



INSTITUTE OF ENGLISH AND OTHER LANGUAGES
UNIVERSITY OF RAJSHAHI

Curriculum for
Post-Graduate Diploma in 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 সম্পদ 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

(জ্ঞান সৃষ্টি ও বিতরণের জন্য মেধাবী শিক্ষকমণ্ডলীসহ বিশ্বমানের পাঠ্যক্রম 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)

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

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

5. 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 for Post-Graduate Diploma in ELT

Marks and Credits:

Total Number of Courses: 6

Total Marks: 600 (Each course for 100 marks each; written examination 70 marks + internal assessment 20 marks + class attendance 10 marks = 100)

Total Credits: 24 (4 credits for each course, 6 x 4 = 24 credits, for 6 courses)

a) 6 Taught Courses: $100 \times 6 = 600$ Marks Credits: $6 \times 4 = 24$

Total Marks: 600 Marks Total Credits: 24

Scripts will be evaluated in accordance with the Grading System. 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	--

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 and 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 1500/-

Objectives of the Programme Post-Graduate Diploma in ELT are to:

- i) Produce knowledgeable and skilled English language teachers for the country
- ii) Provide practical training in teaching

Number of Semesters in a Year : 2 Semesters

- 1) January to June
- 2) July to December

Semester I

Course Code ENG 501:

Grammar and Syntactic Analysis

Course Description:

This course introduces students to the different aspects of grammar such as use of parts of speech, changing one part of speech into another, use of the same word as different parts of speech where possible and in different senses, tenses, sequence of tenses, voice, narration, agreement, pronoun references, different kinds of phrases and clauses, sentence construction rules—simple, complex and compound sentences, transformation of sentences, analysis and synthesis of sentences.

Recommended Readings:

Oxford

The Advanced Learner's Dictionary

Quirk, Randolph *A University Grammar of English*

Leech, G. & Svartvick *A Communicative Grammar of English*

Murphy, R. *Intermediate English Grammar*

Islam, J. *ABC of English Grammar*

Greenwood, J. *Oxford English Grammar*

Course Code ENG 502:

Reading Comprehension and Writing

Reading Comprehension:

This course aims at developing students' reading comprehension skills. The course will cover the following sub-skills of reading:

Understanding

- word meaning
- figurative language
- long sentences by dividing them into parts
- main and supporting ideas
- explicit and implicit relationships between sentences
- author's attitude, mood, tone etc.

Identifying topic sentences, developers and terminator

Surveying text organization.

Predicting

Inferencing, Interpreting and Critically Evaluating texts.

Recommended Reading:

Alderson, C and Urquhart, A H (eds.)	<i>Reading in a Foreign Language</i>
Barr, P, Clegg, J, & Wallace, C	<i>Advanced Reading Skills</i>
Greenwood, J	<i>Class Readers</i>
Michael, S	<i>Oxford English Grammar</i>
Milne, J	<i>Heinemann Guided Readers' Handbook</i>
Queen, D (ed.)	<i>Configurations: American Short Stories for the EFL Classroom</i>
Salchs, T U	<i>Now Read On</i>
Wallace, C	<i>Reading</i>
Walter, C	<i>Authentic Reading</i>
Williams, E	<i>Reading in the Language Classroom</i>

Writing:

This course seeks to help students develop their basic writing skills along with their academic writing skills. It will focus on:

Writing with Correct spelling

Writing correct sentences

Writing good paragraphs with good topic sentences, developers and terminators, effective use of sentence linkers/connectors.

Techniques of Paragraph development:

Example

Listing

Cause and Effect

Comparison

Contrast

Time and space

Narration and description

Writing Essays:

Writing an effective introductory paragraph.

Writing a good concluding paragraph.

Logical development of ideas with proper sequencing of the paragraphs between the introductory and concluding paragraphs.

Writing Assignment/Essays on academic subjects with proper documentation.

Recommended Reading:

Baker, S	<i>The Practical Stylist</i>
Barnet, S	<i>Practical Guide to Writing</i>
Chris, H I	<i>Modern English in Action</i>
Baugh, L S et al	<i>How to Write First Class Business Correspondence</i>
Imhoof, M & Hudm H	<i>From Paragraph to Essay</i>
Islam, J	<i>A Handbook of Paragraph Writing</i>
Leech, G & Svartvick	<i>A Communicative Grammar of English</i>
Mackin, R & Cowie, A P	<i>Oxford Dictionary of Current Idiomatic English</i>
Murphy, R	<i>Intermediate English Grammar</i>
Norton, S & Green, B	<i>The Bare Essentials</i>
Folse, K S & Solomon, E V	<i>The Great Paragraphs</i>
Quirk, R	<i>A University Grammar of English</i>

Schwegler	<i>Patterns in Action</i>
Shahidullah, M	<i>Effective Paragraph Writing</i>
Tregidgo, P S	<i>Practical English Usage for Overseas Students</i>
Whitten, M E & Hodges, J C	<i>Harbrace College Handbook</i>

Course Code ENG 503: **Listening, Speaking, Phonetics and Phonology of English**

Course Description:

This course aims at developing students oral communication skills in English. It will focus on Pronunciation, fluency, accuracy, appropriacy and will also include speaking in different situations such as classrooms, interview, family and friendly gossips, seminars and symposiums. It will also involve students in extempore speech, debate etc.

