Department of Linguistics
University of Dhaka

MA Curriculum

Session: 2019-20, 2020-21, 2021-22, 2022-23

1.   Title of the programme

Masters of Arts in Linguistics

2.   Eligibility for admission

2.1   Bachelor of Arts in Linguistics or equivalent

2.2   Other criteria for admission may be determined by both the Faculty of Arts and the Academic Committee of the Department of Linguistics, University of Dhaka.

3.   Requirements for the degree

3.1   Successful completion of pre-specified credits hours in 2 semesters in 1 (one) year.

3.2   Obtaining of minimum cumulative grade point average of 2.0 on a scale from 4 (without any F grade).

4.   Description of Academic Year and Courses

4.1   Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 1 and 2)

4.2   Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 3)

4.3   Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 4)

4.5   In the first semester, each student should take two obligatory courses and select two elective courses for study from the course basket offered by the department. In the second semester, all students need to accomplish two obligatory courses (one of them should be the 'comprehensive' course as specified in the course table. The non-thesis group of students should select two more courses for study from the course basket offered by the department. The thesis group students should complete their MA thesis paper in lieu of taking two elective courses. The minimum number of students of each elective course should be 10

4.6   Comprehensive examination and Fieldwork/Internship: The course Ling M 5201 which counts 100 marks (4 credits) will be regarded as comprehensive examination (60) along with either fieldwork or internship (40). There will be no formal class for comprehensive examination. The question will be set from all the obligatory courses those will be taught in the whole MA programme.

5.   Teaching

5.1   Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 5)

5.2.   Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 6)

6.   Examination and Evaluation

6.1   Evaluation and grading for a full unit course shall be determined on the basis of -

a.   Assignment/project/group presentation

b.   Class attendance

c.   Two class tests/mid-semester examination

d.   Semester final examination

6.2   Marks Distribution

6.2.1 For 4 credit course:

a.	Class attendance	05 marks
b.	Assignment/project/class presentation	05 marks
c.	Two class tests/one mid-semester test	30 marks
d.	Semester final (duration of 4 hours)	60 marks

6.2.2 For 1 credit course:

a.	Individual Presentation / Attendance	5 marks
b.	Viva	25 marks

7. Attendance requirements

7.1   Please see the instruction provided by the office of the Dean, Faculty of Arts, DU (Sl. 9)

7.2   Marking for class attendance:

Attendance range	marks
90% and above	5.0
85% to less than 90%	4.0
80% to less than 85%	3.0
75% to less than 80%	2.0
60% to less than 75%	1.0
Less than 60%	0.0

8. Administration of the examination

8.1   At the beginning of the semester the course coordinator shall provide the students with a course outline indicating the objectives, contents, and activities related to the course, books to be followed, the date of mid-semester etc.

8.2   The academic committee of the department shall constitute an Examination Committee for each semester. This committee consists of 4 members. The Academic Committee of the department preserves the authority to recommend the name of the chairperson of the concerned examination committee. At least one course teacher of the respective semester will act as a member of the committee.. The other members will be appointed as per the regulation of the faculty of arts. The chairperson of the examination committee will be responsible to announce the result of the examinations within six weeks of the date of holding of the examination.

8.3   The date of the semester final examinations shall be announced by the Chairperson of the department in consultation with the Dean, Faculty of Arts.

8.4   The department shall conduct all semester final examinations with the assistance of the Controller of Examination.

8.6   **The Examination Committee shall-**

a.   Moderate and print questions, conduct examination, and viva **voce**.

b.   Appoint two teachers for the tabulation of results.

c.   Appoint third examiner (if needed) from the panel of examiners approved by the Academic Committee provided that they are not the tabulators or the members of the Examination Committee.

d.   Announce the semester final result and record students' promotion to the next semester.

8.7   The tabulation work shall be started after all marks of the semester final examination received by the Chairperson of the Examination Committee.

8.8   The chairperson of the Examination Committee shall submit the semester final examination result, relevant working papers, a list of students recommended for promotion to the next semester, copies of grade sheet of all courses of the semester to the chairperson of the department.

8.9 The chairperson of the examination committee shall also submit a copy of the tabulated results of each semester to the Controller of Examination immediately after the announcement of the semester final result.

8.10 The chairperson of the department shall hold the evaluated scripts in his/her custody for at least twelve months after the announcement of the final result and after that the scripts will be disposed off according to the university practice.

8.11 The controller of Examination shall publish the cumulative results and provide the transcript showing course names, grades and the Cumulative Grade Point Average (CGPA) of the candidates for the degree.

8.12 **Evaluation of examination paper**

a. The course teachers will evaluate the mid-semester/two class tests and the assignment/project/group presentation.

b. Semester final scripts shall be evaluated by two examiners (first and second examiner) appointed by the Academic Committee of the department. In this regard, relevant course teachers will be appointed as first examiner, whereas Second examiners will preferably be appointed from the other faculty members of the department.

c. If the difference between two examiners is more than 20 percent, the script(s) in question shall be examined by a third examiner and the average of the nearest two marks will be taken.

8.13 **Nature of question paper setting**

For each full course unit except Comprehensive Course the nature of mark distribution of question paper is as follows.

a.	Narrative and Analytical Questions	40 marks
b.	Questions	20 marks

	Total:	60 marks

For Comprehensive Course

a.	Short Questions (8 x 5)	40 marks
b.	Objective Questions (10 x 2)	20 marks
	Fieldwork/Internship	40 marks

	Total:	100 marks

8.14 For Course Ling. M 5102: Indigenous Language studies (আদিবাসী ভাষা অধ্যয়ন) Marks will be as follows:

a.	Midterm and participation:	20 Marks
b.	Fieldwork:	20 Marks
c.	Final:	60 Marks

8.15 For semester final examinations concerned course teacher and second examiner will set question-paper of each course. Examination Committee will moderate question papers

8.16 In the semester final examination, separate answer scripts will be used for the descriptive part (8.13 a & b) and the objective part (8.13 c) respectively.

8.17 Both the examiners will submit the solve sheet of the objective part along with their respective questions to the examination committee.

8.18 The medium of language for the entire examination process (along with question papers and answer scripts) should be bilingual (Bangla/English). In case of any exception, the examination committee will be the highest authority to decide the medium of language for the relevant examination.

9. Result

9.1 **Grading scale and grades**: Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 11)

9.2 **Promotion and the final degree**: Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 12)

9.3 **Readmission**: Please see the instruction provided by the

office of Dean, Faculty of Arts, DU (Sl. 13)

9.4 **Retaking of examinations and improvement of grades**: Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 14)

9.5 **Drop out**: Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 15)

9.6 **Awards**: Please see the instruction provided by the office of Dean, Faculty of Arts, DU (Sl. 16)

10. Renewal and modification of the curriculum

Any kind of modification or renewal of this curriculum when needed shall have to be initiated by the Academic Committee of the Dept. of Linguistics and approved by the Academic Council of the Dhaka University.

11. Structure of the program

11.1 Semester 1

	Course No	Title of course	Credit
Obligatory Courses (Two as offered by the department)	Ling M 5101	Cognitive Linguistics	4
	Ling M 5102	Indigenous language studies	4
	Ling M 5103	Translation and Interpretation	4
	Ling M 5104	Discourse Analysis	4
Elective Courses (Two out of the courses offered by the department)	Ling M 5105	Corpus Linguistics	4
	Ling M 5106	Language, Gender, and Power	4
	Ling M 5107	Literacy Education in Bangladesh	4
	Ling M 5108	Study of Pidgins & Creoles	4
	Ling M 5109	ELT	4
	Ling M 5110	Language Testing Techniques and Evaluations	4
	Ling M 5111	Developmental Language Disorders: Autism and Mutism	4
	Ling M 5112	Rehabilitation and Management of people with Speech and Language Disorders	4

11.2   **Semester 2**

	Course No	Title of course	Credit
Obligatory Courses	Ling M 5201	Comprehensive + Fieldwork/Internship	4
(Two, including	Ling M 5202	Bangla Linguistics	4
Ling M 5201)	Ling M 5203	Bangla Writing System	4
Non-Thesis	Ling M 5204	Philosophy of Language	4
Group	Ling M 5205	Anthropological Linguistics	4
(Two out of the courses offered by the department)	Ling M 5206	Study of Bangla Sign Language	4
	Ling M 5207	Language Technology	4
	Ling M 5208	Linguistics: In Media and other Professional Contexts in Bangladesh	4
OR			
Thesis Group	Ling M 5209	Thesis Paper	8

11.3   The Summary of the Programme

MA Programme	Obligatory Courses	Elective Courses	Total Credits
Semester 1	2	2	16
Semester 2	2	2 (Equivalent to MA thesis)	16
Total	4	4	32

12. Detail of the courses

12.1 Course Number and Title

Ling. M 5101: Cognitive Linguistics (প্রজ্ঞানমূলক ভাষাবিজ্ঞান)

12.1.1 Credit: 04

12.1.2 **Course Description**

Cognitive Linguistics is called second generation cognitive science. Hence it will help the students to consider language as a part of human's greater cognition. It will also explain how people percept and concept language in their general information processing system and relate it with their everyday-bodily experience.

