliefs about language learning and language teaching;
- ❖ critically discuss ways in designing the courses of teaching.

Mid-term

- a) Brief history of language teaching
- b) Nature of approaches and methods in language teaching
- c) An empirical approach to language teaching methodology

Final

- a) Alternative approaches and methods
- b) Current communicative approaches
- c) Language teaching methods: A critical analysis

Prescribed Text:

- i. Richards, J.C. and Rodgers S.T. (2001): *Approaches and Methods in Language Teaching*, C.U.P

Recommended Books:

- i. Nunan D. (1991): *Language Teaching Methodology - A text book for teachers*, Prentice Hall, London
- ii. Larson Freeman, D (2004): *Techniques and principles in language teaching*, (2nd Ed). O.U.P.
- iii. Nagaraj, G (1996): *English Language Teaching Approaches Methods Techniques* – Orient Longman.

2. **Course Code:** ELT-5102 **3 C.H.**
Course Title : Theories of Second Language Acquisition

Course Objectives:

The course provides the students with insights into the processes involved in the acquisition of language. This course introduces them with different theories of language acquisition and equips them with understanding to assess these theories critically in light of evidence.

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to:

- ❖ explain and apply basic concepts and issues in the field of second language acquisition (SLA);
- ❖ recognize and describe some key SLA theories and related methodological approaches;
- ❖ evaluate SLA research in line with different theories.

Midterm

- a) What is theory?
- b) What makes a good theory?
- c) Model, theory, and construct
- d) Types of theory: micro-macro, inductive-deductive.
- e) Krashen's monitor model
- f) Behaviorist theory
- g) History of second language learning (SLL) research

Final

- a) Universal grammar (UG) and its components
- b) UG and L1
- c) UG and L2
- d) Evaluation of UG
- e) Associative learning theory
- f) Skill Acquisition theory
- g) Cognitive Approaches: Processing Approaches
- h) Connectionism
- i) Evaluation of Cognitive Approach
- j) Socio cultural theory and its applications
- k) Activity theory and its applications
- l) Complexity theory
- m) Processibility theory
- n) Neurobiologically motivated theory
- o) Input processing theory
- p) One theory or many theories
- q) SLL explained across ten contemporary theories

Prescribed Text:

- i) *Theories in Second Language Acquisition- An Introduction*, Second Edition;
Edited by Bill VanPatten and Jessica Williams

Recommended Books:

- i) Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories* (3rd ed.). New York, NY: Routledge.
- ii) McLaughlin, B. (1987). *Theories of second language learning*. London, England: Arnold.
- iii) Gass, S., Behney, & Plonsky, (2014). *Second language acquisition: An introductory course*. Routledge.

3. Course Code: ELT-5103

Course Title : Syllabus Design and Materials Development

3 C.H.

Course Objectives:

This course examines different approaches to syllabus design. It aims to develop a critical awareness of the relationship between syllabus design and language teaching / learning

contexts. It also explores the ways in which a theoretical grounding in a subject can influence or determine designing syllabus, developing materials keeping in mind pedagogical aims, expectations, program context and outcomes.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- ❖ be familiar with different approaches to syllabus design and the theories of ELT materials development;
- ❖ understand basic arguments for and against the use of course books in the classroom;
- ❖ adapt course book materials in ways which are appropriate in particular teaching contexts;
- ❖ design their own syllabus, teaching materials, incorporating authentic materials where appropriate;
- ❖ develop ability to relate designing syllabus and developing materials with current ELT methodology.

Mid-term

- Syllabus Design:
- i) Defining syllabus / curriculum
 - ii) Product – process syllabus types
 - iii) The notional-functional syllabus types
 - iv) Task based syllabuses
 - v) Aims, objectives and needs of syllabus
 - vi) Syllabus evaluation

Final

- Materials Development:
- i) A framework for materials writing
 - ii) Ideas for materials development
 - iii) Process of materials evaluation

Prescribed Texts:

- i. Nunan, D. (1988): *Syllabus Design*, OUP
- ii. White, R.(1988): *The ELT Curriculum*, Blackwell

Recommended Books:

- I. Breen, M & Littlejohn, A. (ed)(2000): *Classroom Decision-Making*, CUP
- II. Brown, J. D. (1999): *The Elements of Language Curriculum*, Newbury House
- III. Brumfit, C. J. (1984): *General English Syllabus Design*, Pergamon and British Council
- IV. Dubin F. & Olshtain, E., (1986): *Course Design*, CUP
- V. Graves, K. (2000): *Designing Language Courses*,
- VI. Heinle & HeinleGraves, K. (ed) (1996): *Teachers as Course Developers*, CUP
- VII. Johnson, R. K. (ed.)(1989): *The Second Language Curriculum*, CUP
- VIII. Markee, N.(1997): *Managing Curricular Innovation*, CUP
- IX. Nunan. D.(1988): *The Learner-Centred Curriculum*, CUP
- X. Richards, J. C. (2001): *Curriculum Development in Language Teaching*, CUP
- XI. Yalden, J. (1987): *The Communicative Syllabus*, Prentice Hall.
- XII. McGrath I. (2002): *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press.
- XIII. Tomlinson, B. (ed) (1998): *Materials Development in Language Teaching*, CUP.
- XIV. Willis, J. (1996): *A Framework for Task-Based Learning*, Harlow: Longman. (Useful reading for those with less experience of teaching)

4. **Course Code: ELT-5104**
Course Title : Psychology of Language Learning

3 C.H.

Course Objectives:

This course introduces the students to the field of psycholinguistics and provides them an insight into the basic concepts of the area of study: acquisition, perception and comprehension of language. This course also helps to explore the relationship between language, mind and world (culture); to learn the mental processes that a person uses in understanding, producing and storing language and how humans learn their mother tongue and foreign languages. This course again informs how people use language to speak and understand one another and how language is represented and processed in the brain. Furthermore, this course distinguishes the psychological aspects of language usage, explains the psychological nature of language, demonstrates knowledge about different aspects of language as a communication tool, and shows what the place of language in cognitive science is.

Learning Outcomes:

After completing this course, a student will be able to:

- ❖ describe the process of speech perception and its role in first and second language acquisition, and processing of spoken language;
- ❖ discuss different stages in the course of language comprehension, including single words, phrases, and connected discourse;
- ❖ summarize models, processes and stages involved in normal language production;
- ❖ contrast theories of first and second language acquisition and relate them to known facts about language acquisition;
- ❖ integrate knowledge of speech perception, language comprehension, language production and acquisition with investigations of the underlying neurological substrates of language.