The phonology part of the course will introduce students to:

Organs of speech

IPA symbol

Consonant and vowel sounds of English

Classification of the consonant sounds according to places and manners of articulation.

Classification of the vowel sounds-front, central, back, rounded unrounded, close, half close half open, open.

Stress

Intonation

Transcription

Recommended Reading:

Listening

Alderson, A & Lurich, T

Listening

Brown, G

Listening to Spoken English

British Council

The Teaching of Listening Comprehension

Ur, P

Teaching Listening Comprehension

Speaking

Brown, G and Yule, G

Teaching the Spoken Language

Bygate, M

Speaking

Ellis, R. & Tomlinson, B

Speaking

Gower, R

Speaking

Jones, L

Ideas

Nolasco, R

Speaking

Ramsey, G & Res-Parnell, H

Well-Spoken

Phonetics and Phonology

Abercrombie, D

Elements of General Phonetics

Balasubramanian, T	<i>A Textbook for English Phonetics for Indian Students</i>
Baker, A	<i>Ship or Sheep: An Intermediate Pronunciation Course</i>
Colson, W	<i>Practical Phonetics</i>
Gimson, A C	<i>An Introduction to the Pronunciation of English</i> <i>A Practical Course of English Pronunciation</i>
Gimson, A C & Ramsaran	<i>An English Pronunciation Comparison</i>
Hargreaves, P H & Symour, G	<i>Practical English Phonetics</i>
Hooke, R & Rowell, J	<i>A Handbook of English Pronunciation</i>
Hornby, A S (ed.)	<i>The Oxford Advanced Learners' Dictionary of Current English</i>
Jones, D	<i>An Outline of English Phonetics</i>
Jones, D	<i>English Pronouncing Dictionary</i>
O'Connor, J D	<i>Better English Pronunciation (text with cassettes)</i>
Roach, P.	<i>English Phonetics & Phonology : A Practical Course</i>
Shethi, J & Dhamija, P V	<i>A Course in Phonetics and Spoken English</i>
Trim, J	<i>English Pronunciation Illustrated</i>

Semester-II

ENG 504: General Principles of Linguistics

Course Description:

This course seeks to familiarize students with basic issues of Linguistics. The course will include the following:

Nature and scope of Linguistics.

Relationship of Linguistics with various other subjects.

Types of Linguistics: Synchronic and Diachronic study of language.

Definition and characteristics of language.

Some basic concepts in Linguistics: Competence and performance, Langue and Parole, Syntagmatic and Paradigmatic relationships.

Basic Areas of Linguistics:

Phonology

Morphology

Syntax

Semantics

Sociolinguistics: Varieties of language standard language, dialect, idiolect, sociolect, register, jargon, pidgin, creole, language and social classes, gender and race differences in language use.

Psycholinguistics: First language acquisition, second language learning, individual learner differences.

Course Books for the course:

Yule, George	<i>The Study of Language</i>
Bloomfield, Leonard	<i>Language</i>
Hockett, Charles	<i>A Course in Descriptive Linguistics</i>
Saussure, Ferdinand de	<i>A Course in General Linguistics</i>
Lyons, John	<i>Linguistics: An Introduction</i>
Hudson, R. H.	<i>Sociolinguistics</i>

Course Code ENG 505:
Approaches to and Methods of Language Teaching

Approaches to and Methods of Language Teaching:

- i) Grammar- Translation Method; Audiolingual Method;
the Direct Method; the Natural Approach;
- ii) Communicative Language Teaching

Text Books:

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| Freeman, D L | <i>Techniques and Principles in Language Teaching. Oxford University Press, 1986.</i> |
| Richards, J C and | |
| Rodgers T C | <i>Approaches and Methods of Language Teaching.</i> |

Recommended Reading:

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| Bachman, L | <i>Fundamental Concepts of Language Testing</i> |
| Brown, H D | <i>Principles of Language Learning and Teaching</i> |
| Cunningsworth, R | <i>Evaluating and Selecting EFL Teaching Materials Development</i> |
| Ellis, R | <i>Understanding Second Language Acquisition</i> |
| Harmer, J | <i>Teaching and Learning Grammar</i> |
| Harmer, J | <i>The Practice of English Language Teaching</i> |
| Heaton, J B | <i>Writing English Language Tests</i> |
| Holliday, A | <i>Appropriate Methodology in Social Context</i> |
| Krashen, S | <i>Language Learning and Language</i> |
| Littlewood, W | <i>Communicative Language Teaching</i> |
| Mackay, R | "Identifying the nature of Learners' Needs". In <i>ESP</i> , ed Mackay and Mountford |
| McLaughlin, B | <i>Theories of Second Language Learning</i> |
| Munby, J | <i>Communicative Syllabus Design</i> |
| Nunan, D | <i>Designing Tasks for the Communicative Classroom</i> |
| Nuttal, C | <i>Teaching Reading Skills in a Foreign Language</i> |
| Pennycook, A | <i>Cultural Politics of English</i> |
| Philipson, R | <i>Linguistic Imperialism</i> |
| Pride, J B (ed.) | <i>Sociolinguistic Aspects of Language Learning and Teaching</i> |
| Richterich, R & | |
| Chancerel, J L | <i>Identifying the Needs of Adults Learning a Foreign Language</i> |
| Robinson, P | <i>Academic Writing: Process and Product</i> |
| Sheldon, L E | <i>ELT Textbooks and Materials: Problems in Evaluation</i> |
| Spelsky, B | <i>Conditions for Second Language Learning</i> |
| Stern, H H | <i>Fundamental Concepts of Language Teaching</i> |
| White & Arndt | <i>Process Writing</i> |
| White, R | <i>Curriculum Design</i> |
| Widdowson, H G | <i>Teaching Language as Communication</i> |
| Wilkins, D | <i>The Notional Syllabus</i> |

Course Code ENG 506: Teaching Different Areas and Skills of Language

This course will focus on the classroom procedures/techniques of teaching:

- Pronunciation** : Teaching the sounds of English, using minimal pair and other techniques
Vocabulary : Teaching receptive and productive vocabulary
Grammar : Inductive, deductive and task-based approaches to grammar teaching
- And teaching the Major Skills:
- Listening** : Product and process views for teaching sound, and word recognition skills, and for decoding meaning from listening texts,
Speaking : Interactive approaches for teaching fluency, appropriacy, turn-taking, and using range of expressions in speaking practice,
Reading : Product, process and interactive approaches to teaching the reading skills of English with their sub-skills,
Writing : Product/genre approach and process approaches to teaching the sub-skills of reading.

Recommended Reading:

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| Lyndsay, P | <i>Teaching English Worldwide</i> |
| Nunan, D | <i>Language Teaching Practices</i> |
| Richards, J C | <i>Language Teaching Matrix</i> |
| Ur, P | <i>A Course in Language Teaching</i> |

Listening

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|---------------------------|---|
| Alderson, A and Lurich, T | <i>Listening</i> |
| Brown, G | <i>Listening to Spoken English</i> |
| British Council | <i>The Teaching of Listening Comprehension, ELT Documents</i> |
| Ur, P | <i>Teaching Listening Comprehension</i> |

Speaking

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| Brown, G and Yule, G | <i>Teaching the Spoken Language</i> |
| Bygate, M | <i>Speaking</i> |
| Ellis, R & Tomlinson, B | <i>Speaking</i> |
| Gower, R | <i>Speaking</i> |
| Jones, L | <i>Ideas</i> |
| Nolasco, R | <i>Speaking</i> |
| Ramsey, G & Res-Parnell, H | <i>Well-Spoken</i> |

Reading

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| Barr, P, Clegg, J and Wallace, C | <i>Advanced Reading Skills</i> |
| Carel, P, Devine, J and Eskey, D (eds.) | <i>Interactive Approaches to Second Language Reading</i> |
| Greenwood, J | <i>Class Readers</i> |
| Milne, J | <i>Heinemann Guided Readers' Handbook</i> |
| Nuttal, C | <i>Teaching Reading Skills in a Foreign Language</i> |
| Wallace, C | <i>Reading</i> |
| Walter, C | <i>Authentic Reading</i> |
| Williams, E | <i>Reading in the Language Classroom</i> |

Writing

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| Freedman, A, Pringle, I and Yalden, J | <i>Learning to Write: First Language /Second Language</i> |
| Hedge, T | <i>Writing</i> |
| Robinson, P | <i>Academic Writing: Process and Product</i> |
| Samuel, V | <i>"Recent Research in Writing Pedagogy"</i> |
| White, R and Arndt, V | <i>Process Writing</i> |