INSTITUTE OF ENGLISH AND OTHER LANGUAGES
UNIVERSITY OF RAJSHAHI

Curriculum for One-Year MA
in
English Language Teaching (ELT)
(Regular & Evening)

Session: 2026-2027
&
Session: 2027-2028

University Mission and Vision:

Vision (ভিশন) ঃ

To pursue enlightenment and creativity for producing world-class human resources to cater for the needs of changing time

(পরিবর্তিত সময়ের চাহিদা মেটাতে সক্ষম বিশ্বমানের মানবসম্পদ তৈরীর জন্য জ্ঞান ও সৃজনশীলতার চর্চা করা।)

Mission (মিশন) ঃ

1. To ensure a world-class curriculum with talented academicians and conducive academic and research environment for generation and dissemination of knowledge

   (জ্ঞানসৃষ্টি ও বিতরণের জন্য মেধাবী শিক্ষকমণ্ডলীসহ বিশ্বমানের পাঠক্রম এবং উপযোগী শিক্ষা ও গবেষণার পরিবেশ নিশ্চিত করা।)

2. To maintain international standards in education with focus on both knowledge and skills, and humanitarian and ethical values to meet the needs of the society and state

   (সমাজ ও রাষ্ট্রের চাহিদা মেটানোর জন্য জ্ঞান ও দক্ষতা এবং মানবিক ও নৈতিক মূল্যবোধের উপর গুরুত্ব দিয়ে শিক্ষায় আন্তর্জাতিক মান বজায় রাখা।)

3. To develop strategic partnerships with leading national and international universities, and organizations for academic as well as research collaborations

   (শিক্ষা ও গবেষণা সংক্রান্ত সহযোগিতার জন্য শীর্ষস্থানীয় দেশীয় ও আন্তর্জাতিক বিশ্ববিদ্যালয় ও প্রতিষ্ঠানের সাথে কৌশলগত অংশীদারিত্ব গড়ে তোলা।)

Core Values (কোর ভ্যালুস) ঃ

1. Upholding the spirit of war of liberation in all aspects of life

   (জীবনের সকল ক্ষেত্রে মুক্তিযুদ্ধের চেতনাকে ধারণ করা)

2. Maintaining honesty and integrity and showing mutual respect

   (সততা ও ন্যায়পরায়নতা বজায় রাখা এবং পারস্পরিক শ্রদ্ধা প্রদর্শন করা।)

3. Practicing openness, accountability, and transparency in all academic and administrative affairs

   (সমস্ত শিক্ষা সংক্রান্ত এবং প্রশাসনিক বিষয়ে উন্মুক্ততা, জবাবদিহীতা এবং স্বচ্ছতার অনুশীলন করা)

   Ensuring justice for all irrespective of gender, caste, disability, belief and religion

   (লিঙ্গ, বর্ণ, প্রতিবন্ধীতা, বিশ্বাস এবং ধর্ম নির্বিশেষে সকলের জন্য ন্যায়বিচার নিশ্চিত করা)

4. Inspiring innovation and youth leadership

   (উদ্ভাবন ও যুব নেতৃত্বকে অনুপ্রাণিত করা)

Program Mission and Vision

Vision:

1. Achieving international standard for English language teachers
2. Creating environment of multilingualism and multiculturalism

Missions:

1. Producing knowledgeable and skilled English Language teachers for Bangladesh and international markets by offering MA ELT and Diploma Programmes in ELT
2. Producing graduates with good command of English language skills, and linguistic knowledge for professional excellence by offering MA in English Language degree
3. Promoting Knowledge and skills of other major foreign languages in the graduates for effective functioning in multilingual and multicultural academic and professional settings by offering certificate courses in other major languages
4. Help promote manpower export by training skills in major foreign languages
5. Help promote foreign language proficiency of officers and employees (especially police officers) working in UN mission overseas

Program Objectives:

The overall objectives of the program will be to produce theoretically informed, knowledgeable and skilled teachers of English for the country. The specific objectives of the programme will be to:

1. Help students develop theoretical knowledge and critical perspectives on
   a) major theoretical and practical considerations for language curriculum/syllabus Design.
   b) selecting, adapting, adopting and designing language teaching-learning materials.
   c) teaching-learning methods, procedures or techniques.
   d) designing reliable, valid and administrable language tests.

2. Help develop learners' skills to
   a) examine, analyze, interpret and evaluate English curricula/syllabuses/courses, materials , methods and tests used elsewhere with special focus on their relevance or culture and context sensitivity.
   b) practically design English language curriculum/syllabus/course, materials, methods and tests appropriate for the learners, teachers, contexts and culture of Bangladesh.

Learning Outcomes:

By the end of the program, students will
1. have knowledge about the dominant theories of course/curriculum design, materials design, methodology and testing.

2. be able to apply their knowledge to analyze and interpret learners, teachers, learning context and culture, and can decide what is/are likely to work in the country, and with the local learners.
3. be able to adapt, adopt and develop theories and practices that will help learners with better learning outcome.
4. develop context- and culture- sensitive curriculum, materials, methods and testing, instead of blindly imitating theories and practices of ELT elsewhere, as the same theory and practice does not work with teachers and learners in all contexts and cultures.