Mid-term

- a) Language /linguistics/ psychology/Psycholinguistics
- b) Common branches of Psycholinguistics/Language and communication/is language specific to humans?
- c) **Aspects of Linguistic competence:** Phonology, syntax & semantics
- d) **Understanding Language:** perceiving speech, & process of comprehension
- e) **First Language Learning/How Children Learn Language:** The development of speech production/ The development of speech comprehension/The relationship of speech production, speech comprehension, and thought/The relationship of speech production, speech comprehension, and thought/Parentese and Baby Talk/Imitation, rule formulation, and correction /Learning abstract words /Memory and logic in language learning
- f) **Animals & Language:** Teaching language to chimpanzee, gorilla & dolphin, animal communication in the wild, animal communication & human language/conclusions regarding animals & language

Final

- a) **Second-Language Learning/Children vs. Adults in Second-Language Learning:** Bilingualism and second language learning/Children are better: a common belief/ Basic psychological factors affecting second-language learning/Social situations

- affecting second-language learning/ Is there a critical age for second-language learning?
- b) **Mental Grammar:** grammar and psycholinguistics/ Chomsky's competence and performance distinction/ Chomsky's grammatical conceptions/The Standard Theory
 - c) Phonological rules & Phonetic interpretation/Semantic rules & semantic interpretation/ Government-Binding Theory
 - d) Sentence processing & psychological reality/Chomsky's grammar & performance model, types of performance model
 - e) Where Does Language Knowledge Come From: Intelligence or innate ideas?
 - f) Empiricists and Rationalist answers/ Chomsky's Universal Grammar/ Arguments re intelligence and Universal Grammar/ Mentalism and Behaviourism
 - g) **Language and the Brain:**
General Brain Structure and Function/Hemispheric Structure and Function/ Hemispheric Dominance/Lateralized Hemispheric Functioning/Language Areas and their Functioning/ Right-Hemisphere Language Abilities
 - h) Language disorders: aphasias, dyslexias and other language-related disorders.
 - i) **Second Language Teaching:** Dimensions & methods/traditional methods/The Chomskyan revolution & contemporary methods
 - j) **Bilingualism, Cognition Transfer and Learning Strategies:** Varieties of Bilingualism/Is Bilingualism Beneficial or Detrimental/ Sequential and Simultaneous Learning Situations/Transfer Effects of L1 on the Learning of L2/Strategies for Second-Language Production/Strategies for Becoming a Better Second-Language Learner

Prescribed Text:

- i. Fromkin, Victoria, Rodman Robert, & Hyams, Nina. *An Introduction to Language*. Boston. 2011.

Recommended Books:

- ii. Steinberg, Danny, D. *Introduction to Psycholinguistics*. Longman. 1993.
- iii. Steinberg, Danny, D. *Psycholinguistics: Language, Mind & World*. Longman. 1982.
- iv. Yule, George. *The Study of Languages*. Cambridge University Press. 2010
- v. Foss, Donald J. & Hakes, David T. *Psycholinguistics: An Introduction to Psychology of Language*. Prentice-Hall.1978.
- vi. Scovel, Thomas. *Psycholinguistics*. Oxford University Press.1998.
- vii. Cruttender, Alan. *Language in Infancy and Childhood*. Manchester University Press. 1979.
- viii. Elliot, Alison J. *Child Language*. Cambridge University Press.1981.

5. Course Code: ELT-5105

Course Title : Language Testing and Evaluation

3 C.H.

Course Objectives:

The course focuses on current theories of Language Testing and provides students essential knowledge and practical skills in the area of language test design and administration, and evaluation of language proficiency. The course aims at making the learners able to specify what is to be tested, decide on appropriate test formats, design test tasks, and evaluate both

the tasks and the performance on the tasks. This course also familiarizes them with the recent investigations into the assessment of communicative language proficiency and helping them gain practical experience of language testing techniques.

Learning Outcomes:

On successful completion of the course students will be able to:

- ❖ Explain central concepts and issues in language testing, such as basic types of language tests (and their specific features);
- ❖ Explain central concepts and issues in evaluation of language proficiency;
- ❖ Understand the key principles of test construction and validation, and apply them in the development of a specific language test;
- ❖ Administer a language test and analyze its results;
- ❖ Appraise validity and reliability aspects of language testing.

Mid-term

- a) Developing test framework
- b) Test formats and techniques
- c) Characteristics of a good test: Validity and Reliability
- d) Wash back

Final

- a) Issues in rating, rater reliability, rater training and rating scale
- b) Marking
- c) Testing four skills
- d) Feedback on tests, test-taking strategies and processes
- e) Evaluating and improving tests

Recommended Books:

- i) Allison, D (1999): *Language Testing and Evaluation*, Singapore University Press
- ii) Bachman Lyle F (1990): *Fundamental Considerations in Language Testing*, Oxford OUP.
- iii) Hughes, A (2003) 2nd Edition): *Testing for Language Teachers*, Cambridge CUP
- iv) Weir, C.J. (1990): *Communicative Language Testing*, Prentice Hall
- vi) Weir, C.J. (1993): *Understanding and Developing Language Test*, Prentice Hall
- vi) Weir, C.J. (2005): *Language Testing and Validation*, Palgrave Macmillan
- vii) Weigle S.: *Assessing Reading*
- viii) Alderson: *Assessing Writing*

6. Course Code: ELT-5106

3 C.H.

Course Title : Research Methodology

Course Objectives:

The course trains the students the crafts of writing research and scholarly papers. It provides students practical tools of doing educational research and the theoretical background for critiquing and designing research on educational issues. Students are made familiar with a wide range of methods enabling them to design a research proposal addressing specific and testable questions and to prepare the research papers. Besides, this course focuses on developing the skills necessary to interpret, critique, and conduct educational research. Finally, the students are prepared for conducting mini scale research.

Learning Outcomes:

By the end of this course, students will be able to:

- ❖ read, interpret, and critically evaluate educational research;
- ❖ identify, explain, and apply the basic concepts of research, such as variables, operationalization, sampling, reliability, and validity;
- ❖ recognize the ethical issues involved in research, and practice ethical research standards;
- ❖ identify and explain the difference between quantitative, qualitative, and mixed methods research and what types of research questions can be answered with each method;
- ❖ use theory and previous research to create research questions and hypotheses and to identify and analyze the appropriate method and variables needed for research questions;
- ❖ use a variety of research methods through hands-on experience;
- ❖ present a coherent research paper that includes an abstract, introduction, literature review, research questions, ethical considerations, methodology, presentation of results and discussions.

Mid-term

Discussions on different aspects of a research paper: Introduction, Literature Review, Methodology, Results and discussion, and Recommendation and conclusion of a research paper will be focused.

Final

Submission of the research paper by the students.