12.1.3 **Course Objective**

The objective of this course is to introduce students to the fundamental concepts of cognitive linguistics with a view to exploring language and cognition and its various aspects.

12.1.4 **Course Content**

Cognitive Linguistics: Definition, scope and importance

Basic concepts of Cognitive Linguistics: Embodiment, Image Schema, Entrenchment and salience, Polysemy and Radial Categories, Frame and domain, Metaphor and Metonymy, Mental Space, Iconicity

Spatial Semantics

Cognitive Grammar, Construction Grammar and Word Grammar

Cognitive Linguistics and Functional Linguistics

Cognitive Linguistics and Autonomous Linguistics

Cognitive Linguistics and linguistic structures: Phonology, Inflectional Morphology, Clause structure and transitivity, aspect and tense

12.1.5 Learning Outcomes

On completion of this course students will be able to:

- demonstrate a clear understanding of the basic notions of cognitive linguistics.

- be able to analyse and describe the characteristics, relations and functions of human language and cognitive ability;

- apply theories and methods of cognitive linguistics to interpret various components of Bangla;

- gain a knowledge of general human cognition process and the nature of perception and conception of language.

12.1.6 References

Evans, V. & Green, M. (2006). *Cognitive Linguistics An Introduction*. Edinburgh University Press

Geeraerts, D. & Cuyckens, A. H. (Eds.). (2007). *The Oxford Handbook of Cognitive Linguistics*. New York: Oxford University Press

Gonzalez, M., M., Mittelberg, I., Coulson, S. & Spivey, M.J. (Eds.). (2006) .*Methods in Cognitive Linguistics*. Philadelphia: John Benjamins Publishing Company

Lakoff, G. (1987). *Women, Fire and Dangerous Things*. Chicago: The University of Chicago Press

প্রমিত বাংলা ব্যাকরণ- হাকিম আরিফ।

12.2 Course Number and Title

Ling. M 5102: Indigenous Language studies (আদিবাসী ভাষা অধ্যয়ন)

12.2.1 Credit: 04

12.2.2 Course Description

This course is introduced to initiate a study of language and culture of indigenous people of Bangladesh with special reference to linguistic treatment. In this course, the students will learn history, classification, linguistic characteristics of the languages of ethnic minority people living in Bangladesh. There will be compulsory field work in this course.

12.2.3 Course Objective

The objective of this course is to introduce students to the languages of the ethnic minorities of Bangladesh, explore the linguistic features of these languages and conduct fieldwork in a chosen language.

12.2.4 Course Content

Definition: Indigenous people, Minority and Ethnic Minority, Dominant language and Minority Language

Bangladesh: A profile of multilingual and plurilinguistic country

The Demographic profiles of the indigenous people and their linguistic reality in Bangladesh

Typological Classification of the ethnic languages used in Bangladesh

Endangered Languages of Bangladesh

Ethnic languages and language management policy in Bangladesh

Mother tongue based Multilingual Education (MTB-MLE) of Indigenous Communities of Bangladesh

12.2.5 Learning Outcomes

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

- be familiar with the nature, history and the origin of the languages of ethnic minorities in Bangladesh;

- explain the components of these languages from a linguistic point of view;

- identify the nature and characteristics of cultural as well as linguistic hegemony over these languages;

- have the basic skills to conduct linguistic fieldwork;

- be able to write a report or research paper;

12.2.6 References

সুনীতিকুমার চট্টোপাধ্যায়। ১৯৯২। *ভারতের ভাষা ও ভাষা সমস্যা*, কলকাতা: রূপা।

সৌরভ সিকদার। ২০১৯ (দ্বিতীয় সংস্করণ)। *বাংলাদেশের আদিবাসী ভাষা*, ঢাকা: বাংলা একাডেমি।

সৌরভ সিকদার ও নাসিমা পলি । ২০১৬ বাংলাদেশের ভাষা ও লিপি : ঢাকা : অনন্যা প্রকাশনী

সৌরভ সিকদার। ২০১৪ বাংলাদেশের আদিবাসী : ভাষা সংস্কৃতি অধিকার, ঢাকা, মাওলা ব্রাদার্স

Breton, Ronald J. (1997). *Atlas of the Languages of the ethnic Community of South Asia*, New Delhi: Sage publications.

Fought, Carmen. (2006). Language and Ethnicity. New York, Cambridge University Press.

Grierson, G. A. (Ed.). (1966). *Linguistic Survey of India: Vol.* Motilal Banarsidass.

Guibernau, M. and Rex, J. (1999). The Ethnicity Reader. Cambridge: Polity Press.

Qureshi, Shah M. (Ed.). (1984). *Tribal Culture in Bangladesh*, Rajshahi: IBS, Rajshahi University

নিউ বুক..

12.3 Course Number and Title

Ling. M 5103: Translation and Interpretation (অনুবাদ ও ব্যাখ্যান)

12.3.1 Credit: 04

12.3.2 Course Description

As a pragmatic course of linguistics discipline, this will help the students to give some theoretical as well as practical knowledge and skills regarding translation and interpretation. In this course, students will get some basic concepts, nature, methods and theories of translation and interpretation that will finally help them to be more capable in the respective professional field.

12.3.3 Course Objective

The objective of this course is to introduce students to the fundamental concepts of translation theory and the importance of translation and interpretation.

12.3.4 Course Content

Translation and interpretation: Definition and scope

Translation and interpretation: Similarities and differences

Importance and need for translation and interpretation

Linguistics for translation and interpretation

Theories of translation

Types of translation-literary and technical; bilingual and multilingual translation and their methods

Computer aided translation

Machine translation: Rhetoric and reality

Use of terminology in translation

Written translation and oral interpretation

History of Bangla translation

Practice of translation and interpretation: From Bangla to English and other language and vice versa

12.3.5 **Learning Outcomes**

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

- get acquainted with nature, scope, importance, theories and methods of translation and interpretation;

- compare similarities and differences of translation and interpretation;

- apply theories and methods of translation and interpretation in concerned fields;

- practice translation from Bangla to English and vice versa.

12.3.6 **References**

Gupta, R.S. (Ed.). (1999). *Literary Translation*. New Delhi: Creative Books

Lefevere, A. (1992).*Translation/History/Culture*. London and New York: Routledge

Nair, R.B (Ed.). (2002). Translation, *Text and Theory The Paradigm of India*. New Delhi: Sage Publications

Zaman, N. (Ed.). (2004). *Translation: Theory and Practice*. Dhaka: Academic Press and Publishers Limited.

12.4 Course Number and Title

Ling. M 5104: Discourse Analysis (সন্দর্ভ বিশ্লেষণ)

12.4.1 Credit: 04

12.4.2 **Course Description**

This course is designed to provide the students an ability to

examine the structure of various spoken and written genres, their internal structure patterns and relationship to their social contexts.

12.4.3 **Course Objective**

The objective of this course is to introduce students to the fundamental concepts of discourse analysis, the structure of discourse and the theoretical models required for the analysis of discourse in various contexts.

12.4.4 **Course Content**

Discourse Analysis: Definition, Objective and Aim

Discourse Analysis, text Linguistics and Naratology

Various models and approaches to Discourse Analysis

Structure of text and discourse

Cohesion and analysis of text

Role of context in interpretation of text

Coherence in speech and writing

Text analysis: Rhetorical properties of Discourse

Discourse Analysis and language Teaching

Conversational Analysis and Speech Act

Recent Trends in Discourse Analysis

Exercise in Discourse Analysis

12.4.5 **Learning Outcomes**

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

- be familiar with scope, nature and model and approaches to discourse analysis.

- examine the structure of various spoken and written genres.

- explain the internal structure and relationship of discourse with concerned social contexts.

