

Department of Linguistics**University of Dhaka****MA Curriculum****Session: 2015-16, 2016-17, 2017-18. 2018-19****1. Title of the program**

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:** The course Ling M 5201 which counts 100 marks (4 credits) will be regarded as comprehensive examination. 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 20 marks
- 7. Attendance requirements**
- 7.1 Please see the instruction provided by the office of 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% | 4.5 |
| 80% to less than 85% | 4.0 |
| 75% to less than 80% | 3.5 |
| 70% to less than 75% | 3.0 |
| 65% to less than 70% | 2.5 |
| 60% to less than 65% | 2.0 |
| 55% to less than 60% | 1.5 |
| 50% to less than 50% | 1.0 |
| 45% to less than 50% | 0.5 |
| Less than 45% | 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 chairman 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 chairman 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 Chairman 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-**
- Moderate and print questions, conduct examination, and viva voce.
 - Appoint two teachers for the tabulation of results.
 - 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.
 - 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 Chairman of the Examination Committee.
- 8.8 The chairman 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 chairman of the department.
- 8.9 The chairman of the examination committee shall also submit a copy of tabulated result of each semester to the Controller of Examination immediately after the announcement of the semester final result.
- 8.10 The chairman 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. Short Questions	20 marks

Total:	60 marks

For Comprehensive Course

a. Short Questions (16 x 5)	80 marks
b. Objective Questions (10 x 2)	20 marks

Total: 100 marks

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

8.15 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.

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

8.17 The medium of language for the entire examination process (along with question papers and answer scripts) should be in 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

	Cours 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	Study of Bangla Sign Language	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	4

(Two, including Ling M 5201)	Ling M 5202	Bangla Linguistics	4
	Ling M 5203	Bangla Writing System	4
Non-Thesis Group (Two out of the courses offered by the department)	Ling M 5204	Philosophy of Language	4
	Ling M 5205	Anthropological Linguistics	4
	Ling M 5206	Translation and Interpretation	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 1	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

On completion of this course students will be able to:

- be familiar with basic notion of cognitive linguistics.
- relate mind and body with particular emphasis on language.
- get the information of general human cognition process and the nature of perception and conception of language.

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 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-Marquez, M., Mittelberg, I., Coulson, S. & Spivey, M.J. (eds.).2006.*Methods in Cognitive Linguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company

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

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.

12.2.3 Course Objective

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

- be familiar with nature, history and the origin of the languages of ethnic minorities in Bangladesh.
- explain the components of these languages from linguistic point of view.
- identify the nature and characteristics of cultural as well as linguistic hegemony over these languages.

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

Ethnic languages and language management policy in Bangladesh

12.2.5 References

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

সৌরভ সিকদার। ২০১১। বাংলাদেশের আদিবাসী ভাষা, ঢাকা: বাংলা একাডেমী।

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

Grierson, G. A. 1927. *Linguistic Survey of India (V-1, Part-1)*, New Delhi.

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

12.3 Course Number and Title

Ling. M 5103: Study of Bangla Sign Language (বাংলা সংকেত ভাষা চর্চা)

12.3.1 Credit: 04

12.3.2 Course Description

The course is designed to place special emphasize 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.

12.3.3 Course Objective

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

- Show awareness of and respect for Deaf 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.

12.3.4 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 deaf people in Bangladesh

Comparative study between Bangla Language and Bangla SL

Gesture and Bangla SL

12.3.5 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 ডিজএ্যাবিলিটি ইন্ ডেভেলপমেন্ট (সিডিডি): ২০০২, ইশারায় বাংলা ভাষার সহায়িকা।

Asher, R.E. (ed.), 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*, Cambridge, 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 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.

12.4 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

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.

12.4.4 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 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., and 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

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 Bengali corpus.

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 References

Kennedy, G.D. 1998. *An Introduction to Corpus Linguistics*. Longman

McEnery, T. and Wilson, A. 2004. *Corpus Linguistics*. Edinburgh University Press

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

Semine, E. and Short, M. 2004. *Corpus Linguistics*. Routledge

Teubert, W., Krishnamurthy, R. 2007. *Corpus Linguistics*. Routledge

12.6 Course Number and Title

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

12.6.1 Credit: 04

12.6.2 Course Description

It is well-established that men and women may differ in the language that they use as well as in the way that they use language. 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

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

- evaluate various explanations for differentiated language use between men and women 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

12.6.4 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.

Women's language?

Sex, gender or power?

Women and men in conversation.

Conversational dominance or cultural difference?

Same-Sex Talk and Gossip.

Online Communication

Workplace Communication

Language and sexuality.

Women's language in Bengali

12.6.5 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।

Jennifer Coates (ed.) (1998), *Language and Gender: A Reader*, Blackwell Publishers.

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 form 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

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.

12.7.4 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 References

Holme, R. (2004). *Literacy An Introduction*. 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: Study of Pidgins and Creols (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

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.

12.8.4 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 References

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

মৃগাল 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*. Cambridge University Press

Holm, John A. (1988). *Pidgins and Creoles: Theory and*

structure, Cambridge University Press.