Recommended Books:

- i. Fraenkel, J., R., Wallen, N., E. Hyun, H. H. (2012) How to Design and Evaluate Research and Education
- ii. Creswell J., W. — (4th ed.) Research design: qualitative, quantitative, and mixed methods approaches
- iii. Khan, Shamus, and Dana R. Fisher. 2014. The Practice of Research: How Social Scientists Answer Their Questions. New York: Oxford University Press. ISBN: 9780199827411
- iv. Dornyei Z.,: Research Methods in Applied Linguistics
- v. Manion L., & Morrison K.,: Research Methods in Education 7th Edition Louis Cohen.
- vi. Jeff Leburg: *A Guide to Research*, Viba Books Private Ltd., New Delhi, Mumbai, Kolkata.
- vii. David Nunan: *Research Methods in Language Learning*, CUP, Cambridge, UK.
- viii. Jo Mc Donough & Steven Mc Dough: *Research Methods for English Language Teachers*, Arnold, London.

7. Course Code: ELT-5207
Course Title : Teacher Education

3 C.H.

Course Objectives:

This course is designed for pre-service and in-service ELT practitioners to introduce them to the values, ideologies and pedagogical practices surrounding English language teaching. The module is expected to develop students' critical awareness of the key issues required to become skilled practitioners in various teaching settings.

Learning Outcomes:

Upon completion of the course, the students will be able to:

- ❖ demonstrate knowledge of learner differences and effective approaches to accommodate those differences;
- ❖ demonstrate knowledge of the multiple facets of education: the teaching-learning cycle, the teacher preparation process, issues in education, ethics and professionalism, rewards and challenges, self-growth and self-responsibility;
- ❖ develop and strengthen their skills in teaching, professionalism, assessment, and more;
- ❖ be equipped to transact the curriculum effectively focusing on content and pedagogy at par with the best global educational practices.

Midterm

a) Key Issues for the teachers

Key Themes in TESOL MA Teacher Education
Second Language Teacher Learning and Student Second Language Learning: Shaping the Knowledge
Developing as a beginning teacher
On being a teacher

b) Policy, Society & schooling

Education policy & schooling
Ideology, evidence & the raising of standard
Values & schooling
School effectiveness & improvement
Reforming teachers & their work
Social justice in schools: engaging with equality
Teachers & the Law

c) Teaching and learning

Learning in and outside of the classroom
Classroom management
Differentiation in theory and practice
Setting, streaming and mixed-ability teaching
Making assessment work in the classroom
English as an Additional Language: challenges of language and identity in the multilingual and multi-ethnic classroom

d) The Knowledge Base of Second Language Teacher Education

Introspection and Retrospection as Windows on Teacher Knowledge, Values, and Ethical Dispositions
Toward Linking Teacher Knowledge and Student Learning

e) Contexts of Second Language Teacher Education

The Power of Tests over Teachers: The Power of Teachers over Tests
Toward a Comprehensive Conceptualization of Teaching Assistant Education: Contents, Commitments, and Structures

Final

a) Collaborations in Second Language Teacher Education

Improving ESL Instruction in a Bilingual Program through Collaborative, Inquiry-Based Professional Development

b) Second Language Teacher Education in Practice

Combining Foreign and Second Language Teacher Education: Rewards and Challenges
Preparing Pre-service Teachers for English Language Learners: A Content-Based

- Approach
 Language Teacher Competence and Language Teacher Education
 In-Service Teaching Materials As Instrument Of Methodological Chance
- c) Programmatic Efforts and Strategies**
 Learning to Theorize from Practice: The Power of Embedded Field Experiences
 Teaching and Learning Simultaneously: Collaboration between Teacher Education and a University ESL Program
 Teacher Education and Teacher Professional Development: Current Issues and Approaches
- d) Supporting Candidates' Efficacy, Identities, and Dispositions**
 Personality and Education: Contemporary Issues in Psychological Science about Personality in Teacher Education
 Learning to Lead Collaborative Student Groups to Success
- e) Teachers as Learners of Teaching**
 Understanding Teacher Learning from a Sociocultural Perspective
 "Seeing" Teacher Learning
- f) Language as Social Practice**
 Defining Knowledge about Language
 Language as Social Practice
 Embracing Language as Social Practice in L2 Teacher Education
 Developing Teachers' Awareness of Language as Social Practice

Prescribed Text:

- i. Anne Burns & Jack C, Richards: *Cambridge Guide to Second Language Teacher Education*, CUP

Recommended Books:

- i. Dillon, J. and Maguire, M. (1997) *Becoming A Teacher: Issues in Secondary Teaching*. Buckingham: Open University Press.
- ii. Tedick, D. J. (Ed) (2005). *Second Language Teacher Education International Perspectives*. London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS.
- iii. Martin, C. and Polly, D. (2017). *Handbook of Research on Teacher Education and Professional Development*. IGI Global: the United States of America.
- iv. Johnson, K. E. (2009). *Second Language Teacher Education A Sociocultural Perspective*. The Pennsylvania State University: Routledge.
- v. Bowers, R. (Ed) (1987) *Language-Teacher-Education: An integrated program for ELT Training*. London: Modern English Publications in association with The British Council

8. Course Code: ELT-5208
Course Title : Sociolinguistics

3 C.H.

Course Objectives:

In this course, discussions focus the relationship between language and society, and language and culture. It deals with ways in which language serves to define and maintain group identity and social relationships among speakers. This course provides knowledge about a variety of topics dealing with the general theme of language in its social context. The students are to be familiarized with the principal concepts of sociolinguistics and how different varieties and features of language spread and change or disappear. The course informs key

findings of sociolinguistics and examines language variation. Additionally, the course deals with social, linguistic and contextual characteristics of language.

Learning Outcomes:

By the end of the course, the students will be able to:

- ❖ have some basic knowledge of the scope of sociolinguistics;
- ❖ talk and write about language variation and its social determinants; and
- ❖ understand the issues related to language in its social contexts.

Midterm

- a) Sociolinguistics and sociology of language/Language and society/language varieties/Diachronic variation (Language change over time) and synchronic variation (due to language contact, varieties of dialect and register) with special reference to English
- b) Historical Sociolinguistics: Origins, Motivations, and Paradigms
- c) **Language history and change**
Family trees/Family connections/Cognates
The history of English/Old English/Middle English
Sound changes/Syntactic changes/Semantic changes
- d) **Social factors and social dimensions**
Language choice in monolingual communities/ Language choice in multilingual communities and Linguistic varieties and multilingual nations
- e) **Language, dialect, Regional and social dialects**
Sociolect, Idiolect & Style, jargon/register, diglossia/ polyglossia/bilingualism, code-switching /code-mixing & lexical borrowing, Diglossia and polyglossia (from narrow and broad senses), Code Switching and classification/Code Mixing and lexical borrowing
- f) **Lexical and semantic change:**
Borrowing, Phonological treatment of loans, Morphological treatment of loans, Formation of new words & Change in word-meaning
- g) **Phonological change:** change in Pronunciation