Programme Summary

Marks and Credits:
Total Number of Courses: 7
Total Marks: 700 (Each course for 100 marks; written examination 70 marks + internal assessment 20 marks + class attendance 10 marks = 100)

Total Credits: 28 (4 credits for each course, 7 x4 = 28 credits, for 7 courses)

a) 6 Taught Courses: 100×6=   600 Marks   Credits: 6×4 =24
b) Teaching Practicum: 50 Marks   Credits: 2
c) Viva-Voce   : 50 Marks   Credits: 2

Total Marks: 700 Marks   Total Credits: 28

Total Contact Hours: 54 (for each 4 credit course) × 6 = 324 hours + 27 hours (Teaching Practicum) = 351 hours

Semester-wise list of courses:

Number of Semesters in a Year: 2 Semesters
      1) January to June
      2) July to December

Semester I:

ELT 507:	Post-Communicative Developments in ELT (Compulsory)	4 credits
ELT 508:	Syllabus, Materials and Testing (Compulsory)	4 credits
ELT 509:	Politics of English and ELT (Optional)	4 credits
CST 510:	Cultural Studies (Optional)	4 credits
LIN 511:	Sociolinguistics (Optional)	4 credits

Semester II:

ELT 512:	Language Through Literature (Compulsory)	4 credits
ELT 513:	Research Methodology and Research Project (Compulsory)	4 credits
CDA 514:	Critical Discourse Analysis (Optional)	4 credits
LIN 515:	Semantics and Pragmatics (Optional)	4 credits

TRANS 516:	Translation Studies (Optional)	4 credits
ELT 517:	Teaching Practicum	2 credits
	Viva-Voce	2 credits

** Students have to choose one course from the three alternatives.

Grading Policy

Scripts will be evaluated in accordance with the Grading System of Rajshahi University. A sample of the Grading System is given below:

Numerical Grade	Letter Grade	Grade Point
80% and above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A – (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.50
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete	I	--

Class Attendance
Students will be declared **Collegiate** if they attend 75% or more than 75% classes. Students attending 60% but less than 75% classes will be **Non-Collegiate**. Students having less than 60% of classes will be **Dis-Collegiate**. The **Dis-Collegiate** students will not be allowed to sit the examination. **Non-Collegiate** students will be allowed to take the examination on payment of a fine of Taka 1200/-.

Objectives of the MA Programme in ELT are to:

i). produce knowledgeable and skilled English language teachers for the country by familiarizing them with the developments in the theories and practices of ELT.
ii). provide practical training in teaching.

Course Description

<div align="center">

Semester: I

Course Code ELT 507:

Post-Communicative Developments in ELT

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Course Description:

The aim of this course is to explore the close relationship between language and culture. It makes learners aware of the post-communicative developments in English Language Teaching and the necessity of understanding the teaching-learning context. The course also aspires- to find out the politics that is embedded in the teaching, learning and practice of this language.

Intended Course Objectives:

Students will

1. understand the problems experienced with CLT in different non-Western contexts
2. learn about the developments in ELT after CLT: Task- Based teaching and learning; appropriate methodology; Context approach; issues of Culture, ideology, values and Identity in language teaching; Intercultural communicative competence ; Post methods and critical pedagogy; teaching World Englishes; politics in ELT
3. adopt appropriate culture- and context- sensitive methods, materials and testing

Intended Learning Outcomes:

1. Learners will have a better understanding of the problems experienced by teachers and learners with CLT
2. They will become familiar with the post communicative developments in English Language Teaching.
3. They can analyze and interpret the context, and take pragmatic decisions about effective teaching and testing procedures.

Course Contents:

This course will introduce students to the concepts and implications of:

1. CLT experiences in Non-Western context
2. Issues about grammar teaching
3. Role of literature in language teaching
4. Culture- and context- sensitive pedagogy
5. Constraints-based curriculum, materials, and testing
6. Task-based teaching and learning
7. Appropriate methodology
8. Post-method pedagogy, and
9. Critical pedagogy
10. Intercultural communicative competence, World Englishes and paradigm shifts in ELT
11. Use culture, and context- sensitive materials, methods and procedures

Assessment Strategies:

Internal assessment, Class test, Assignment/Presentation, Final examination

Match of Learning Objectives, Learning Outcomes and Content:

Learning Outcome	Learning Objectives	Course Content	Testing and Evaluation
1	1	1	1-15 (Objectives and outcome 1-3) and 1-15 of contents.
2	2	2	
2	2	3	
2	2	4	
2	2	5	
2	2	6	
2	2	7	
2	2	8	
2	2	9	
2	2	1	
2	2	0	
2	2	1	
2	2	1	
2	2	1	
3	3	2	
3	3	1	
		3	
		1	
		4	
		1	
		5	

Recommended Reading:

Adams, A, Heaton, B and Howarth, P (eds.)	*Socio-Cultural Issues in English for Academic Purposes*
Brown, H D	*Principles of Language Learning and Teaching*
Canagarajah, A S	*Resisting Linguistic Imperialism in English Teaching*
Ellis, R	*Task-Based Language Learning and Teaching*
Friere, P	*Pedagogy of the Oppressed*
Hadley, A O	*Teaching Language in Context*
Hammmerly, H	*An Integrated Approaches to Language Teaching and Its Practical Consequences*
Holliday, A	*Appropriate Methodology and Social Context*
Kincheloe, J	*Critical Pedagogy*
Kumaravadivelu, B	*Beyond Methods*
Leaver, B L and Willis, J R (eds.)	*Task-Based Instruction in Foreign Language Education*
Pennycook, A	*Critical Applied Linguistics*
Reid, J	*Perceptual Learning Style Preferences*
Richards, J C	*The Language Teaching Matrix* *Beyond Training*
Seidlhofer, B	*Controversies in Applied Linguistics*
Stern, H H	*Issues and Options in Language Teaching*
Tudor, I	*The Dynamics of the Language Classroom*
Willis, D and Willis, J	*Doing Task-Based Teaching*