12.4.6 **References**

Cutting, J. (2006). *Pragmatics and Discourse*. London and New York: Routledge

Wetherell, M., Taylor, S., and Yates, S.J. (2001). *Discourse as Data*. The Open University

Wetherell, M., Taylor, S., & Yates, S.J. (2001). *Discourse Theory and Practice*. The Open University

Wood, L.A., and Kroger, R.O. (2000). *Doing Discourse Analysis*. Sage Publications, Inc

12.5 Course Number and Title

Ling. M 5105: Corpus Linguistics (অবয়ব ভাষাবিজ্ঞান)

12.5.1 Credit: 04

12.5.2 **Course Description**

Corpus Linguistics deals with the components of human's linguistic performance. Thus this course will help the students to explain the corpus of various forms like written or spoken of a language, especially Bengali, and try to identify significant nature and trends of its formal linguistic components.

12.5.3 **Course Objective**

The objective of this course is to introduce students to the fundamental concepts of corpus linguistics, with a view to exploring various types of linguistic corpora, developing the skills required for building a corpus and analysing data from available corpora.

12.5.4 **Course Content**

Corpus Linguistics: Definition, scope and importance

Corpus Linguistics and Cognitive Linguistics

Corpus Linguistics and Language Technology

Basic concepts of Corpus Linguistics: Annotation, Collocation, Corpora, N-gram

Multilingual Corpora

Analyzing Quantitative Data

Use of Corpora in Language Studies

Planning Bengali spoken corpus

Planning Bengali written corpus

12.5.5 **Learning Outcomes**

After completing the course students will be able to:

- learn basic concepts of corpus linguistics.

- be familiar with the techniques and computer software of corpus linguistic analysis.

- apply the method of corpus linguistics to interpret Bangla corpora.

12.5.6 **References**

Kennedy, G. D. (2014). *An introduction to corpus linguistics*. UK: Routledge.

McEnery, T. & Wilson, A. (2004). *Corpus Linguistics*. Edinburgh University Press

McEnery, A., Xiao, R., Tono, Y. (2005). *Corpus-Based Language Studies*. London: Routledge.

Semine, E. & Short, M. (2004). *Corpus Linguistics*.UK: Routledge

Teubert, W. & Krishnamurthy, R. (2007). *Corpus Linguistics*. London:Routledge.

12.6 Course Number and Title

Ling. M 5106: Language Gender and Power (ভাষা, জেন্ডার২ ও ক্ষমতা)

12.6.1 Credit: 04

12.6.2 **Course Description**

It is well-established that speakers may differ in the language that they use based on the construct of gender. In this course we will examine the ways that sex, gender and language interact, specifically in speech communities in Bangladesh.

12.6.3 **Course Objective**

The objective of this course is to explore the relation between language and gender, and understand issues of gender inequality and power dynamics from a linguistic perspective, as well as the concepts of gender as shaped by discourse.

12.6.4 **Course Content**

Sex and Gender: Essence, Construct or Performance?

Sex and grammatical variation across cultures.

Sex and gender in sociolinguistic studies.

Sociolinguistic studies and beyond: Gender as practice.

Sex, gender or power?

Gender-based differences in conversation.

Conversational dominance or cultural difference?

Same-Sex Talk

Non-binary genders and the gender spectrum

Online Communication

Workplace Communication

Language and sexuality.

Gender based language variation in Bangla

12.6.5 **Learning Outcomes**

On completion of this course the students will able to:

- evaluate various explanations for differentiated language use between different genders, including gender and sex-based explanations

- evaluate issues of gender inequality in language use

- examine various theories of gender, sex and sexuality

- consider how concepts of gender, sex and sexuality are shaped by discourse

- use linguistic analyses of conversational interaction to examine some of the ways that gender, sex and sexuality influence language use

- examine and evaluate a diverse body of research from sociolinguistics, anthropology

12.6.6 **References**

রাজীব হুমায়ুন। ২০০১। *সমাজভাষাবিজ্ঞান*, ঢাকা: আগামী প্রকাশন।

সৌরভ সিকদার ও সালমা নাসরীন। ২০০৯। *বাংলা ভাষায় নারী শব্দাভিধান*, ঢাকা: মাওলা ব্রাদার্স।

হুমায়ুন আজাদ। ২০০৯। *বাংলা ভাষা (দ্বিতীয় খণ্ড)*, ঢাকা: আগামী প্রকাশন।

Carmona, M. D. M. R. (2000). Jennifer Coates, ed. 1998: Language and Gender: a Reader. *Atlantis, revista de la Asociación Española de Estudios Anglo-Norteamericanos*, 23(2), 207-213.

12.7 Course Number and Title

Ling. M 5107: Literacy Education in Bangladesh (বাংলাদেশের সাক্ষরতা ও শিক্ষা)

12.7.1 Credit: 04

12.7.2 **Course Description**

Since the term 'literacy' is primarily concerned with the acquisition of the basic written from of a language, this course provides a linguistic investigation of literacy

program. In this course, the students will be able to achieve an outline of linguistic knowledge, techniques and methods to improve adult teaching learning activities in Bangladesh.

12.7.3 Course Objective

The objective of this course is to explore the relation between language, literacy and education, and study the design of teaching aids and materials related to literacy and language learning and understand literacy programmes from the perspective of linguistics.

12.7.4 Course Content

Literacy: Definition, goal

Literacy: National and Global

Literacy and language: scope, relation and obstacles

Mother Tongue and Literacy Acquisition

Literacy and Meta Linguistics Awareness

Literacy and Multilingualism, literacy and language-oral and written discourse

Writing system and literacy: Bangladesh context

Developing linguistic materials and aids of literacy:

1. Reading Material

2. Writing Material: Sociolinguistic considerations, choosing the right scripts

3. Collecting and use of indigenous literature, folktales, poems, proverbs, riddles and songs

4. Producing learning and reading materials from local sources

5. Preparing teacher's Guides to facilitate the use of materials

6. Editing and preparing the manuscripts

Survey of literacy program, activities, literacy material in Bangladesh

12.7.5 Learning Outcomes

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

- be familiar with basic concepts, characteristics and goals of literacy program.

- get empirical knowledge and skills about adult literacy program from the perspective of linguistics.

- design linguistic materials and teaching aids of literacy related language learning activities

- contribute to eradicate the illiteracy of the country.

12.7.6 References

Holme, R. (2004). *Literacy An Introduction*. London: Edinburgh University Press.

Seymour, P.H.K., Aro, M., Erskine, J.M.(2003). Foundation Literacy Acquisition in European Orthographies. *British Journal of Psychology, 94.* 143-174.

12.8 Course Number and Title

Ling. M 5108: Pidgins and Creoles (পিজিন ও ক্রেয়ল অধ্যয়ন)

12.8.1 Credit: 04

12.8.2 Course Description

This course introduces students to the study of pidgin and creole languages. Pidgins and creoles have been of great importance to historical and contact linguistics, language variation, and sociolinguistics. The study of pidgins and creoles also furnishes insights for morphology, syntax, and semantics, and increasingly for phonology and pragmatics. In addition they have provided important data for theories

of first and second language acquisition, especially for adult second language acquisition.

12.8.3 Course Objective

The objective of this course is to study the complex process of how pidgins develop and can lead to the creation of creoles, with a view to exploring the linguistic features of pidgins and creoles.

12.8.4 Course Content

Introduction to Pidgin and Creole study

Language maintenance and lexical borrowing

Code switching and mixing

Bilingual mixed languages

Pidgin and pidginization: social contexts, structural characteristics, Pidgin and SLA

Creole formation: definition, theories, creole grammar

12.8.5 Learning Outcomes

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

- know the necessity and development of generating pidgin.
- learn how do speakers of different languages create a medium of communication
- study how a creole is created by young children.

12.8.6 References

রাজীব হুমায়ুন। ২০০১। *সমাজভাষাবিজ্ঞান*, ঢাকা: আগামী প্রকাশন।

মৃণাল নাথ। ১৯৯৯। *সমাজ ও ভাষা*, কলকাতা: নয়া উদ্যোগ।

Arends, Jacques, ed. (1995). *The early stages of Creolization*. Amsterdam & Philadelphia: John Benjamins.

Heine, Bernd & Tania Kuteva. (2005). *Language contact and grammatical change*. London: Cambridge University Press

Holm, John A. (1988). *Pidgins and Creoles: Theory and structure*, Cambridge::Cambridge University Press.