Final

- a) **Language maintenance and shift:**
Language shift in different communities/Language death and language loss/Factors contributing to language shift/How can a minority language be maintained? /Language revival
- b) **Linguistic varieties and multilingual nations:** Vernacular languages/ Standard languages/ Lingua francas /Pidgins and creoles
- c) **National languages and language planning:**
National and official languages/Official status and minority languages /planning for a national official language/The linguist's role in language planning/Codification of orthography
- d) **Regional and social dialects:**
Regional variation/ Social variation/Social dialects/Standard English/Caste dialects
- e) **Ethnicity and social networks:**
Ethnicity, African American Vernacular English, British Black English, Maori English, New Englishes
- f) **The roles and status of English:**
De Facto and de jure uses/ a tripartite model: ENL, ESL & EFL
Models of English: Braj Khachru's circle model of world Englishes

- Scots And English: the status of Scots
- g) Speech functions, politeness and cross-cultural communication: Linguistic politeness in different cultures
 - h) Language, cognition and culture
 - i) **Attitudes and applications:**
Attitudes to language, sociolinguistics and education, Sociolinguistics and forensic linguistics
 - j) **Linguistic and Socio-demographic Variables:**
Orthographic Variables, Phonological Variables, Grammatical Variables, Lexical-Semantic Variables, Pragmatic Variables; Class, Age, and Gender-based Patterns; Race, Ethnicity, Religion, and Castes

Prescribed Text:

- i. Wardhaugh, Ronald: *An Introduction to Sociolinguistics*, Blackwell, 2006.

Recommended Books:

- i. Holms, Janet: *An Introduction to Sociolinguistics*. Routledge. 2013.
- ii. Hernández-Campoy, Juan Manuel & Conde-Silvestre, Juan Camilo: *The Handbook of Historical Sociolinguistics*. Wiley-Blackwell. 2012.
- iii. Yule, George: *The Study of Languages*. Cambridge University Press. 2010
- iv. McARTHUR, Tom: *The English Languages*. Cambridge University Press. 2018.
- v. Millar, Robert McCol & Trask, Larry: *Historical Linguistics*. Routledge. 2015.
- vi. Syal, Pushpinder & Jindal, D. V.: *An Introduction to Linguistics: Language, Grammar and Semantics*. Amazon. 2007.
- vii. Spolsky, Bernard, : *Sociolinguistics*. Oxford University Press. 1998.
- viii. Peter Trudgill: *Sociolinguistics*

9. **Course Code: ELT- 5209** **3 C.H.**
Course Title : Language Planning and ELT Policies

Course Objectives:

This course explores theory, implementation of language planning and language policy in various polities and jurisdictions. Throughout the course, consideration is given to the application of gained knowledge in real world situations. The focus is on various notions of what language policy consists of, how it operates, its historical roots, and ways it can be studied empirically.

Learning Outcomes:

After completing the course, the students will be able to:

- ❖ present the central theories and methods in language policy and planning research;
- ❖ explain the most important terms and concepts used in the field;
- ❖ use these terms and concepts to describe and analyze language situations in various contexts;
- ❖ describe and analyze language attitudes and ideologies and the ways in which they influence the implementation of language-political decisions in society;
- ❖ describe the language situation and language policies in Bangladesh and South Asia.

Mid-Term

- a) Language Policy, its history, philosophy, theory and practice

- b) The nature of language policy and its domains
- c) Frameworks and models in language policy and planning
- d) Language practices, ideology and beliefs, and management and planning
- e) Ecology of Language
- f) Language policy, linguistic imperialism and colonization
- g) Language planning in new polities and new nation building

Final

- a) Globalization and rethinking the concept of language
- b) Diversity and language policies for endangered languages
- c) Ethnic identity and language policy
- d) Language policy and minority rights
- e) Language policy and education
- f) Transnationalism, migration and language education policy
- g) Economic considerations in language policy
- h) Politics and language policy
- i) Research approaches and methods in language policy and planning

Recommended Books:

- I. Johnson, D. C. (2013). Language Policy. Basingstoke: Palgrave Macmillan (main module text).
- II. Hult, F. M., Johnson, D. C. (Eds.) (2015). Research Methods in Language Policy and Planning: A Practical Guide. Malden, MA: Wiley-Blackwell.
- III. Kaplan, Robert B., and Baldauf, Richard B. 1997. Language Planning: From Practice to Theory. Clevedon: Multilingual Matters.
- IV. May, Stephen. 2001. Language and Minority Rights. Harlow: Longman.
- V. Ricento, Thomas, ed. 2005. An Introduction to Language Policy: Theory and Method. Oxford: Blackwell.
- VI. Spolsky, Bernard. 2004. Language Policy. Cambridge: Cambridge University Press.
- VII. Wright, Sue. 2004. Language Policy and Language Planning: Nationalism and Globalisation. Basingstoke: Palgrave Macmillan.

10. Course Code: ELT-5210

3 C.H.

Course Title : Technology in the Language Classroom

Course Objectives:

This course aims at modeling innovative online teaching practices for ELTs; improve understanding of and actively engage in the analysis and systematic adoption of innovative materials and tools for ELT. This course also offers opportunities for EFL educators to observe and analyze real-world application of such new materials and practices; provide ELTs with support and problem-solving mechanisms as they implement new materials and practices in their teaching. Finally, the course acts as a train-the-trainers model so that participating ELTs can move forward after the course with concrete dissemination plans.

Learning Outcomes:

After completing the course, the students will be able to:

- ❖ develop a formal plan for incorporating technology into their teaching or class preparation in at least one new way and share their ideas with the group;

- ❖ do practice with search tools, skill-building websites, project-based learning, and online teacher resources, and then explain how they could use or adapt these for their own purposes;
- ❖ learn about writing behavior-based learning objectives, learning styles, learner autonomy, teaching large classes, the one-computer classroom, and a variety of assessment techniques, then explain how they could apply or adapt these concepts to meet their own needs.

Mid-Term

- a) Key concepts in Technology & ELT
- b) Understanding CALL
- c) Approaches to Language learning Technology
- d) Oral/aural skill-building websites and bookmarks with Delicious
- e) Multimedia in the classroom

Final

- a) Reading/writing websites and technology-enhanced lesson plans
- b) Podcast in language teaching
- c) Project-based learning, Web Quests, and rubrics
- d) Mobile Assisted Language Learning
- e) Student-centered large classes and interactive PowerPoint
- f) Learner autonomy, the one-computer classroom, and mobile devices
- g) Teacher resources online.
- h) Learning styles: technology connections.