Articles:

Bartlome, L T	*Beyond Methods Fetish: Towards a Humanising Pedagogy*
Bassano, S	*Helping Learners Adapt to Unfamiliar Methods*
Berman, R.	Global Thinking, Local Teaching: Departments, Curricula and Culture. *ADFL Bulletin*
Bowers, R and Widdowson,	H G Appropriate Methodology. In Webber, R and Dyes, T. (eds.). *Dunford House Seminar*

Burnaby, B and Sun, Y	Chinese Teachers' Views of Western Language Teaching: Context Informs Paradigms, *TESOL Quarterly*, 23/2
Ellis, G	How Culturally Appropriate is the Communicative Approach? *ELT Journal*, 50/3
Ellis, R	Current Issues in the Teaching of Grammar: An SLA Perspectives. *TESOL Quarterly*, No.1
Gupta, D	CLT in India: Context and Methodology come together, *ELT Journal,* 58/3
Hinkel, E	Current Perspectives on Teaching the Four Skills. *TESOL Quarterly* No.1
Holliday, AA	Role for Soft System Methodology in ELT Projects. *System*, 18/1
Holliday, A	Intercompetence: Sources of Conflict Between local and expatriate ELT Personnel, System, Vol. 20, No.2
Holliday, A	Tissue Rejection and Informal Orders in ELT Projects: Collecting the Right Information, *Applied Linguistics*, Vol.15, No. 4
Holliday, A	Student Culture and English Language Education: An International Perspectives, Language *culture and curriculum*, Vol. 7, No.2
Holliday, A & Cooke, T	An Ecological Approach to Esp. In. A Waters (ed.). *Lancaster Practical Papers in English language Education*, 5
Kramsch, C	*Context and Culture in Language Teaching*
Kramsch, C and Sullivan, P	Appropriate Pedagogy, *ELT Journal*, 50/3
Kumaravadivelu, B	TESOL Methods: Changing Tracks, Challenging Trends, *TESOL Quarterley,* Vol. 40, No.1
The New London Group	*A Pedagogy of Multiliteracies: Designing Social Futures*. Harvard Educational Review, 66/1

Course Code ELT 508:
Syllabus, Material and Testing

Course Description:

The course deals with the importance of a language syllabus, steps of syllabus design, various factors for designing and evaluating syllabus and materials. It also makes learners aware of various types of language tests, basic qualities of a good test, principles of test construction, assessment and scoring.

Intended Course Objectives:

Students will learn about

1) Necessity of a language syllabus
2) Differences between a curriculum and syllabus
3) The different types of syllabus
4) Steps of syllabus design
5) The considerations for designing materials
6) They will be able to evaluate and design curriculum/syllabus/course and materials
7) Different types of language tests
8) Basic concepts of tests: reliability, validity and practicality
9) Test formats and test techniques
10) Principles of test construction
11) Assessment and scoring

Intended Learning Outcomes:

After finishing the course Students will be able to

1) Prepare checklists for evaluation and will be able to design syllabus and materials
2) Evaluate syllabus and materials
3) Design syllabus and materials for learners in Bangladesh

4) Understand the different test types, test techniques and formats, and basic considerations for language testing
5) Practically evaluate and design language tests
6) Score and assess test performance

Course Contents:

Syllabus
a) Types of syllabus
- Product syllabus: Grammatical/Structural, Situational, Notional-Functional
- Process syllabus: Topic, Content, Skills, Task-based, Communicative
b) Steps of syllabus design
c) Evaluation of a syllabus
d) Designing a course

Materials
a) Theoretical considerations/principles/ guidelines for designing and evaluating language teaching materials
b) Preparing a checklist for materials design
c) Evaluation of some sample materials
d) Practical tasks on designating materials

Testing

a) Types of Language Tests
ii) Proficiency Tests
iii) Achievement Tests
iv) Diagnostic Tests
v) Direct, Indirect Tests
vi) Subjective / objective Tests
vii) Integrated, discrete point
viii) Communicative Language Tests

b) Basic concepts of Testing
   i) Reliability: Test Reliability, Scorer Reliability
   ii) Validity: Face Validity, Content Validity, Construct Validity etc.
c) Test Formats and Test Techniques
d) Evaluation of Tests
e) Designing reliable, valid and practicable Language Tests
f) Assessment and scoring of tests

Assessment Strategies:

Internal assessment, Class test, Assignment/Presentation, Final examination

Match of Learning Objectives, Learning Outcomes and Content

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1	1	1 a	Objectives 1-11 and outcome 1-6), content 1a-1d, 2a - 2d and 3a-3f)
2	2	1b	
3	3	1c	
4	4	1d	
5	5		
6	6	2a	
	7	2b	
	8	2c	
	9	2d	

	10			
	11	**3a**		
		3b		
		3c		
		3d		
		3e		
		3f		

Recommended Reading:

Syllabus

Brumfit, C J	*General English Syllabus Design*
Dubin, F	*Course Design*
Munby, J	*Communicative Syllabus Design*
Nunan, D	*Syllabus Design*
Tickoo, M L	Towards an alternative Curriculum for Acquisition Poor Environments. In Halliday,
M.A.K., Gibbons,	*Learning, Keeping and Using Language*
John and Nicholas, Howard (eds**).**	
Tickoo, M L	Language Learning in Acquisition Poor Environments. In R.K. Agnihotri and A..Khanna(
eds.)	*Second Language Acquisition: Socio-cultural and Linguistic Aspects of*
	English in India
Tickoo, M L	Curriculum Constraints-Real Imagined and Unexplored: An Across-the Shores View,
	Paper Presented in the International ELT Seminar of the CIEFL
White, R	*The ELT Curriculum*
Yalden, J	*Communicative Syllabus: Evaluation, Design and Implementation*

Materials Design

Cunningsworth, A	*Evaluating and Selecting EFL Teaching Materials*
ELT Documents:	*Projects in Materials Design*
McDonough, J	*Materials Design*
Nunan, D	*Designing Tasks for the common Classroom*
Shelden, L	*Evaluating Textbooks and Materials*
Tomlinson, B	*Materials Design*

Testing

Bachman, L F	*Fundamental Considerations in Language Testing*
Davies, A	*Principles of Language Testing*
Harrison, A	*A Language Testing Handbook*
Heaton, J B (ed.)	*Writing English Language Tests*
Heaton, J B	*Classroom Testing*
Hughes, A	*Testing for Language Teachers*
Lee, Y P et. al.	*New Directions in Language Testing*
Underhill, N	*Testing Spoken Language*
Weir, C J	*Communicative Language Testing*

Course Code ELT 509:

Politics of English and ELT

Course Description:

The aim of this course is to explore the close relationship or link between language and politics; or to put it more specifically, the course aspires to find- out the intricate connections between the teaching of English language and literature and the politics that is embedded in the teaching, learning and practice of this language.

Intended Course Objectives:

1. To make students confront the power and problem of language

2. To help them become aware of the growth and development of English language as an international language and its continued dominance in post-colonial settings

3. To help them understand the commodification of English language; in short, to explore the development/growth of English language as an industry

4. To make them aware of how language and literary studies can become an effective form of political or colonial control, economic and material exploitation

5. To help students understand how language/literary studies plays a vital role in exercising and consolidating imperial or neo-imperial hegemony and domination.

Intended Learning Outcomes:

Upon completion of this course students should be able to

1. critically engage with the curricula and pedagogy of English studies and English language teaching

2. recognise the aspects of dominant culture which are generally transferred along with the language

3. decode the politics of teaching English language; and

4. understand how literary/language studies may function in conjunction with various hegemonic apparatuses.

Course Contents:

1. Development of ELT as a Profession
2. Spread of ELT across the globe
3. Role of the British Council and Ford Foundation in the spread of ELT
4. ELT and the Empire
5. Linguistic Imperialism
6. Linguicism
7. Cultural Imperialism in ELT materials
8. Imperialism and ELT methodology
9. Cultural Politics of English
10. Politics of ELT projects
11. The English Industry
12. Commodification of English language
13. English for the market

Assessment Strategies:

Internal assessment, Class test, Assignment/Presentation, Final examination

Match of Learning Objectives, Learning Outcomes and Content

Learning Outcome	Learning Objectives	Course Content	Testing and Evaluation
1 2 3 4	1 2 3 4 5	1 2 3 4 5 6	1-4 of outcome 1- 5 of objectives 1-13 of contents

		7	
		8	
		9	
		10	
		11	
		12	
		13	

Recommended Reading:

Macaulay, Thomas	"Minute on Indian Education"
Philipson, Robert	*Linguistic Imperialism*
Pennycook, A.	*Cultural Politics of English*
Canagarajah, A S	*Resisting Linguistic Imperialism in English*
Friere , P	*Pedagogy of the Oppressed*
Kumaravadivelu, B.	*Beyond Methods*
Pennycook , A.	*Critical Applied Linguistics*
Viswanathan, Gauri	*Masks of Conquest*: *Literary Study and British Rule in India*
Akhter, Maswood	*Musings Post Colonies*
Akhter M and Muhammad Tariq-ul-Islam	"An Interview with Professor Aali Areefur Rehman"
Alam, Fakrul	"Confronting the Canon Contrapuntally: the Example of Edward Said"
Mahboob, Ahmar	"English: The Industry"
Orwell, George	"Politics and the English Language"
Al Mamun, Abdullah	"English and the Market"

Or,

Course Code CST 510:
Cultural Studies

Course Description:

This course is designed to introduce students to the study of culture. Through this course the students will learn how to interpret culture, classical as well as popular, critique forms and modes of cultural representations, unmask the workings of ideology as well as politics of identity and representation. In order to engage meaningfully with the ways of studying culture this course will focus on the following areas:

   a. Analysis of Culture
   b. Culture and Society
   c. Sub-culture; Popular Culture; Multiculturalism
   d. Language, Power and Politics of Culture
   e. Production, Reception and Consumption; Resistance
   f. Cultural Interfaces, Hybridity, Authenticity, Acculturation
   g. Identity, Representation and Politics of Mass Media

Recommended Reading:

Adorno, T	*The Culture Industry: Selected Essays on Mass Culture*
Akhter, M (ed.)	*Musings Post Colonies*
Benjamin, W	*Illuminations*
Bhabha, H K	*Location of Culture*
Castelle, M	*The Rise of Network Society*
Cohen, A K	"A General Theory of Sub-Cultures"
Gramsci, A	*Prison Notebooks*
Duncombe, S	*Cultural Resistance Reader*
During, S	*The Cultural Studies Reader*
	Cultural Studies: A Critical Introduction
Eliot, T S	"The Three Senses of Culture"