<u>12.9 Course Number and Title</u>

Ling. M 5109: English Language Teaching (ইংরেজি ভাষা শিক্ষণ)

12.9.1 Credit: 04

12.9.2 Course Description

This course has been designed to give the students a reflection of the recent trends of English language teaching methods used in Bangladesh. In this course they will be familiar with the basic characteristics, nature and limitations of existing teaching techniques that are being applied in English and its future directions.

12.9.3 Course Objective

The objective of this course is to explore the rubrics of English Language Teaching with a view to exploring existing methods and their limitations and gain knowledge on designing pragmatic teaching methodology.

12.9.4 Course Content

ELT: Definition and scope

Methods in ELT: Grammar Translation Method; Direct Method; Audio-lingual Method; Situational Language Teaching; Communicative Language Teaching

Some basic concepts in ELT: Age, Motivation, Testing, Error Analysis, Syllabus

Four shills of English: Listening, Speaking, Reading and Writing

ELT in Bangladesh

12.9.5 **Learning Outcomes**

Upon completion of this course the students will be to:

- be informed with existing teaching methods of both English language teaching.

- identify the limitations as well as constraints of the teaching techniques of this language.

- design pragmatic language teaching methodology.

12.9.6 **References**

Byram, M. (2004). *Routledge Encyclopedia of Language Teaching and Learning, London:* Routledge

Harrison, A. (1983). *A Language Testing Handbook.* London : MacMillan Publishers.

Richards, J,C, and Rodgers, T, S, (2001). *Approaches and Methods in Language Teaching (2nd ed.).*Cambridge: Cambridge University Press.

Wilkins, D.A. (1976), *National Syllabus.* Oxford: Oxford University Press.

Yasmin. F. (2007). English Language Teaching in Bangladesh: An overview. *The Dhaka University studies,* Vol. 63. No. 1.

Yasmin, F. (2005). The role of age in second language learning. *The Dhaka University Studies.* Vol. 62, No. 2.

12.10 Course Number and Title

Ling. M 5110: Language Testing Techniques and Evaluations
(ভাষা অভিক্ষণ কৌশল ও মূল্যায়ন)

 12.10.1 Credit: 04

12.10.2 **Course Description**

This course introduces the students to the fundamental principles of language testing and language test evaluation.

It will also help them to develop skills in the design, training, moderation and validation of testing instruments for a range of purposes including: formative and summative assessment, self-assessment, language profiling and Intended Learning Outcomes (ILOs).

12.10.3 **Course Objective**

The objective of this course is to explore the fundamentals of language testing and the techniques used for evaluation in language teaching.

12.10.4 Course Content

Theoretical influences in language testing

Test specifications and test tasks

Item writing, moderation, scoring and reporting

Performance assessment

Reliability, validity and item analysis

Classroom-based assessment and Alternative assessment

12.10.5 **Learning Outcomes**

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

- describe and discuss a range of contexts, purposes and methods for language testing

- discuss and critique the appropriateness and usefulness of various methods for testing writing, speaking, listening, reading and integrated skills

- plan and organize the test development process, specification of test tasks and procedures

- analyze, describe and report data derived from test scores using a range of techniques including item analysis, estimation of reliability, investigation of validity and potential test bias

12.10.6 References

Alderson, J.C., Clapham, C. & Wall, D. (1995). Language test construction and evaluation. Cambridge. Cambridge University Press

Bachman, L.F. (1990). Fundamental Considerations in Language Testing. Oxford: Oxford University Press

Bachman, L.F. & Palmer, A.S. (1996). Language testing in practice: designing and developing useful language tests. London:Oxford University Press.

Hughes, A. (2003). Testing for language teachers 2nd Edition. Cambridge: Cambridge University Press

12.11 Course Number and Title

Ling. M 5111: Developmental Language Disorders: Autism and Mutism (বর্ধনমূলক ভাষাবৈকল্য: অটিজম এবং মিউটিজম)

12.11.1 Credit: 04

12.11.2 Course Description

The purpose of the course is for students to integrate and apply knowledge of speech and language disorders, their etiologies, characteristics, prevention, assessment and intervention strategies with special reference to the developmental difficulties in Autism and Mutism. Hence, this course will help the students to be familiar with the commonly found development language disorders.

12.11.3 Course Objective

The objective of this course is to develop an understanding of developmental language disorders with a focus on autism and mutism, and explore therapy and intervention processes in helping autistic speakers communicate.

12.11.4 Course Content

a. Developmental language disorders
   Down syndrome as developmental language disorders, common linguistic characteristics of primary DLD.
b. Autism
   Autism as developmental language disorders
   Autism as pervasive developmental disorders or ASD
   basic features, echolalia, identification, historical perspectives, causes, autism and the brain
   Classification of autism
   Theory of mind and its relevance with autistic language disorder
   Different linguistic impairments in children with autism: Phonological impairment, lexical and morphological impairment; syntactic impairment, semantic and pragmatic impairment, social communication impairment
   Specific assessment, therapy and intervention approaches
c. Mutism
   Developmental language disorders and mutism
   Mutism and degree of intentionality
   Classifications of mutism
   Functional versus Organic mutism
   Selective mutism; selective mutism in children
   School mutism and classroom mutism
   Total mutism
   Organic mutism
   Mutism and therapy

12.11.5 Learning Outcomes

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

- Depict basic properties of developmental language disorders.

- Interpret essential features of autism and mutism.

- Employ specific therapy and intervention process to help autistic children to develop language and communication.

12.11.6 **References**

দেবব্রত দেবনাথ ও আশিষকুমার দেবনাথ (২০১০) *ব্যতিক্রমধী শিশু ও তার শিক্ষা*। কলকাতা: রীতা বুক এজেন্সী

নুশেরা তাজরীন। ২০১০। *শিশুর অটিজম তথ্য ও ব্যবহারিক সহায়তা*। ঢাকা: তন্দ্রেলিপি

মুহাম্মদ নাজমূল হক ও মুহাম্মদ মাহবুব মোর্শেদ (২০১১) *অটিজমের নীল জগত*। ঢাকা: বিশ্বসাহিত্য ভবন

মহাম্মদ দানীউল হক (২০০৭) *ভাষা আয়ত্তকরণ ও শিখন প্রাথমিক ধারণা*। ঢাকা: বাংলা একাডেমী

সালমা নাসরীন। ২০১৮। মনোগত তত্ত্ব ও বাংলাভাষী অটিস্টিক শিশুর 'ভ্রান্ত ধারণা' পর্যবেক্ষণ দক্ষতা বিশ্লেষণ। *বাংলাদেশ এশিয়াটিক সোসাইটি পত্রিকা , সংখ্যা... বর্ষ ১২*

সালমা নাসরীন। ২০১৮। বাংলাভাষী অটিস্টিক শিশুর সামাজিক সংজ্ঞাপন ও প্রতীকী হস্তভঙ্গি শনাক্তকরণ দক্ষতা। *সামাজিক বিজ্ঞান অনুষদ পত্রিকা*, ঢাকা বিশ্ববিদ্যালয়

সালমা নাসরীন। ২০১৮। মনোগত তত্ত্ব ও বাংলাভাষী অটিস্টিক শিশুর আবেগগত শব্দ-দক্ষতা পরীক্ষণ। *কলা অনুষদ পত্রিকা*, ঢাকা বিশ্ববিদ্যালয়

সালমা নাসরীন। ২০১৭। বাংলাভাষী অটিস্টিক শিশুর ক্রিয়াপদ শনাক্তকরণ। *বাংলাদেশ এশিয়াটিক সোসাইটি পত্রিকা*। সংখ্যা ৩৫ , পৃ. ১১-২৬

সালমা নাসরীন। ২০১৬। বাংলাভাষী অটিস্টিক শিশুর বিশেষ্য আয়ত্তীকরণ। *ঢাকা বিশ্ববিদ্যালয় ভাষাবিজ্ঞান পত্রিকা। বর্ষ ৭ ও ৮ , সংখ্যা ১৩-১৬ (যুক্ত), পৃ. ৫-১৮*

সালমা নাসরীন , । ২০১০। অটিস্টিক শিশুদের আচরণ ও ভাষাগত সমস্যা। *ঢাকা বিশ্ববিদ্যালয় ভাষাবিজ্ঞান*

সুনীতি চক্রবর্তী (২০১২) *অটিজম- আমাদের অসাধারণ শিশুরা*। কলকাতা: আনন্দ পাবলিশার্স

হাকিম আরিফ সম্পাদিত। ২০১৬। *বাংলাভাষী অটিস্টিক শিশুর ভাষা সমস্যা।* ঢাকা: অন্বেষা প্রকাশনী

হাকিম আরিফ ও সালমা নাসরীন । ২০১৩। *আমাদের অটিস্টিক শিশু ও তাদের ভাষা*। ঢাকা: নবযুগ প্রকাশনী

হাকিম আরিফ ও মাশকুর ইমতিয়াজ। ২০১৪। *চিকিৎসাবিজ্ঞান ও বাংলা ভাষা*। ঢাকা: বুকস্ ফেয়ার

হাকিম আরিফ ও তাওহিদা জাহান। ২০১৪। *যোগাযোগ বিজ্ঞান ও ভাষাগত অসঙ্গতি*। ঢাকা: নবযুগ প্রকাশনী

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed, DSM-IV.). Washington, DC: American Psychiatric Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* , (DSM-V.). Washington, DC: American Psychiatric Association.