Recommended Books and Resources:

- I. Beatty, Ken. Teaching and researching computer-assisted language learning / KenBeatty.-2nd ed.
- II. Contemporary computer -assisted language learning / edited by Michael Thomas,
- III. HayoReinders and Mark Warschauer.
- IV. Google vs. Bing: Battle of the Search Engines. Emily Price, Mashable.com article.
- V. The Future of the Search Engine. A blog post by Marissa Mayer
- VI. *Speaking and Listening Online: George M. Chinnery (PDF of article)*
- VII. Foreign Language Teaching Methods: Listening: University of Texan, Austin
- VIII. *The Employment of CALL in Teaching Second/Foreign Language Speaking Skills* by Julia Gong.
- IX. *New Perspectives in Teaching Pronunciation* by Maria Grazia Busà
- X. Some Techniques for Teaching Pronunciation - David F. Dalton, I-TESL-J.
- XI. Using the Internet in ESL Writing Instruction (2000)
<http://iteslj.org/Techniques/Krajka-WritingUsingNet.html>
- XII. E-mailing to Improve EFL Learners' Reading and Writing Abilities: Taiwan Experience (1999)
<http://iteslj.org/Articles/Liao-Emailing.html>
- XIII. Using Technology to Assist in Vocabulary Acquisition and Reading Comprehension (2007)
<http://iteslj.org/Articles/Constantinescu-Vocabulary.html>
Internet Content-based Activities for ESP by Maria José Luzón Marco (PDF copy of article)
- XIV. Destroying the Teacher: The Need for Student-Centered Learning by Alan C. McClean from the English Teaching Forum.

- XV. What Is Learner Autonomy and How Can It Be Fostered? by Dimitrios Thanasoulas looks at an essential component of a self-access center: a self-directed learner. <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>
- XVI. Going to the MALL: Mobile Assisted Language Learning: <http://ilt.msu.edu/vol10num1/emerging/default.html>
- XVII. The Seven Principles: Technology as Lever-specific. Recommendations for improving teaching with technology use: <http://polaris.umuc.edu/~cscwebe/>
- XVIII. The Future of Call (pdf file) - Phil Hubbard from Stanford University discusses what is coming down the road for CALL teachers.

11. Course Code: ELT-5211

3 C.H.

Course Title : Language Power and Identity

Course Objectives:

The course keeps the students engaged with some of the fundamental linguistic issues which are relevant to questions of power and cultural difference. This course focuses how language is commonly deemed to occupy a position of primary importance in relation to cultural identity. Identity construction in line with discourse is also a theme of this course.

Learning Outcomes:

Upon completion of the course, the students will be able to:

- ❖ demonstrate an understanding of key issues concerning the relationship between language and culture;
- ❖ apply theories pertaining to language, power and identity to contemporary contexts.

Mid-Term

- a) What is Language? What is Identity?
- b) Language and Human Being
- c) Language Thought and Representation
- d) Language and Politics
- e) Language and Society
- f) Language and Economic Affairs

Final

- a) Language and the Media
- b) Language and Cultural Identity
- c) Language and Ethnicity
- d) Language and Age
- e) Language and Class
- f) Language and Identity
- g) Standard English and Attitudes to Language

Recommended Books:

- I. Block, D: 2007, Second Language Identities, Continuum, London,
- II. Block, D., Gray, J., Holborow, M.: 2012, Neoliberalism and Applied Linguistics, Routledge, New York,
- III. Bourdieu, P.: 1992, Language and Symbolic Power, Cambridge,
- IV. Coates, J.: 2011, Language and gender: A reader, 2nd, Blackwell, Oxford,
- V. Edwards, J.: 1994, Multilingualism, Penguin, London,

- VI. Freire, P.: 1970, *Pedagogy of the Oppressed*, Penguin, London,
- VII. Holborow, M.: 1999, *The Politics of English*, Sage, London,
- VIII. Holmes, J. and M. Meyerhoff.: 2003, *The Handbook of Language and Gender*, Blackwell, Oxford,
- IX. Jenkins, J.: 2003, *World Englishes: A Resource Book for Students*, Routledge, London,
- X. Pavlenko, A. & Blackledge, A. (Eds): 2004, *Negotiation of identities in Multilingual Contexts, Multilingual Matters*, Clevedon,
- XI. Singh, I & Stilwell, P.J. (Eds): 2003, *Language, Society and Power: an introduction*. Second edition, Routledge, London,
- XII. Nic Craith, Máiréad, ed. (2007) *Language, Power and Identity Politics*. Palgrave, Macmillan.
- XIII. Thornborrow, J (2002) *Power Talk*. London: Pearson education

12. Course Code: ELT-5212

3 C.H.

Course Title : English as a World Language

Course Objectives:

The course explores the topics: Personal, local, regional and world languages, English in the past: the establishment of standards, the spread of English through native and non-native speakers, English from a third world perspective, power and exploitation, language rights, features of English varieties among both native and non-native speakers, the role of literary and cultural studies, a model of the role of English in the contemporary world. The course aims at exploring the rise of English to its current dominant status; considering the implications of its current position for language professionals; and developing appropriate professional expertise in response to the current position of English in the world.

Learning Outcomes:

Upon successful completion of the course, the students will be able to:

- ❖ understand how English has developed into a global language;
- ❖ understand how the varieties of English spoken in different parts of the world vary between different regions, societies, and communities, with a special focus on the language use of non-native speakers;
- ❖ have a thorough understanding of the impact the globalization of English has, the debates concerning the globalization, as well as of the various research methods used to study this phenomenon.

Mid-term

- a) A historical overview of the global expansion of English
- b) English and the British Empire
- c) Descriptive and theoretical models of World Englishes

Final

- a) Case studies of World Englishes
- b) Pidgins and creoles: an introduction
- c) Current debates and issues in World Englishes
- d) Globalization and the spread of English

Recommended Books:

- I. Crystal, D. (2012) English as a Global Language. 2nd edition (Canto Classics). Cambridge: CUP.
- II. Fromkin, V. A, Rodman, R, & Hyams, N. (2010) An Introduction to Language. 9th edition. Belmont, CA: Wadsworth. (Note: Any earlier edition should be fine)
- III. Graddol D (1997). The Future of English?.
- IV. Graddol D (2006). English Next. Why global English may mean the end of ‘English as a Foreign Language’.
- V. Jenkins, J. (2009) World Englishes: A Resource book for Students. 2nd edition. London: Routledge.
- VI. Jenkins J (2015). Global Englishes.
- VII. Kirkpatrick, A. (2007) World Englishes: implications for international communication and English Language Teaching. Cambridge: CUP.
- VIII. McArthur T (2002). The Oxford Guide to English.
- IX. McArthur T (1998). The English Languages.
- X. Wardhaugh, R. (2010) An Introduction to Sociolinguistics. 6th edition. Oxford: Wiley-Blackwell.
- XI. Widdowson H G (2003). Defining Issues in English language teaching

Prescribed Articles:

ALASTAIR PENNYCOOK	Beyond Homogeny and Heterogeny: English as a Global and Worldly Language
ROBERT PHILLIPSON	English for the Globe, or Only for Globe-Trotters? The world of the EU
SUSANNE MÜHLEISEN	Towards Global Diglossia? English in the Sciences and the Humanities
BARBARA SEIDLHOFER AND JENNIFER JENKINS	English as a Lingua Franca and the Politics of Property
HAZEL SIMMONS– MCDONALD	Decolonizing English: The Caribbean Counter-Thrust
JANET HOLMES, MARIA STUBBE AND MEREDITH MARRA	Language, Humour and Ethnic Identity Marking in New Zealand English

13. Course Code: ELT-5213
Course Title : Dissertation

3 C.H.

Course Objectives:

The students are required to choose topics pertaining to language and education for writing a dissertation. The students are required to write the dissertation within 12000 – 15000 words on the topic chosen for research.