Hall, S	*Representation: Cultural Representations and Signifying practices*
Said, E	*Culture and Imperialism*
Said, E, Herman and Chomsky, N	*Manufacturing Consent: The Political Economy of the Mass Media*
Sen, A	*Identity and Violence*
Storey, J	*Cultural Theory and Popular Culture*
Strinati, D	*An Introduction to Theories of Popular Culture*
Williams, R	*Culture and Society*
	Marxism and Literature

Course Code LIN 511:
Sociolinguistics

Course Description:

Language is both linguistic and socio-cultural; the socio-cultural dimension of language use is one of the most important areas for language learning and teaching. Language is a resource to convey cultural and personal identity; language use reveals status and inequality in areas such as social class, gender, age, and ethnicity. This course will relate language with society and examine such features as language variation according to social class, power and status, and also according to purpose and role-relationship of the sender and receiver in specific social settings. It examines how social factors determine language choice along with extra and paralinguistic features.

The course aims to investigate some of the ways in which linguistic and social variables interact in speech communities. It will focus on both multilingual and monolingual speech communities. The course seeks to examine how social identity illuminates variation in language.

Intended Course Objectives:

1. Helping students understand the socio-cultural dimension of the use of language
2. Helping students use language appropriately in different social contexts and according to role relationship

Intended Learning Outcomes:

1. Students will be aware of the socio-cultural dimension of the use of language
2. They will be able to use language appropriately in different social contexts and according to role relationship.

Course Contents:

It will cover the following topics and issues:
1. Language and Society
2. Language and Culture
3. Language Varieties:
    *   Dialects
    *   Register
    *   Sociolect
    *   Pidgin
    *   Creole
4. Language and Social Class/Status
5. Language and Gender
6. Language across Profession
7. Formal and Informal language.

It will also cover topics such as

8. Code-switching
9. Bilingualism
10. Rules of discourse
11. Language rights, and
12. Speech in public arenas

Assessment Strategies:

Internal assessment, Class test, Assignment/Presentation, Final examination

Match of Learning Objectives, Learning Outcomes and Content

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1 2	1 2	1 2 3 4 5 6 7 8 9 10 11 12	1-2 of outcome 1-2 of objectives; 1-12 of contents

Recommended Reading:

Hudson, R.A.	*Sociolinguistics*
Holmes, Janet.	*Introduction to Sociolinguistics*
Mckay, S.l., N.H.	*Sociolinguistics and Language Teaching*
Pride, J.B. and Holmes, J.B.	*Sociolinguistics*
Gumperz, J.J. and Hymes, D.	*Directions in Sociolinguistics: the ethnography of Communication*
Gumperz, J.	*Language and Social Identity*
Stanlaw, James and Salzmann, Zdenek.	*Language, Culture and Society*
Meyerhoff, Miriam.	*Introducing Sociolinguistics*
Mackenzie, Laurel.	*Doing Sociolinguistics*
Masthrie, Rajend et al.	*Introducing Sociolinguistics*

Semester–II

Course Code ELT 512:
Language Through Literature

Course Description:

This course focuses on using literature to help students develop English language skills. The course demonstrates how interesting literary texts can be effectively exploited to develop effective reading skills, and making the learners talk about themes, characters, plots, settings, language use and style. Thus, writing on themes, characters, plots, styles and other aspects of literary texts can be useful materials for developing students' writing skills. The course will also use literary texts to develop students' listening skills. Among other things, the course will include reading of books and materials that argue for using literature in language teaching.

This course will focus on the following topics:

- Literary language and language of everyday communication.
- Addressing the debate for and against the use of literature for language teaching.
- Planning language lessons by using literature for integrated skills development.
- Using Fiction for language teaching.
- Using drama and poetry for language teaching.

Match of Learning Objectives, Learning Outcomes and Content

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1 2 3	1 2 3	1 2 3 4 5 6 7 8 9	1-3 of outcome 1- 3 of objectives; 1-9 of contents

Recommended Readings:

Long, Michael.	*Literature and language Teaching*
Carter, Ronald.	*Language Through Literature*
McCray, John.	*Language Through Literature*

Course Code ELT 513:
Research Methodology and Research Project

Course description:

This course aims at introducing students to the approaches and methods of ELT research so that students can identify, explore and engage with the problems in different areas of English language teaching in Bangladesh.

Intended Course Objectives:

1. Helping students develop their knowledge about
   a) Types of ELT research
   b) Steps of ELT research
   c) Concepts of reliability, validity and practicality of research
   d) Process of selecting and focusing a topic
   e) Research design
   f) Sampling and instrument design
   g) Data collection methods
   h) Processing and analyzing data
   i) Writing the research report
   j) Documentation styles
2. Develop their practical skills to do a mini research Project

Intended Learning Outcomes:

1) Students will have the knowledge of different aspects of ELT research (1a to 1j)
2) They will be able to

a) select a topic
b) focus on a topic
c) design empirical and experimental research
d) collect and analyze data, and
e) present results systematically.