Baron-Cohen, S.,Leslie, A..M.& Frith, U. (1985). Does the autistic child have a "theory of mind"?.*Cognition Vol. 21*. 37-46

Baron-Cohen, S. (1998) 'Autism and "theory of mind": An introduction and review.' *Communication*, Summer, 9–12.

Bettelheim, B. (1967). *The empty Fortress : Infantile Autism and the birth of the self*. New York, NY: The Free Press.

Bogdashina, O. (2005). *Communication Issues in Autism and Asperger Syndrome Do We speak the same language?* Philadelphia: Jessica Kingsley Publishers.

Charman, T. & Stone, W. (2006). *Social and Communication Development in Autism Spectrum Disorders. Early Identification, Diagnosis and Intervention.* NY:: The Guilford Press.

Feinstein, A. (2010). *A History of Autism*. Oxford: Wiley-Blackwell

Mullick, M.S.I. & Goodman, R. (2005). The prevalence of psychiatric disorders among 5-10years old in rural, urban and slum areas in Bangladesh-An explorative study.*Soc Psychiatry Psychitr Epidemiology*, 40:663-671.

Turkington, C. & Anan, R. (2007). *The Encyclopedia of Autism Spectrum Disorders.* New York: Facts On File, Inc.

Volkmar, F. R., Paul. R., Klin, A. & Cohen, D. (eds.) (2005). *Handbook of Autism and Pervasive Developmental Disorders, pp-126-164*. NJ: Wiley John Wiley & Sons. INC.

Verhoeven & Balkom Hans Van (2004). *Classification of Developmental Language Disorders.* London: Lawrence Erlbaum Associates, Publishers.

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Wing, L. (1992) The Triad of Impairments of Social Interaction: An Aid to Diagnosis. London: National Autistic Society.

World Health Organization. (1992). *The ICD-10 classification of mental and behavioral disorders: Clinical descriptions and diagnostic guidelines.*

Zaman, N. et al, (2013). Survey on Autism and NeurodevelopmentalDisorders in Bangladesh.

http://www.hsmdghs-bd.org/Documents/SKB_Report_2013.pdf

12.12 Course Number and Title

Ling. M 5112: Speech and Language Disorders: Rehabilitation and Management (বাক্ ও ভাষাবৈকল্য: পুনর্বাসন ও ব্যবস্থাপনা)

12.12.1 **Credit: 04**

12.12.2 **Course Description**

In this course, students examine issues in rehabilitation and management of speech and language disorders. In particular those issues that speech-language pathologists are mostly likely to encounter in their general practices are highlighted. There will be a primary focus on children and adults with developmental communication difficulties.

12.12.3 **Course Objective**

The objective of this course is to introduce students to the fundamentals of speech and language disorders with a view to management and rehabilitation in terms of improving pragmatic communication.

12.12.4 **Course Content**

Rehabilitation and management of infants, children and persons with hearing impairment, autism, aphasia, voice disorders, fluency and stuttering

Early intervention programs

Importance (effect of auditory deprivation and role of auditory plasticity), rationale, Role of caregivers

Process of informed decisions regarding: selection of method of rehabilitation, choice of amplification, language issue, selection of educational options

Alternate modes of intervention: CBR, correspondence programs, distance mode intervention, telepractices

Outcome measures

Audit of facilities in Bangladesh

Formal education: Pre-school, School, College and vocational training programs

Role of speech therapist in formal education

Current issues in Health Care Delivery and the Speech-Language Pathologist

Clinical service delivery reform

Outcome assessment in Speech-Language Pathology

12.12.5 **Learning Outcomes**

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

- Provide appropriate management of people with speech and language disorders.

- Apply the techniques to rehabilitate people with a view to improving their pragmatic communication process.

12.12.6 **References**

Alpiner J.G; McCarthy P.A(Ed.). (2000). *Rehabilitative Audiology Children & Adults*. U.S.A: William & Wilkins.

Hull R.H (Ed.). (2001). *Aural Rehabilitation – serving children and adults*. CA: Singular Publishing Group.

Johnson, Alex; F. Jakobson & Barbara H. (1998). *Medical Speech-Language Pathology*. New York:: Thieme.

12.13 Course Number and Title

Ling. M 5201: Comprehensive and Fieldwork/Internship (সর্বাত্মক ও মাঠ-গবেষণা/শিক্ষানবিশী)

12.13.1 Credit: 04

12.13.2 **Course Description**

This course is designed to evaluate students' comprehensive knowledge and their presentation skills in the field of linguistics. The second component of this course provides students with an option to choose between fieldwork and internship, either of which will help the students gain practical experience in linguistics related work.

12.13.3 **Comprehensive Exam**

12.13.3.1 **Course Description**

This course is designed to evaluate students' comprehensive knowledge and their presentation skills in the field of linguistics.

12.13.3.2 **Course Objectives**

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

- assimilate the knowledge of the courses they study at the MA programme.

- explain this knowledge according to their own ability.

- apply theory and methods of all courses in the concerned areas.

12.13.3.3 **Course Content**

Contents of all obligatory courses offered in the MA programme..

12.12.4 **Fieldwork**

12.12.4.1 **Course description**

Successful fieldwork builds on and extends competencies gained in earlier in-class and course related experiences. Students need to understand and appreciate the underlying theory, past studies, and methods related to their courses. This context enhances learning, deepens insight, strengthens critical thinking, and increases adaptability. The fieldwork course aims to help students connect linguistic theory and principles discussed in their courses to practical work and actual linguistic data. In this course, students will work with speakers of a selected language or dialect to learn how to undertake the process of description, analysis, and documentation. Students will learn how to plan and conduct elicitations of linguistic data, how to organize that data in electronic and paper form, and how to pursue research based on published literature combined with fieldwork. As a result of this investigation students will produce their own individual final report recording their findings from the fieldwork experience.

12.12.4.2 **Course Objectives**
1. Create awareness of experience-based learning processes outside an institutional structure, and to develop confidence and initiative in learning from experience
2. Develop independent research skills, especially how to function, conduct research, and cope with logistical issues in the context of the chosen field
3. Become familiar with the practical and technical skills involved in conducting fieldwork in linguistics

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4. Learn how to collect, record, organize, store and analyze elicited linguistic data
5. Form skill and understanding about the basic mechanics involved in writing a report based on fieldwork data
6. Learn the ethical issues involved in linguistic fieldwork and issues relating to community-based research

12.12.4.3 Course Content

What is linguistic fieldwork

Techniques of Elicitation

Transcription alphabets and transcription methods

Text analysis

Recording and note-taking

An overview of equipment: hardware and software

Archiving and database management

Logistic considerations of linguistic fieldwork

Ethical considerations in linguistic fieldwork

12.12.4.4 Learning Outcomes

Upon successful completion of this course, students will:

- have the basic skills to conduct linguistic fieldwork with a fluent speaker of a language/dialect primarily focused on elicitation techniques;

- be familiar with audio-recording techniques for linguistic fieldwork;

- know how to organize and analyse your data;

- understand the ethical practices involved in linguistic fieldwork and what it means to conduct community-based research;

- be able to communicate your research findings in the form of a report or research paper.

12.12.4.5 References

Bowern, Claire. (2008). *Linguistic fieldwork: A practical guide.* New York: Palgrave Macmillan.

Bochnak, M. Ryan, and Lisa Matthewson, (Ed.). (2015). Methodologies in semantic fieldwork. Oxford:Oxford University Press.