Learning Outcomes:

Upon successful completion of this course, the students will be able to:

- ❖ plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic relevant to language, linguistics and education;
- ❖ systematically identify relevant theory and concepts related to appropriate areas;
- ❖ engage in systematic discovery and critical review of appropriate and relevant information sources.

- ❖ appropriately apply qualitative and/or quantitative evaluation processes to original data;
 - ❖ understand and apply ethical standards in the collection and evaluation of data and other resources;
 - ❖ communicate research concepts and contexts clearly and effectively both in writing and in presentation before audience.
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Prerequisite Courses

Students having a **non-English Honors degree or a Pass degree with a compulsory English course of 100 marks** are also **eligible for admission into MA in ELT program**. They have to complete the following ten (10) prerequisite courses (ENG 4000 series) in the 1st Year (i.e. 1st and 2nd semesters) before studying twelve (12) core courses (ELT 5000 series) in the 2nd Year (i.e. 3rd and 4th Semesters).

The prerequisite courses are:

1. **Course Code: ENG-4101** **3 C. H**
Course Title : History of English Literature

Course Objectives:

This course is a chronological survey of the major forces and voices that have contributed to the development of an English literary tradition. It intends to cover the literary ground from the Old English Period till the mid twentieth century focusing on the emergence, evolution and progress of English language and literature through different ages and periods. The course will showcase major literary moments, movements and events in the context of the social, political, religious and economic changes that shaped England and its history from the 5th century BC onwards. The objective of the course is to enable a critical understanding of the intellectual history of England and to equip the learners to analyze literary products within particular socio-historical contexts.

Learning Outcomes: Upon successful completion of the course, students will be able to:

- ❖ explain the role of literature in articulating and creating categories of identity.
- ❖ explain how a text is produced by its historical and cultural context.
- ❖ read texts critically in a variety of historical contexts.
- ❖ identify and assess the social, environmental and other ethical themes presented in texts

Midterm

- a) Introduction to Old English Period
- b) Middle English Period and Renaissance
- c) English Renaissance and Elizabethan Period
- d) The Age of Shakespeare

Final

- a) The Restoration Age to Enlightenment
- b) Augustan Age
- c) The Romantic Age
- d) The Age of Wordsworth and Romantic poetry
- e) The Victorian Age
- f) The Rise of the Novel
- g) The Age of Modernism
- h) The Age of Postmodernism

Recommended Books:

1. *An Outline History of English Literature* – William Henry Hudson,
2. *The Cambridge Companion to Old English Literature* – ed. Malcolm Godden and Michael Lapidge,
3. *History of English Literature*, Fifth edition – Edward Albert,
4. *The Oxford Illustrated History of English Literature* – Pat Rogers,
5. *A Short History of English Literature*, Ifor Evans

6. *English Social History: A Survey of Six Centuries – Chaucer to Queen Victoria* – G M Trevelyan
7. *A Critical History of English Literature (4 volumes)* – David Daiches, *The Routledge History of Literature in English*, 2nd edition

2. **Course Code: ENG-4102**

3 C. H

Course Title : Introduction to the Study of Literature.

❖ Course Objectives:

This course aims at highlighting the major aspects of literature. It will focus on analyzing specific literary devices and explaining how those devices contribute to the meaning of a literary text. Students will have knowledge about the basic ideas of English literature after completing the course.

Learning Outcomes: Upon successful completion of the course, students will be able to know:

- ❖ Major patterns and forms related to poetry;
- ❖ Literary and poetic terminology;
- ❖ Elements of fiction and drama;
- ❖ Basic characteristics of fiction and drama.

Midterm

- a) Introducing Poetry: Form and Features of Poetry
- b) Rhetoric and Prosody
- c) Selected Poems:
 - i) Shakespeare: Sonnet 130
 - ii) John Donne: *Valediction: Forbidding Mourning*.
 - iii) Keats: *To A Nightingale*
 - iv) Browning: *My Last Duchess*
 - v) Gray: *'Elegy Written in the Country Church Yard'*

Final

- a) Introducing Fiction: Elements and Characteristics of Fiction
Text: George Orwell: *Animal Farm*
- b) Introducing Drama: Forms and elements of Drama
Text: G.B. Shaw: *Arms and the Man*

Prescribed Text:

- i. W.H. Hudson: *An Introduction to the Study of Literature*

Recommended Books:

- i. X.J. Kennedy: *Introduction to Literature*
- ii. I.A. Richards – *Practical Criticism*
- iii. Warren Brooks- *Understanding Poetry*
- iv. W.B. Goodman: *Practical Criticism*
- v. Richard Gill: *Mastering English Literature*
- vi. M. Chakraborty: *Principles of English Rhetoric & Prosody*
- vii. Bose & Sterling: *Rhetoric and Prosody*
- viii. M. H. Abrams: *A Glossary of Literary Terms*.
- ix. J. A. Cuddon: *A Dictionary of Literary Terms*. Penguin, 1984.
- x. G. M. Thakur: *The Anatomy of Rhetoric and Prosody*.

- xi. Cleanth Brooks & Robert Penn Warren: *Understanding Poetry*.
- xii. Patrick Murray : *Literary Criticism : A Glossary of Major Terms*.
- xiii. Cleanth Brooks & H. Heilman: *Understanding Drama*.
- xiv. R.T. Jones: *Studying Drama: An Introduction*.
- xv. Malcom Kelsall: *Studying Drama: An Introduction*.

3. Course Code: ENG-4103 **3 C.H.**
Course Title : English Poetry: 18th and 19th Centuries

Course Objectives: This course aims at highlighting the major aspects and poets of Romantic and Victorian period. By studying the course, students will be familiarized with the literary cultures and traditions of the Romantic and Victorian eras.

Learning Outcomes:

Upon successful completion of the course, students will be able to understand major traits and forms of Romantic and Victorian poetry.