The areas for this course will include:

1. What is research?

2. Types of ELT research

3. **Steps in research**: Selecting a topic, defining the research question/research problem, doing primary literature survey, finalizing focus, extensive literature survey, deciding about methods of data collection, analysis of data, presenting results.
4. **Important concepts in ELT researc**h: Reliability, validity, triangulation etc.
5. **Types of Research:** Qualitative and quantitative research, inductive and deductive research, experimental and empirical research, action research
6. **Methods of Data collection:** Questionnaire survey, interviews, document analysis, focused group discussion, diary studies, ethnography, case study, observation etc.

7. **Designing tools for investigation**

8. **Administering the study**
9. **Data Processing and Data Analysis:** Tabulating data, planning an analysis in keeping with the objectives, frequency counts, central tendency and some other types of data analysis.

10. **Presenting Results**
11. **Styles of documentation**

Evaluation
1. Written Exam: 40 Marks
2. Students will also be required to:
   - write a research proposal   30 Marks
   - do a minor research project

Assessment Strategies:

Internal assessment, Class test, Assignment/Presentation, Final examination

Match of Learning Objectives, Learning Outcomes and Content:

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1a to 1j 2a to 2e	1a to 1j 2	1 2 3 4 5 6 7 8 9 10 11	1a-1j (outcome) 2a-2e (Objectives). 1-11 of contents

Recommended Reading:

Allwright, D and Baily, K.	*Focus on the Language Classroom: An Introduction to Classroom Research for language*
Bailey, C M.	*Classroom Centred Research on language Teaching and learning*
Brown, J D.	*Understanding Research in Second Language Learning: A Teacher's Guide Statistics and Research Design*
Brown, J D and Rodgers, T S.	*Doing Second Language Research*
Chaudron, C.	*Second Language Classrooms: Research on Teaching and Learning*
Cohen, L and Mannion, L.	*Research Methods in Education*
De Bot, K, Ralph, B, Glennsberg, and Kramsch, C.	*Foreign Language Research in Cross-Cultural Perspective*
Dornyei, Z.	*Research Methods in Applied Linguistics*
Hatch, E and Farhady, H.	*Research Design and Statistics for Applied Linguistics*
Hatch, E.	*Statistics in Second Language Education*
Hopkins, D.	*A Teachers' Guide to Classroom Research*
Kothari, C R.	*Research Methodology: Methods and Techniques*
Krashen, S D and Sarcella, R.	*Issues in Second Language Research*
Larsen-Freeman, D and Long, M H.	*An Introduction to Second language Acquisition Research*
Mcniff, J.	*Action Research: Principles and Practice*
Nunan, D.	*Research Methods in Second Language Learning*
Seliger, H W and Shohammy.	*Research Methods in Second Language*
Seliger, H W and Long, M H.	*Classroom Oriented Research in Second Language Acquisition*

Course Code CDA 514:
Critical Discourse Analysis

Course Description:

The course aims to teach how to critically investigate the ways language is used and meanings generated and organised in written and spoken texts, taking into account the ideological and social contexts of production and processing. At the end of this course students should be aware of the differences between speech and writing; of the distinctive features and structures of conversation and other media genres; of the ideology encoded in texts and hidden within texts; of the cohesive, interpersonal and ideational aspects of text; of how socio-political and cultural categories and issues are constructed through everyday public discourses, including political, media and business ones; and of how to employ critical discourse analytical methods to analyze various public discourses to demystify asymmetrical power relations and uncover hidden ideologies. Students will engage in the practical analysis of media, literary, religious and political discourses.

Intended Course Objectives:

1. To make students aware of the differences between speech and writing, as well as the differences between oral and written discourse, and the interplay between speech and reception, between verbality and textuality

2. To train them in close critical exegesis of texts to decode the ideology encoded or hidden in texts

3. To understand how texts and discourses may be instrumental in wielding power and consolidating hegemony

4. To analyse various discourses such as religious, political, literary and discourses associated with media to explore how they relate with contemporary socio-political issues and events

5. To train students to understand how discourses are formulated and produced and disseminated for mass consumption; and to have a mapping of the various socio-cultural, politico-historical parameters that shape and determine the reception of various discourses, and finally

6. To train them in analytical thinking and academic writing around discourse analysis

Intended Learning Outcomes:

Upon completion of this course, students will be able to
1. critically engage with the diverse discourses surrounding political, literary or media studies

2. analyse the language, organisation, structure and the use of various discourses

3. to critically interpret literary, public or political discourses to explore authorial intentions and the relationship

   between discourse/text, critic and the reader; and

4. to understand how discourses are received, appropriated and reproduced in a given historical time.

Indicative Course Contents:
1. Text, Discourse and Context
2. Speech and Writing
3. Conversation and Register
4. Conversational Analysis and Pragmatics
5. Genre and Text Structure
6. Text Structure and Cohesion
7. Conceptual Meaning
8. Interpersonal Meaning
9. Politeness
10. Interpretation of Discourse
11. Metaphor
12. Resisting subject positions
13. Language and ideology
14. Language and power
15. Power of encoders and decoders
16. Language and Power in cross gender discourse
17. Language and power in inter-class discourse
18. Race and Class in discourse

Assessment Strategies:

Internal assessment, Assignment/Presentation, Class test, Final examination

Match of Learning Objectives, Learning Outcomes and Content

Learning Outcome	Learning Objectives	Course Content	Testing and Evaluation
1 2 3 4	1 2 3 4 5 6	1 2 3 4 5 6 7 8 9 10 11 12 13 14	1-4 of outcome 1- 6 of objectives; 1-18 of contents

		15 16 17 18	

Recommended Reading:

Bell, A and Garrett, P. (eds).	*Approaches to Media Discourse*
Blommaert, J.	*Discourse*
Bourdieu, P.	*Language and Symbolic Power*
Brown, G. and Yule, G.	*Discourse Analysis*
Chilton, P.	*Analysing Political Discourse*: *Theory and Practice*
Cook, G.	*Discourse*
Cook, G.	*The Discourse of Advertising*
Cooper, D E.	*Metaphor*
Coulthard, M.	*An Introduction to Discourse Analysis*
Coulthard, M.	*Introduction to Discourse Analysis*
Fairclough, N.	*Analysing Discourse*: *Textual Analysis for Social Research*
Fairclough, N.	*Critical Discourse Analysis*
Fairclough, N.	*Critical Discourse Analysis*
Fairclough, N.	*Language and Power*
Goatly, A.	*Washing The Brain: Metaphor And Hidden Ideology*
Goatly, A.	*Critical Reading and Writing*
Goffman, E.	*Forms of Talk*
Goffman, E.	*Frame Analysis: An Essay on the Organization of Experience*
Halliday, M.A. K. & Hasan.	*Language, Context and Text*
Halliday, M.A.K.	*Spoken and Written Language*
Hoey, M.	*Textual Interaction: An Introduction to Written Discourse Analysis*
McCarthy, M.	*Discourse Analysis for Language Teachers*
Norman Fairclough.	*Critical Discourse Analysis*
Nunan, D.	*Introducing Discourse Analysis*
O'Halloran, K.	*Critical Discourse Analysis and Language Cognition*
Sarangi, S and Coulthard, M. (eds)	*Discourse and Social Life*
Schaffner, C. (ed).	*Analyzing Political Speeches*. London: Short Run Press.
Thomas, J.	*Meaning in Interaction*
Van Dijk.	*Critical Discourse Analysis*
Wodak, R.	*Disorders of Discourse*
Woodack	*Critical Discourse Analysis*

Or,

Course Code LIN 515:
Semantics and Pragmatics

Course Description:

This course aims to introduce learners to key concepts and issues in semantics and pragmatics. It seeks to familiarize students with basic issues of language and meaning. It will give students an opportunity to explore different approaches to the analysis of written and spoken texts and gain an understanding of language in use. This course provides the learners with theoretical aspects of meaning, language use and the situational contexts.

Intended Course Objectives:
The course aims to:

1. develop learners' awareness and knowledge of the meaning making process of English

2. enable students to understand theories of meaning and functions of literary and nonliterary, written and

   spoken texts

3. develop students' understanding of current development of the theories, principles and trends of function, form and meaning formation process

4. enable students to understand the meaning of words as they are used in different social contexts

Intended Learning Outcomes:

Upon completion of the course, students will be able to:
1. have the knowledge of the meaning making process of English language

2. demonstrate their understanding on the current development of the theories related to Semantics and Pragmatics

3. explore and examine the contextual factors that influence text production and reception

This course will cover the following areas:
A. Historical preamble; Semantics and pragmatics; An example: the Cooperative Principle of Grice; General pragmatics; Aspects of speech situations; Rhetoric
B. A set of postulates: Semantic representation and pragmatic representation; Rules and Principles; Convention and Motivation
C. Formalism and functionalism: Formal and functional explanations; Biological, Psychological, and social varieties of functionalism
D. The interpersonal role of the Cooperative Principle: The Cooperative Principle (CP) and the Politeness Principle (PP); Maxims of Quantity and Quality Implicatures connected with definiteness; Maxim of relation
E. The Tact Maxim: Varieties of illocutionary function; Searle's Categories of illocutionary acts; Tact: one kind of politeness; etc
F. A survey of the interpersonal rhetoric: Maxims of Politeness; Metalinguistic aspects of Politeness; Irony and Banter; Hyperbole and litotes;
G. Communicative Grammar: An Example: Communicative Grammar and Pragmatic force; Remarks on Pragmatic Metalanguage; Some aspects of negation and Interrogation in English; Syntax; Semantic analysis; Pragmatic analysis
H. Performatives: The Performatives and Illocutionary-Verb Fallacies; The speech act theories of Austin and Searle; Declaration; Illocutionary Performatives: descriptive and non descriptive approaches
I. Speech- act verbs in English: Locutionary, illocutionary and perlocutionary; Illocutionary Performatives verbs; Classifying illocutionary verbs

Assessment Strategies:

Internal assessment, Assignment/Presentation, Class test, Final examination

Match of Learning Objectives, Learning Outcomes and Content

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1 2 3	1 2 3	1 2 3 4 5 6 7 8 9 10	1-3 of outcome 1- 3 of objectives; 1-10 of contents

Recommended Readings:

Leech, Geoffrey   *Principles of Pragmatics*
Carnap, R.   *Introduction to Semantics*
Chomsky, N.   *Syntactic Structures*
Bach, K. and Harnish, R. M.   *Linguistic Communication and Speech Acts*

Or,

Course Code TRANS: 516

Translation Studies

Course Description:

This course offers a combination of exploring the translation theories as well as participating in active translation works. Students, through this course, will get an opportunity to study existing theories in the field while developing their own abilities to translate literary works, and to evaluate key translations by others.