Newman, Paul and Martha Ratliff, eds. (2001). Linguistic fieldwork. Cambridge: Cambridge University Press.

Noonan, Michael. (2007). Grammar writing for a grammar-reading audience. In Thomas E. Payne and David J. Weber (EDs.). *Perspectives on grammar writing*. Philadelphia: John Benjamins Publishing Company.

Payne, Thomas E. (1997). Describing morphosyntax. Cambridge, UK: Cambridge University Press

Rice, Keren. (2006). Ethical issues in linguistic fieldwork: An overview. Journal of Academic Ethics 4:123–155

Vaux, Bert, Justin Cooper, and Emily Tucker. (2007). Linguistic field methods. Eugene, OR: Wipf and Stock.

12.12.5 Internship

12.12.5.1 Course description

An internship is a way to explore career options, network and gain real-world work experience. Many institutions and organisations look for applicants with intercultural knowledge, language skills, and data analysis skills; and students with a linguistics degree can fulfill the requirements from an interdisciplinary perspective. Linguistics students can apply for internships in a wide range of fields that are connected to linguistics. At the end of the internship students are expected to submit an internship report.

12.12.5.2 Course Objectives

1. Creating awareness of experience-based learning processes outside an institutional structure, and developing confidence and initiative in learning from experience
2. Discovering a day in the life for someone in the field
3. Learning about organizational structure including hiring processes, internal promotions and more
4. Identifying specific skills, interests, and abilities that make someone successful in this field
5. Expanding your network of contacts in your field of interest for future opportunities

12.12.5.3 **Course Content**

Connecting linguistic theory to a professional setting
Choosing an internship programme
   Submitting an internship proposal: language institutions, media and practicum, language educational documentation, clinical linguistics, applied linguistics etc.
Writing an internship journal
Professional development
Teamwork and collaboration
Leadership and communication
Critical thinking and problem solving in a professional environment
Professional networking
Writing an internship report

12.12.5.4 **Learning Outcomes:**

Upon successful completion of this course, students will attain competencies in the following:

- Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Students should be able to obtain, interpret, and use knowledge, facts, and data in this process, and demonstrate originality in a professional setting.

- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organisation. Students can develop public speaking skills, the ability to express ideas to others; write/edit memos, letters, and complex technical reports clearly and effectively.

- Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.

- Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The student can demonstrate effective adaptability to new and emerging technologies.

- Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on

professional work image.

- Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. Students should be able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

12.12.5.5 References

Baird, B. N.(2010). *Internships, practicum, and field placement handbook*, 6th ed. New York: Prentice Hall.
Cross, R. L., and A. Parker. (2004). *The hidden power of social networks: Understanding how work really gets done in organizations*. Boston: Harvard Business School Press.
Pollak, L. (2007). *Getting from college to career: 90 things to do before joining the real world*. New York: HarperCollins Publishers.

12.14 Course Number and Title

Ling. M 5202: Bangla Linguistics (বাংলা ভাষাবিজ্ঞান)

12.14.1 Credit: 04

12.14.2 Course Description

This course provides an approach to linguistics interpretation of Bengali, a prominent member of Indo-Iranian Sub-Group of Indo-Eurpean Language family. It explains linguistic techniques and processes based on various components of Bengali Language. In this course students will learn how Bengali Linguistics developed as a specific area of research over time.

12.14.3 Course Objective

The objective of this course is to study the tradition and research in Bangla linguistics in which students will explore various components of Bangla in different linguistics theoretical models and techniques.

12.14.4 Course Content

Bangla Linguistics: definitions, characteristics, scope
Bangla Language: phonology, morphology, syntax and semantics
Bangla Linguistics as a different area of research
Contribution of famous Bengali Linguists: Suniti Kumar Chaterji, Mohommad Shohidullah, Sukumar Sen,, Mohammad Abdul Hye, Munir Chaudhury, Humayun Azad, Rajib Humayun.
Contribution in the specific domains:
Phonetics and Phonology, Morphology, Syntax, Semantics and Pragmatics, Applied Linguistics, Lexicography, Sociolinguistics, Language Planning and policy

12.14.5 Learning Outcomes

After completing this course students will be able to:

- describe the necessity of studying Bangla Linguistics;
- explain linguistics techniques and processes based on various components of Bangla;
- recognize `Bangla Linguistics' as a specific area of research.

12.14.6 References

হুমায়ুন আজাদ (সম্পাদিত)। ১৯৯৮। বাঙলা ভাষা ১ম ও ২য় খণ্ড। ঢাকা: বাংলা একাডেমী, (আগামী সংস্করণ)

Bhattacharja, Shishir. (2007).Word Formation in Bengali: a whole Morphological Description. Berlin: LINCOM

Shourov,Sikder.(2003).The Indo-Aryan language and contemporary Bangla; *Nepalese Linguistics*, Vol - 20, Linguistics Society of Nepal.

12.15 Course Number and Title

Ling. M 5203: The Bangla Writing System (বাংলা লিখনরীতি)

12.15.1 Credit: 04

12.15.2 **Course Description**

This course is designed to make the students well acquainted with nature, history and characteristics of Indian scripts with special reference to Bangla writing system and its orthography. In this course they will also learn scientific approaches, linguistics treatment and use of the techniques of the Bangla script.

12.15.3 **Course Objective**

The objective of the course is to explore the nature and characteristics of Indic scripts with a focus on the Bangla script and its features, with a view to studying Middle Bangla manuscripts.

12.15.4 **Course Content**

Origin and development of Bangla Script

Materials used in Bangla writing

Bangla graphemics: grapheme, allograph, diagraph, trigraph, ligature, conjunct letters

Symmetry of Bangla sound and letters

Scientific approach of Bangla alphabet

Syllabicity and non-syllabicity of Bangla script

Bangla fonts and machines: letter press, typewriter and computer

Process of Bangla word compression

Uses of Bangla punctuation

Bangla orthography

Transliteration

Acquisition of Bangla writing

Manuscript study of early and middle Bangla

12.15.5 **Learning Outcomes**

On completion of this course students will able to:

- understand the nature and characteristics of Indic scripts.

- analyze linguistics treatment of the Bangla script and orthography.

- understand the place of Bangla writing system among the writing-systems of the world

- be familiar with the graphs and graphemes of the Bangla writing-system

- acquire knowledge on Bangla grapheme-phoneme correspondence

- know the rules of Bangla orthography

- be familiar with and be able to analyse the Middle Bangla manuscript.

12.15.6 **References**

অচিন্ত্য বিশ্বাস। ১৯৯৬। *বাংলা পুথির নানাকথা*। কলকাতা : জিজ্ঞাসা এজেন্সিস লিমিটেড

কল্পনা ভৌমিক। ১৯৯২। *পাণ্ডুলিপি গঠন সহায়িকা*। ঢাকা : বাংলা একাডেমী

গৌরীশঙ্কর হীরাচাঁদ ওঝা। ১৯৮৯। *প্রাচীন ভারতীয় লিপিমালা*। ঢাকা : বাংলা একাডেমী

মোহাম্মদ আবদুল কাইউম। ১৯৮৬। *পাণ্ডুলিপি পাঠ ও পাঠসমীক্ষা*। ঢাকা : রশিদীয়া লাইব্রেরী

মুহম্মদ শাহজাহান মিয়া। ১৯৮৮। *বাংলা পাণ্ডুলিপি পাঠসমীক্ষা*।

রবীন্দ্রনাথ ঘোষঠাকুর। ১৯৭৮। *সংস্কৃত বর্ণমালার ইতিহাস*। ঢাকা : বাংলা একাডেমী

সাখাওয়াৎ আনসারী। ১৪০৭। বাংলা লেখ্যরূপের সংস্কার: প্রাসঙ্গিক বিবেচনা, আইবিএস জানাল, ৮ম সংখ্যা

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Holme, R. (2004). *Literacy An Introduction.* Edinburgh: Edinburgh University Press.

Katre, S. M., & Gode, P. K. (1954). *Introduction to Indian textual criticism* (No. 5). Published by SM Katre for the Deccan College Post-graduate and Research Institute.

Banerji, R. D. (2003). *The origin of the Bengali script.* Asian Educational Services.