12.9 Course Number and Title

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

Upon completion of this course the students will be to:

- be informed with existing teaching methods of both English language teaching.
- indentify the limitations as well as constraints of the teaching techniques of this language.
- design pragmatic language 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 skills of English: Listening, Speaking, Reading and Writing

ELT in Bangladesh

12.9.5 References

Byram, M. 2004. *Routledge Encyclopedia of Language Teaching and Learning*, London: Routledge Harrison, A. 1983. *Language Testing Handbook*. London : MacMillan Publishers.

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

Cambridge: CUP

Wilkins, D.A. 1976, *National Syllabus*. Oxford: OUP

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, trianing, 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

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

12.10.4 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 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. Oxford. 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

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.

12.11.4 Course Content

a. *Developmental language disorders*

Developmental language disorders in children- linguistic, pragmatic, prosodic, behavioral, and literacy characteristics

Cross cultural consideration in assessment and management of developmental language disorders

b. *Autism*

Autism as developmental language disorders

Characteristics, basic features, historical perspectives

Autism as pervasive developmental disorders

Classification of autism

Theory of mind and its relevance with autistic language disorder

Different linguistic deficits of children with autism

Intonation pattern; lexical development; echolalia; pragmatic aspects of language development

Other communication impairment in children with ASD

Autism and William Syndrome: nature of language deficits

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

Therapy for selective mute children

Prognosis and therapy of total mutism

Therapy for patients with organic mutism

12.11.5 **References**

Adams, C. Brown, b and Edwards, M. (1999). *Developmental disorders of language* London: Whurr Publishers Ltd.

Fabbro, Franco (1999). *Concise Encyclopedia of Language Pathology*. Oxford: Elsevier Science Ltd.

Lawson, Wendy (2001). *Understanding and Working with the Spectrum of Autism*. London and Philadelphia: Jessica Kingsley

Publishers.

Matson, Johnny L. (2009). *Applied Behavioral Analysis for Children with Autism Spectrum Disorders*. Springer.

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**

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.

12.12.4 **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 care givers

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 References

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

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

Johnson, Alex F. and Jakobson, Barbara H. (1998). *Medical Speech-Language Pathology*. New York and Stuttgart: Theime.

12.13 Course Number and Title

Ling. M 5201: Comprehensive (সর্বাঙ্গিক)

12.13.1 Credit: 04

12.13.2 Course Description

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

12.13.3 Course Objective

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.

12.13.4 Course Content

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

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-European 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

After completing this course students will be able to:

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

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 Chatterji, Mohommad Shohidullah, Sukumar Sen,, Mohammad Abdul Hye, Munir Chaudhury, Humayun Azad

Contribution in the specific domains:

Phonetics and Phonology, Morphology, Syntax, Semantics and Pragmatics, Applied Linguistics, Lexicography, Sociolinguistics, Language Planning and policy

12.14.5 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: 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 approach, linguistics treatment and use of the techniques of Bangla script.

12.15.3 Course Objective

On completion of this course the students will able to:

- understand the nature and characteristics of Indian scripts.
- analyze linguistics treatment of Bangla script and orthography.
- know the process of word compression of Bangla script.

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 References

অচিন্তা বিশ্বাস। ১৯৯৬। বাংলা পুথির নানাকথা। কলকাতা : জিজ্ঞাসা এড্‌জিস্টিস লিমিটেড

কল্পনা ভৌমিক। ১৯৯২। *পাল্লিপি গঠন সহায়িকা*। ঢাকা : বাংলা একাডেমী
 গৌরীশঙ্কর হীরাচাঁদ ওবা। ১৯৮৯। *প্রাচীন ভারতীয় লিপিমাল্য*। ঢাকা : বাংলা একাডেমী
 মোহাম্মদ আবদুল কাইউম। ১৯৮৬। *পাল্লিপি পাঠ ও পাঠসমীক্ষা*। ঢাকা : রশিদীয়া লাইব্রেরী
 মুহম্মদ শাহজাহান মিয়া। ১৯৮৮। *বাংলা পাল্লিপি পাঠসমীক্ষা*।
 রবীন্দ্রনাথ ঘোষাঠাকুর। ১৯৭৮। *সংস্কৃত বর্ণমাল্যর ইতিহাস*। ঢাকা : বাংলা একাডেমী

Gelb, I. J. 1952. *A Study of Writing*

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

Katre, S. M. *Introduction to Indian Textual Criticism*

R. D. Banarjee. 1919. *Origin of the Bengali Script*

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

After completing this course the students will be able to:

- understand basic concepts of philosophy of language.

- explain various famous school of philosophy of language.
- evaluate their recent nature and trends.

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 References

Black, M. 1949. *Philosophy and Language*. Cornell University Press

Harrison, B.1990. *An Introduction to the Philosophy of Language*. 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

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

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 References

William A. Foley, *Anthropological Linguistics*
Alessandro Duranti, *Linguistic Anthropology*
Alessandro Duranti, ed. *Linguistic Anthropology, A Reader*
Sherry Ortner, *Anthropology and Social Theory*

12.18 Course Number and Title

Ling. M 5206: Translation and Interpretation (অনুবাদ ও ব্যাখ্যান)

12.18.1 Credit: 04

12.18.2 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, the 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.

12.18.3 Course Objective

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

- acquaint 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.

12.18.4 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

12.18.5 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.

12.19 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

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.

12.19.4 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 References

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

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 out the process.

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 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.

12.20.5 Project submission

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