Intended Learning Objectives:

Students will be able to:

- Understand the development of the discipline of translation studies
- Be familiar with the basic theoretical aspects in translation
- Evaluate translated works

Course Learning Outcomes:

Students should be able to

- Demonstrate the knowledge of existing theories of translation
- Undertake any translation project that needs theoretical and practical knowledge

Course Contents:

A. Theory: Marks: 50

i)   Translation: Scope and Significance
ii)   Translation, Language and Culture
iii)   Translation and Literature
iv)   History of Literary Translation
v)   Literary Translation Theories

B. Evaluation of Translated Texts
a) Assignment on Evaluation of Translated Text: Marks 20
i)   Selections from *Of Women, Outcastes, Peasants and Rebels-A Selection of Bengali Short Stories* by Kalpana Bardhan
ii)   Selections from Jibanananda Das : Selected Poems by Fakrul Alam
iii)   মুখরা রমনী বশীকরণ অনুবাদকঃ মুনির চৌধুরী (*Taming of the Shrew*: Shakespeare)
iv)   Shakespeare's Sonnets – Selim Sarwar
v)   Gitanjali – R. Tagore
vi)   The Girl in Between – Rabindranath Tagore (Translated by Abdullah Al Mamun)

Assessment Strategies:
Translation Assignments
Evaluation of Translated Text
Final Examination

Translation assignments will be from English into Bangla and from Bangla into English. The course teacher will select the texts for translation and evaluation at the beginning of the class.

Source Texts:

Susan Bassnett	*Translation Studies*
Andre Lefevere	*Translation, Rewriting and the Manipulation of Literary Fame*
Sujit Mukherjee	*Translation as Discovery*
Gayatri Spivak	"Politics of Translation"
John Biguenet ed.	*Theories of Translation*
Hatim and Mundy	*Translations: An Advanced Resource Book*

Recommended Readings:

Ross, A F	*Early Theories of Translation.* New York: Octagon Books. 1973.
William, A & Baker, M	*The Routledge Encyclopedia of Translation Studies.* London: Routledge, 1998.
Bassnett-McGuire, S & Lefevere A (eds)	*Translation, History and Culture.* London: Pinter Publishers.1990.
Benjamin, W	"Die Aufgabe des Ubersetzers" In *Illuminations* 50-62. Frandfurt am Main: Shrkamp, 1977 Englishtranslation: "The Task of the Translator." In *Illuminations* 69-82. Tr. Harry Zohn, New York: Schocken Books, 1969.
Biguenet, J & Brower, R A (ed.)	*On Translation.* Harvard Studies in Comparative Literature, 73. Cambridge, MA: Harvard U Pr, 1959.
Catford, J C	*A Linguistic Theory of Translation: an Essay in Applied Linguistics.* London: Oxford U P 1965
Gentzler, E C 1993	*Contemporary Translation Theories.* London: Routledge, 1993.
Jakobson, R	"On Linguistic Aspects of Translation." In Brower's *On Translation,* pp. 232-239.
Rainer, S (ed.)	*The Craft of Translation.* Chicago Guides to Writing, Editing and Publishing. Chicago: University of Chicago Press, 1989.
Robinson, D	*Translation and Empire, Postcolonial Theories Explained.* Translation Theories Explained 4. Manchester, UK: St. Jerome Press, 1997.
Roger, S (ed.)	*The Craft and Context of Translation.* Austin: U Texts Pr, 1961.
Snell-Hornby, M et al (eds.)	*Translation Studies: An Interdiscipline.* Translation Studies Congress, Vienna 1992. Benjamins Translation Library 2. Amsterdam: Benjamins, 1994.
Steiner, G	*After Babel: Aspects of Language and Translation.* Second edition. Oxford: Oxford U P, 1992.
Toury, G	*Descriptive Translation Studies and Beyond.* Benjamins Translation Library 4. Amsterdam: John Benjamins, 1995.
	--. *in Search of a Theory of Translation.* Tel Aviv: Porter Institute, 1980.
Venuti, L	*The Scandals of Translation: Towards on Ethics of Difference.* New York: Routledge, 1998.
	--. *The Translator's Invisibility: A History of Translation.* London: Routledge, 1995.

Course Code ELT 517:
Teaching Practicum

Course Description:
This course is designed to develop students' knowledge of and explore the application of the teaching techniques of various aspects of English through real classroom situations.

Intended Course Objectives:
To help students develop
1. theoretical knowledge about teaching the different areas and skills of teaching language into practice
2. practical skills of teaching different areas and skills of English

Intended Learning Outcomes:
Students will
1. have theoretical knowledge about teaching the different areas and skills of English
2. develop practical skills of teaching each area and skill of English

Each student will
1. select, adapt, adopt or design two lessons on any of the areas or skills of English
2. plan warm up and core activities/tasks
3. teach those lessons in the classroom attended by their peers
4. demonstrate their classroom management ability and the management of learning in the classroom.
5. monitor activities and
6. provide feedback on each activity

Course Evaluation
They will be evaluated on their skills to plan lessons and practical skills of teaching lessons with effective setting and monitoring of tasks, classroom management and feedback strategies.

Match of Learning Objectives, Learning Outcomes and Content

Learning Out come	Learning Objectives	Course Content	Testing and Evaluation
1 2	1 2	1 2 3 4 5 6	1-2 of outcome 1-2 objectives; 1-6 contents

Recommended Readings:

Penny Ur	*A Course in Language Teaching*
Paul Lyndsay	*Teaching English World Wide*
Jack C Richards	*Language Teaching Matrix*
David Nunan	*Designing Tasks for Communicative Classroom*