Sproat, R. (2006). Brahmi-derived scripts, script layout, and segmental awareness. *Written Language and Literacy. Vol. 9, No. 1.* 45-65

12.16 Course Number and Title

Ling. M 5204: Philosophy of Language (ভাষা-দর্শন)

12.16.1 **Credit: 04**

12.16.2 **Course Description**

This course is designed to give the students a carefully graded introduction to philosophy of language. This course consists of nature and scope of philosophy of language, thoughts of philosophy of language of the world and their recent trends.

12.16.3 **Course Objective**

The objective of this course is to study the fundamentals of the philosophy of language with a view to exploring prominent schools of philosophy relevant to language and linguistics.

12.16.4 **Course Content**

Philosophy of Language: Basic concept, Nature, Scope

Relation between general philosophy and Philosophy of Language

Philosophy of Language: Indian Contribution- Panini, Bhortrihori

Philosophy of Language: European Contribution — Stoic, Plato, Aristotle, Sophist, Wittgenstein and others

Philosophy of Language: American contribution – C.S. Peirce, Noam Chomsky

Recent Trends of Philosophy of Language: Meaning, Holism and the problem of Extensionality; Davidson's use of Truth in Accounting of Meaning; Meaning Theory and Anti-realism; Philosophy of Theorizing and Particularism - Michael Dummet on Wittgenstein's later Philosophy of Language

12.16.5 **Learning Outcomes**

After completing this course students will be able to:

- understand basic concepts of philosophy of language;

- explain various famous schools of philosophy of language;

- evaluate their recent nature and trends.

12.16.6 **References**

Black, M. (1949). Language and philosophy; studies in method. Ithaca, New York: Cornell University Press.

Harrison, B. (1990). *An Introduction to the Philosophy of Language*. London: MacMillan

Lyons, J. (1991). *Chomsky. London*: Fontana Press

Mitra, K. (1999). *From Language to Liberty*. Calcutta: Progressive Publishers

Peirce, C.S. (1985). Logic as Semiotic: The Theory of Signs. In Robert E.I. (ed.) *Semiotics An Introductory Anthology*. Indiana University Press.1-23

12.17 Course Number and Title

Ling. M 5205: Anthropological Linguistics (নৃবৈজ্ঞানিক ভাষাবিজ্ঞান)

 12.17.1 Credit: 04

12.17.2 **Course Description**

This course will provide a broad introduction to socio-cultural perspectives and methods in linguistics, focusing on linguistic anthropology, but also examining sociological perspectives on language.

12.17.3 **Course Objective**

The objective of this course is to introduce students to the relationship of anthropology and linguistics, and study theories of culture from within linguistic anthropology.

12.17.4 **Course Content**

Speech Communities and Speech Genres
Ethnographic Methods
Language Socialization
Language Ideology
Language, Identity, and Subjectivity (inc. race and gender)

Interactionism and Intersubjectivity
Language and Inequality
Ethnopoetics, Narrative and Performance
Language Change: Language Endangerment

12.17.5 **Learning outcomes**

After completing this course the students will be able to:

- learn different theories of culture from within linguistic anthropology; relationships between language and culture on the level of lexicon and grammar; the concept of 'speech community'

- know the ethnography of communication; cultural models and language ideology

- to know the basic information about anthropology and linguistics and their relation

- gain an understanding of the theory of linguistic relativity through a study of language and cognition, and how language shapes cultural representations of both natural and social environments

- develop a broad knowledge of the diversity of the world's languages

- analyze how language both communicates information but also shapes communicative practices

- discern how language is integral in the formation and expression of social identity and group membership, and the organization of cultural beliefs and ideologies

12.17.6 **References**

রেহনুমা, আহমেদ, ও মানস, চৌধুরী। (২০০৩)। *নৃবিজ্ঞানের প্রথম পাঠ সমাজ ও সংস্কৃতি*। ঢাকা: একুশে পাবলিকেশন্স লিমিটেড

এ কে এম আমিনুল, ইসলাম। (১৯৮৯)। *এই পৃথিবীর মানুষ দ্বিতীয় খণ্ড*, ঢাকা: বাংলা একাডেমী

পবিত্র, সরকার। (১৯৯১)। *লোকভাষা লোকসংস্কৃতি*। কলকাতা: চিরায়ত প্রকাশন

সেয়দ আলী নকী ও হাবিবুর রহমান। (১৯৮০)। *নৃবিজ্ঞান*, ঢাকা: বাংলা একাডেমী

ড. সুমহান, বন্দ্যোপাধ্যায়। (২০১৩)। *সামাজিক-সাংস্কৃতিক নৃবিজ্ঞান*। কলকাতা: পারুল প্রকাশনী

সাহেদ, মন্তাজ। (২০১৩)। *নৃবিজ্ঞান ভাবনা*। ঢাকা: দি স্কাই পাবলিশার্স

আবদুল হামিদ মানিক। (২০০১)। *সিলেটে ভাষা আন্দোলনের পটভূমি*। ঢাকা: প্রীতি প্রকাশন

মুহাম্মদ হাবিবুর রহমান। (১৯৯৪)। নৃ-বিজ্ঞানের রূপরেখা। ঢাকা: নওরোজ কিতাবিস্তান

রাজীব, মানিক। (২০০১)। *সমাজভাষাবিজ্ঞান*। ঢাকা: আগামী প্রকাশনী

পবিত্র, সরকার। (১৯৯১)। *লোকভাষা লোকসংস্কৃতি*। কলকাতা: চিরায়ত প্রকাশন

পবিত্র, সরকার। (১৯৮৪)। *ভাষা দেশ কাল*। কলিকাতা: মিত্র ঘোষ পাবলিশার্স প্রাইভেট লিমিটেড,

এবনে গোলাম, সামাদ। (১৯৬৭)। নৃতত্ত্ব। ঢাকা: কেন্দ্রীয় বাঙলা- উন্নয়ন বোড, পৃ-বিষয়াভাস

সুলতানা, নাসিমা। (২০০৩)। নৃবৈজ্ঞানিক সমস্যা হিসেবে নৃবিজ্ঞানের উদ্ভব: ইতিহাস ও বিতর্ক, *ঢাকা বিশ্ববিদ্যালয় পত্রিকা*, সংখ্যা ৭৫, ফেব্রুয়ারি,

রংগলাল সেন, (২০০৮)। ইবনে খালদুন: সমাজবিজ্ঞানের অনানুষ্ঠানিক জনক। *ঢাকা বিশ্ববিদ্যালয় পত্রিকা*, যুক্ত সংখ্যা

গোপাল, হালদার (১৯৭৬)। *সংস্কৃতির রূপান্তর*। ঢাকা: মুক্তধারা

Bartsch, Renate, and Vennenmann, Theo. (1975). *Linguistics and neighboring disciplines*, New York: American Elsevier publishing company.

Beeman, *William* O. (2012). Linguistics and Anthropology. (edt.) Ruth kemson, Tim Fernando and Nicholas Asher. *Philosophy of Linguistics*. Amsterdam: North Holland.

Crystal, David. (2010). *A little Book of language*. New Delhi: Orient Blackswan,

Crystal, David. (1971). *Linguistics*. London: Penguin Books

Denesi, Marcel. (2004). *A Basic Course in Anthropological Linguistics*, Toronto: Canadian Scholars Press Inc

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Kramsch, Claire. (1998). *Language and culture.* Oxford: Oxford university press

Silverstein, Michael. (1975). Linguistics and anthropology. (etd.) Linguistics and Neighboring disciplines. New York: American Elsevier publishing company.

Trask, R.L. (2004). *Key concepts in Language and Linguistics*, London and New York: Routledge

Klein, H E Mannelis. Anthropological Linguistics: Overview

Teeter,K.V.(1964).*Anthropologiccal Linguistics and Linguistic Anthropology*. American Anrhropologis

William A. Foley. (1997). *Anthropological Linguistics.*

Oxford: Blackwell

Ortner, S. B. (2006). *Anthropology and social theory: Culture,*

power, and the acting subject. Duke University Press.

12.18 Course Number and Title

Ling. M 5206: The Study of Bangla Sign Language (বাংলা সংকেত ভাষা অধ্যয়ন)

12.18.1 Credit: 04

12.18.2 **Course Description**

The course is designed to place special emphasis on receptive language skills, including instruction of grammatical structures of Bangla sign language.

Expressive language skills will be developed as students acquire receptive language skills.

12.18.3 **Course Objective**

The objective of this course is to explore the basic structure of Bangla sign language and acquire knowledge and awareness for hearing-imparied communities in the context of Bangladesh.