Midterm

- a) W. Wordsworth: *Immortality Ode, Lucy Poems*
- b) S.T. Coleridge: *The Ancient Mariner*
- c) Keats: *Ode on a Grecian Urn, To Autumn*

Final

- a) P.B. Shelly: *Ode to the West Wind, To a Skylark*
- b) Tennyson: *Ulysses, Tithonus, Oenone, Lotos Eaters*
- c) Browning: *Grammarian's Funeral, Andrea Del Sarto*.
- d) Arnold: *Dover Beach, Thyrsis*.

Books Recommended:

- i) H.N. Bralisford: *Shelley, Godwin and Their Circle*.
- ii) *The Pelican Guide to English Literature, Vol-V & VI*
- iii) F.B.Pinion: *A Wordsworth Companion*.
- iv) Patricia Hodgart: *Preface to Shelley*.
- v) Northrop Frye: *A Study of English Romanticism*.
- vi) D.G.Gilham: *William Blake*.
- vii) Twentieth Century Interpretation on *Songs of Innocence and of Experience*
- viii) F. B. Pinion: *A Tennyson Companion*.
- x) Alan Sinfield: *Alfred Tennyson*.
- xi) Mainsie Dard: *Robert Browning & His World: Two Robert Brownings*.

4. Course Code: ENG-4104 **3 C.H.**
Course Title : Four Skills (Listening, Speaking, Reading and Writing)

Course Objectives: The aim of the course is to develop learners' general communicative competence in English by exposing them to authentic use of the four English language skills (i.e., reading, writing, listening and speaking) in real-life communicative contexts. The students will be competent enough about the usage of English language learning skills.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

- ❖ acquire the basic reading skills
- ❖ learn the basic sentence making skills across various tense and aspects
- ❖ acquire the basic communication skills used in day-to-day life conversation
- ❖ learn the strategies and skills for effective listening
- ❖ write correct and meaningful sentences for real life situation

Midterm

Listening:

- a) Prediction
- b) Listening for gist
- c) Listening for main ideas
- d) Listening for detailed information
- e) Table completion
- f) Note Completion
- g) Making assumptions

Speaking:

- a) Jigsaw activity/prompts
- b) Everyday English: social expressions, exclamations, showing interest and surprise, being polite, business expressions and numbers, exaggeration and understatement, making your point, linking and commenting
- c) Asking for information
- d) Turn-taking
- e) Pair and group work/discussion
- f) Role play
- g) Debate
- h) Sharing information and giving opinions
- i) Beginning and ending telephone conversation
- j) Negotiating

Final

- Reading:**
- a) Predicting
 - b) Guessing meaning
 - c) Skimming
 - d) Scanning
 - e) Reading for general understanding
 - f) Reading for details
 - g) Identifying the purpose of writer
 - h) Identification of beliefs or arguments

- Writing:**
- a) Basic sentence construction across tense and aspects
 - b) Sentence completion
 - c) Writing narratives
 - d) Rephrasing sentences
 - e) Linking ideas: Conjunctions
 - f) General writing: emails, CV and covering letter, informal letters
 - g) Arguing for a case- *for and against*
 - h) Describing places

- i) Writing for talking
- j) Formal and informal writing: letters and emails
- k) Adding emphasis in writing

Prescribed Textbook:

i). Soars, L. & Soars, J. *New Headway: Upper-Intermediate Student's Book* (fourth edition). Oxford: Oxford University Press. 2014.

Recommended Books:

- i) Cotton, D., Falvey, D. & Kent, S. *Language Leader: Intermediate*. London: Pearson.
- ii) Lebeau, I & Rees, G. *Language Leader: Pre-intermediate*. London: Pearson.

5. Course Code: ENG-4105 3 C.H.
Course Title : Basics of English Grammar

Course Objectives: This course provides an intense overview of the basic elements of modern English usage to improve the skill among students in understanding and making basic English sentences. It will build the competence among learners in scientific use of language. It will develop competence among the students in writing grammatically correct sentences.

Learning Outcomes: Upon successful completion of the course, students will be able to:

- ❖ analyze English sentence components and use those components skillfully and creatively.
- ❖ think and express clearly and comprehensively in well-structured sentences.
- ❖ improve their capacity to understand and appreciate English literary and non-literary writings.

Midterm

- a) Levels: Structural parts of a sentence
- b) Words and their classes in a sentence
- c) The verb: The Finite: transitive, intransitive The Non-finite: participles, infinitives, gerund The Linking verb
- d) The Phrasal Verb Modals
- e) Usage of words as various parts of speech
- f) Formation of new words by adding prefixes and suffixes
- g) Pre-modifiers and post-modifiers of noun
- h) Tenses
- i) Direct and indirect speech
- j) Change of voice
- k) Basic sentence patterns and their illustrations

Final

- a) Conditionals, causatives, comparison of adjectives and adverbs
- b) Phrases, clauses and sentences:
- c) Dependent clauses and their uses
- d) Conversion of phrases into clauses and clauses into phrases
- e) Identifying and analyzing clauses in a sentence
- f) Sentence analysis from literary texts
- g) Combination of sentences: Making simple, compound and complex sentences

- h) Completing sentences
- i) Experiments with sentences
- j) Learning grammar in context/ at discourse level: An integrated approach
- k) Corrections

Recommended Books:

- ❖ Sadruddin Ahmed: *Learning English the Easy Way*. Rajshahi: Akhtara Publication, 2004.
- ❖ Mohammed Sarwar Alam and Mohammad Taher Hossain Salim, *English Sentences: Learning through Structures and Functions*
- ❖ George Davidson: *Phrases, Clauses and Sentences*
- ❖ A.S. Hornby: *Guide to Patterns and Usage in English*
- ❖ James A. W. Hefferman, John E. Lincoln: *Writing – A Concise Handbook*
- ❖ Jahurul Islam: *A Key to Structure Analysis*
- ❖ Thomson and Martinet: *Practical English Grammar*
- ❖ Michael Swan: *Practical English Usage*

6. **Course Code:** ENG-4206 **3 C.H.**
Course Title: English for Professional Purposes

Course Objectives:

This course aims at helping the learners to become competent through the improvement of their English writing skills in line with different professional requirements for clear, concise and effective written communication that creates the impact required in different professional situations. The students will get guidance on how to create professional and persuasive documents that will serve their professional purposes.

Learning Outcomes:

By the end of this course, learners will be able to:

- ❖ write for a specific situation, audience and purpose as competent writers;
- ❖ choose the appropriate level of formality for a given situation;
- ❖ use appropriate format for task at hand;
- ❖ present information in an organized and structured way so as to achieve a specific objective;
- ❖ express ideas with confidence and clarity, supporting persuasive and logical arguments;
- ❖ write documents according to professional standard and needs.