12.18.4 **Course Content**

Origin and development of Bangla Sign Language (Bangla SL)

Scope of Bangla SL

Components of Bangla SL

Phonology, morphology, syntax

Grammatical categories

Building blocks in Bangla SL

Historical changes in Bangla SL

Bangla Sign Language Promotion

Bangla Sign Language in education

Psycholinguistics of Bangla SL

Sociolinguistics of Bangla SL

Rehabilitation of hearing-impaired people in Bangladesh

Comparative study between Bangla Language and Bangla SL

Gesture and Bangla SL

12.18.5 **Learning Outcomes**

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

- Show awareness of and respect for hearing-impaired

culture in Bangladesh.

- Use appropriate grammatical structure of Bangla sign language.

- Understand and use signs expressively and receptively related to personal, social and context specific communications.

12.18.6 **References**

গুলশান আরা: ২০০৬, ইশারা বা সঙ্কেতভাষা: ভাষাতাত্ত্বিক তাৎপর্য, *সাহিত্য পত্রিকা*, বর্ষ ৪৭, সংখ্যা ৩।

গুলশান আরা: ২০০৮, সঙ্কেত ভাষার ব্যাকরণ, *ঢাকা বিশ্ববিদ্যালয় ভাষাবিজ্ঞান পত্রিকা*, ১ম বর্ষ, ১ম সংখ্যা ।

বাংলাদেশ ইশারা ভাষা পরিষদ (সম্পাদিত): ১৯৯৪, *বাংলা ইশারা ভাষার অভিধান*, জাতীয় বিশেষ শিক্ষা কেন্দ্র, সমাজকল্যাণ মন্ত্রণালয়।

সেন্টার ফর ডিজঅ্যাবিলিটি ইন্ ডেভেলপমেন্ট (সিডিডি): ২০০২, *ইশারায় বাংলা ভাষার সহায়িকা।*

Asher, R.E. & Simpson, J.M.Y. (1994) *The Encyclopedia of Language and Linguistics*. Hong Kong, Pergamon Press Ltd.

Bright, William (Ed.). (1992). *International Encyclopedia of Linguistics*, New York, Oxford University Press.

Crystal, David. (1987). *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press.

Fromkin, Victoria & Rodman, Roleert. (1998). *An Introduction to Language*. London: Harcourt Brace College Publishers.

Hudson, Grover. (2000). *Essential Introductory Linguistics*, London, Blackwell.

Klima, Edward & Bellugi, Ursula. (1979). *The Signs of Language*, New York: Harvard University Press.

Kyle, J.G. & Woll, B. (1995). *Sign Language: The study of deaf*

people and their language. Cambridge: Cambridge University Press.

Lucas, Ceil (Ed.). (2001). *The Sociolinguistics of Sign Languages*. Cambridge: Cambridge University Press.

Peae, Allan. (2002). *Body Language*; New Delhi: Sudha Publications (P) Ltd.

12.19 Course Number and Title

Ling. M 5208: Linguistics: In Media and Other Professional contexts in Bangladesh (গণমাধ্যমে ও বাংলাদেশের অন্যান্য পেশায় ভাষাবিজ্ঞান)

12.19.1 Credit: 04

12.19.2 **Course Description**

This course is designed to enable the students to examine the relevance of linguistic knowledge and experience with media and other professional contexts in Bangladesh. In addition, this course will provide the students necessary information to be aware of the techniques and skills that will, finally, help them to be groomed in concerned professional environment in home and abroad.

12.19.3 **Course Objective**

The objective of this course is to explore the relationship between language and linguistics in professional context with a focus on the media in Bangladesh.

12.19.4 **Course Content**

Importance of Linguistics in Professional Context

Linguistics in Media: newspaper language, language for electronic media, cinema and performing arts

Linguistics in other professions: linguistic for marketing and business profession, executive and administrative position, education, social ethnic research, writing and show business professions, legal studies and medicine

profession and linguistics for technology

12.19.5 **Learning Outcome**

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

- acquaint with the importance of linguistics in professional context especially in media;

- acquire satisfactory language related techniques and skills for using in concerned fields;

- apply linguistic skills in media and other professional fields.

12.19.6 **References**
Media Language
1. Language and Media: A resource book for students
   Alan Durant & Marina Lambrou
2. New Media Language
   Diana Lewis & Jean Aitchison
3. Language and the Media: Critical concepts in Linguistics
   Helen Kelly Holmes
4. Media discourse
   Norman Fairclough
5. The Routledge handbook of Language and Media
   Collen Cotter & Daniel Perrin
6. Approaches to Media discourse
   Peter Garrett & Allan Bell
Electronic Media
1. Electronic media: then, now and later
   Norman Medoff & Barbara K
2. Electronic media: an introduction
   Lyne Gross
Screenwriting
1. The screenwriter's Bible
   David Trottier
2. How to write a screenplay – workbook
3. The complete book of scriptwriting
   J. Micheal Straczynski
4. Screen writing: The art, craft and business of Film and Television writing

Richard Walter

5. Writing great characters: The psychology of character development
Michael Halperin

6. The whole picture: strategies for screenwriting success
Richard Walter

7. The 21st century screenplay
Linda Aronson

Metaphor

1. The structure of metaphor: the way the language of metaphor works
Roger M White

Context of situation

1. Understanding context
Andrew Hinton

2. Context
Robert Stalnaker

Nonverbal communication

1. Nonverbal communication in media
Lauren Wilson

2. Mass Media nonverbal communication
Farzana Usman

Print Media

1. Handbook of print media
Helmut Kipphan

Newspaper

1. The language of newspaper
Danuta Reah

2. The language of news media

3. Allan Bell

Film

1. The language of Film
John Marland, Robert Edgar H & Steven Rawle

2. Film art: An introduction
David Bordwell & Kristin Thompson

Advertising

1. The language of Advertising
Angela Goddard

2. Twentieth century: Advertising

Dave Saunders

3. How to write a good advertising
Victor O Schwale

4. Advertising language
Keiko Tanaka

5. The dicourse of advertising
Gury Cook

Professional context

1. Language uses in professional contexts
Marry McGroarty

2. Professional contexts for Medern language
OM Gomez cask

3. Discourse in professional contexts
R Geluykens & K Pelsmaekers

Register

1. Sociolinguistic perspective on register
Douglas Biber & Edward Finegan

12.20 Course Number and Title

Ling. M 5209: Thesis paper (গবেষণা পত্র)

12.20.1 Credit: 08

12.20.2 **Course Description**

This course is designed to give the students a practical as well as working experience in linguistics related fields by doing research project on respective topic of this discipline.

12.20.3 **Course Objective**

The objective of this course is to learn how to conduct a focused research project under supervision with in-depth analysis on a chosen topic and produce a substantial paper as the outcome of the research.

12.20.4 **Course Content**

The thesis paper is a piece of independent research on a limited topic within linguistics. The topic of research will be decided upon in collaboration with a specialist teacher.

The dissertation is normally a piece of scientific research of 70-100 pages in length (about 2000 characters per page). Illustrations, graphs and the like are not included as part of the overall page total. However, if the thesis includes sound and photo media and so on, the text must total at least 40 pages in length.

12.20.5 Learning Outcomes

On completion of this course, the students will be able to

- gain experience in research and project work.

- acquire a deeper understanding of a particular field of interest within the subject area, as well as developing the skills required to review a topic critically and with a satisfactory level of theory and methodology.

- gain skills in the organization and carrying out of a substantial piece of research, learn to pose relevant questions and use appropriate methodology, as well as obtaining competency in project work and problem solving.

- develop writing skills through the process.

12.20.6 Assessment methods

A project outline including a brief explanation of the research question to be investigated, the type of material the work will build on, what theories and methods will be used , how the project will be structured, and how the overall project will be carried out must be submitted at the commencement of the MA programme.

The project outline is usually submitted within the first semester of the MA study. The project outline is to be approved by the assigned supervisor and the academic committee of the department.

The MA thesis will be evaluated with a grade as a written

examination once it has been submitted. The focal areas of evaluating a thesis paper are as follows:

Description and formulating research problem	20%
Methodology	30%
Data presentation and Analysis	30%
Research findings, language accuracy and others	20%

In addition to a grade, a written comment from the examiners will be given, outlining the positive and less positive aspects of the thesis.

12.20.7 Project submission

Students must finish their dissertation before the date of viva-voce. The chairperson of the examination committee will arrange the viva-voce as soon as the written examination is completed.