Midterm

- 1) Principles of writing Business Letters
- 2) Format of Business Letters
- 3) Business Letters
 - a) Quotation, Order and Tenders, Advertisement
 - b) Sales Letter / Sales Promotion Letter
 - c) Claim, Complain and Adjustment Letter
 - d) Credit and Collection Letter
 - e) Circular Letter

Final

- a) Inter office Memorandum / Memo

Midterm

a) W.B. Yeats : (Selections from the *Norton Anthology 7th Edition*)

Final

b) T.S. Eliot: '*The Love Song of J. Alfred Prufrock*' , *The Waste Land*

c) W.H Auden: (Selections from the *Norton Anthology 7th Edition*)

Recommended Books:

i) Cullingford: *Yeats: Poems*

ii) A.G. Stock: *W.B. Yeats: His Poetry and Thought*

iii) B.C. Southam: *T.S. Eliot*

iv) Smith: *The Waste Land*

8. Course Code: ENG-4208
Course Title : English Language Teaching

3 C.H.

Course Objectives: This course aims to introduce learners to the key areas within applied linguistics (AL) and ELT so that students can develop an understanding of their implications for learning and teaching English for various purposes.

Learning Outcomes:

By the end of this course, learners will be able to:

- ❖ gain a theoretical understanding of the key areas within AL and ELT
- ❖ get a practical idea about (second and foreign) language context
- ❖ get an introduction to the key acronyms used within ELT
- ❖ understand the practical implications of branches of AL for ELT

Midterm

a) Second Language Acquisition and Language Teaching:

- i) Explaining second language acquisition: external factors.
- ii) Exploring second language acquisition: internal factors.
- iii) Exploring individual differences in second language acquisition
- iv) Brief history of language teaching
- v) Nature of approaches and methods in language teaching
- vi) Current communicative approaches

Final

b) Psycholinguistics: Introduction: Definition, Different branches of Psycholinguistics, Relationship between Psycholinguistics and Psychology of Language.

c) Sociolinguistics: Definition, Linguistic Characteristics, Relationship between society and language, Pidgins, Creoles, The standard language.

d) Materials Design:

- i) A framework for materials writing
- ii) Process of materials evaluation

Prescribed Text:

i) Jeremy Harmer: *The Practice of English Language Teaching*

Recommended Books:

- i) Richards, J.C. and Rodgers S.T. (2001): *Approaches and Methods in Language Teaching*, CUP
- ii) Nunan D. (1991): *Language Teaching Methodology - A text book for teachers*, Prentice Hall, London
- iii) Larson Freeman, D (2004): *Techniques and principles in language teaching*, (2nd Ed). O.U.P.
- iv) Cook, V. (2nd Ed.): *Second Language Learning and Language Teaching*, Edward Arnold London.
- v) Ellis, R (1994): *The Study of Second Language Acquisition*, OUP.
- vi) Wardaugh, Ronald: *An Introduction to Sociolinguistics, Second edition*, Blackwell.
- vii) Clark, Herbert H. and Eve V Clark: *Psychology and Language: An Introduction to Psycholinguistics*
- viii) Trudgill, P.: *Sociolinguistics: An Introduction to Language and Society*, 3rd revised edition, Penguin.
- ix) Fromkin, Rodman, Hyams: *An Introduction to Language*
- x) Nunan, D. (1988): *Syllabus Design*, OUP

9. **Course Code: ENG-4209** **3**
Course Title : English Drama: From the Elizabethan to the Restoration **C.H.**

Course Objectives: This course aims to:

- a) introduce the students to the form and elements of drama and novel;
- b) give them introductory knowledge and make them acquainted with drama;
- c) enrich the students with the knowledge and culture of Elizabethan period in England.

Learning Outcomes: By the end of the course, students will

- ❖ have foundations for play and its different types and forms reading with academic seriousness;
- ❖ be equipped with the knowledge of English life and society;
- ❖ have increased understanding of life and living.

Midterm

- a) Christopher Marlowe: *The Tragical History of Dr. Faustus*

Final

- b) William Shakespeare : *Hamlet*
- c) Ben Jonson : *Volpone or The Fox*

Recommended Books:

- i) F.L. Lucas: *Seneca and Elizabethan Drama*.
- ii) Vaughan: *Types of Tragedy*
- iii) J. A. Symonds : *Shakespeare's Predecessors in the English Drama*.
- iv) Jan Kott: *Shakespeare: Our Contemporary*.
- v) J. P. Brockbank: *Marlowe: Dr. Faustus*.
- vi) G.B. Harrison: *Introducing Shakespeare*
- vii) John Drakakis(ed.): *Shakespearean Tragedy*
- viii) Harold Bloom: *Shakespeare*
- ix) A.C. Bradley: *Shakespearean Tragedy*
- x) Granville-Barker and G.B. Harrison: *A Companion to Shakespeare Studies*
- xi) K. Sagar: *Shakespeare: Hamlet*
- xii) K. Muir: *Shakespeare: Hamlet*

xiii) John MacCall: *18th Century Restoration Plays*

10. Course Code: ENG-4210

Course Title : Intermediate Writing

3 C.H.

Course Objectives: This course aims to familiarize the learners with paragraph and essay writing conventions. In doing so, it focuses on the basic process in which the learners will be able to generate and organize ideas for cohesive and coherent writing. The course aims at providing knowledge of modern styles of different types of writings.

Learning Outcomes:

Upon successful completion of the course, students will be able to:

- ❖ brainstorm, generate and organize ideas on various topics
- ❖ identify topic, main idea and supporting details in a paragraph
- ❖ write paragraph with cohesion and coherence
- ❖ have learnt basic conventions of paragraphs and essays
- ❖ write descriptive, narrative comparison-contrast and argumentative essays.

Midterm

a) Composing:

- 1) Pyramid planning
- 2) Using a diagram of ideas
- 3) Brain storming,
- 4) Organizing points,
- 5) Working from opening sentences
- 6) Free writing / Creative writing
- 7) Interviewing people

b) Communicating:

- 1) Exchanging letters,
- 2) Giving directions,
- 3) Jigsaw story writing
- 4) Asking and giving advice,
- 5) Writing letters of invitation
- 6) Graph / table reading
- 7) Writing journalistic report and article

Final

c) Crafting:

- 1) Writing newspaper article
- 2) Combining narrative and direct speech
- 3) Writing simple instructions
- 4) Organizing points for a contrast and comparison essay
- 5) Organizing topics and points in an argument

d) Writing essays about literature

Recommended Books:

- i) Mc Laren, S. (2003): *Easy Writer*, Viva Books Private Ltd.
- ii) Baugh, S.L. Prayer, M & Thomas, D.A. (1998): *How to write First class Business Correspondence*. NTC Publishing Group.
- iii) Hedge, T. (1988): *Resource Books for Teachers*, OUP
- ix) Tribble, C (1996): *Writing*, OUP
- v) Kelley Grieffith Eric: *Writing essays about literature*.