MA Programme Structure

Programme Structure

Duration : 1 year
Semesters : 2
Each Semester : 26 weeks

Semester I: Semester one will comprise four 4-credit courses each carrying 100 marks and one 1-credit course of 25 marks.

$$100 \times 4 = 400 \text{ Marks (16 credits) and 25 marks (1 credit)}$$

Semester II: Semester II will also comprise four 4-credit courses each carrying 100 marks and one 1-credit course of 25 marks.

$$100 \times 4 = 400 \text{ Marks (16 credits) and 25 marks (1 credit)}$$

Total number of 4-credit courses	: 8	Marks: $100 \times 8 = 800$	Each course: 4 credits
Total number of 1-credit courses	: 2	Marks: $25 \times 2 = 50$	Each course: 1 credit
Total marks	: $(800 + 50) = 850$		
Total Credits	: $(4 \times 8) + (2 \times 1) = 34$		

Required contact hours for each 1-credit course: 15 teaching hours
Required contact hours for each 4-credit course: 60 teaching hours

Teaching and Evaluation of 4-credit courses of 100 marks each:

a) Each 4-credit course will be taught and evaluated by two teachers of the Department. Each course teacher will have one and a half hours of class time per week for fifteen weeks in a semester for each 4-credit course.

b) Midterm tests will be given in the middle of the semester. The duration of midterm tests will be 2 hours. Total marks for the Midterm tests will be 30. Each teacher will give a test of 15 marks. In some courses, students may be required to submit assignments/research papers and do other tasks as part of midterm tests.
c) Semester final examinations will be held for every course at the end of each semester. The duration of semester final examination will be 4 hours and total marks will be 60. Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks.
d) Class attendance and participation will carry 10 marks for each 4-credit course. Each course teacher will give marks out of 5 and marks of the two teachers will then be added. Teachers may give marks using the following rating scale:

Attendance in 90% or above classes may be given 5 marks, 85% to less than 90%--- 4 marks, 80% to less than 85% -- 3 marks, 75% to less than 80% --2 marks, 60% to less than 75%--- 1 mark, and below 60%---- 00.

Teaching and Evaluation of 1-credit courses of 25 marks each: Presentation 10 Marks and Viva Voce 15 Marks
a) For the 1-credit courses, students will be divided into small groups and each group will be assigned with one teacher. They will be evaluated through presentations in both semesters. There will be no written test for 1-credit courses.
b) There will be an oral examination at the end of each semester. The examination committee will hold this examination at the end of the semester final examination.

Class Attendance Requirements:
a. Class attendance is compulsory for each student.
b. Students with 75% and above in each course will be eligible to sit for semester final examinations.

c. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.

d. **Students with attendance below 60% will not be eligible to appear at the examinations.**

Grading Scale and Grades:

Marks obtained in each course will be transferred to grades leading to GPA (Grade Point Average). The conversion chart based on UGC guidelines is given below:

Numerical Grades	Letter Grades	Grade Points *(1 units)*
80 and above	A+	4.00
75 to less than 80	A	3.75
70 to less than 75	A–	3.50
65 to less than 70	B+	3.25
60 to less than 65	B	3.00
55 to less than 60	B–	2.75
50 to less than 55	C+	2.50
45 to less than 50	C	2.25
40 to less than 45	D	2.00
Less than 40	F	0.00
Incomplete *(Does not take an exam)*	I	0.00
Withdrawn *(Does not attend any class and take any exam)*	W	0.00

MA in Literature Programme

MA in Literature

The programme at the Department of English, University of Dhaka is a comprehensive one year programme aimed at enhancing our students' knowledge of literature in global English.

The course builds upon the BA (Hons.) in English Literature by moving beyond the Western canon to incorporate other literatures and introduces students to modern twentieth century and contemporary approaches to studying literature. Students will engage in independent literary analysis from an interdisciplinary perspective and will learn to engage with ongoing theoretical debates and discursive practices.

The programme equips students with the knowledge required to meet the high standards of academic research such as using professional journals and introduce students to bodies that publish academic research online. Students will learn to make appropriate use of the conventions of writing in literary studies and to refer accurately and appropriately to texts and sources. It also aims to foster the overall development of the students' critical and intellectual faculties to allow them to develop their knowledge of literature and bolster their skills to review, research, write and publish papers of an international standard.

Course Code : Eng. 501
Course Title : Literary Theory
Course Credit : 4
Full Marks : 100

Aims and Objectives

The aim of this course is to help students explore different schools of modern literary theory. The focus is on familiarizing students with various ways in which scholars have interpreted texts using methods that they have developed. It will enable students to acquire an epistemological understanding of the world through the study of literary theory.

Intended Learning Outcomes

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

- distinguish between different literary theories and criticism
- understand the application of different modern theories in literary analysis
- individually analyze literary texts using different theories
- demonstrate an awareness of the interconnectedness among the different schools of literary theory

Course Content and Description

This course introduces the major schools of 20th and 21st century literary theory and criticism. Emphasis is given on the major trends in the history of criticism, ranging from Russian formalism and structuralism to post-structuralism, New Historicism and others.

Formalism and Structuralism

Victor Shklovsky, "Art as Technique," Rice and Waugh (ed.) *Literary Theory*
Ferdinand Saussure, from *Course in General Linguistics*, Rice and Waugh (ed.) *Literary Theory*
Cleanth Brooks, "The Formalist Critics," Vincent B. Leitch (ed.), *The Norton Anthology of Theory and Criticism*

Psychoanalytical Criticism

Sigmund Freud, "The Uncanny," "The Dream-Work"
Jacques Lacan, "The Mirror Stage"

Marxism

Karl Marx and Friedrich Engels, *The Communist Manifesto*
Antonio Gramsci, "Hegemony," Rivkin and Ryan (ed*.) Literary Theory: An Anthology*, Second edition
Louis Althusser, "Ideology and Ideological State Apparatuses"

Feminism

Sandra Gilbert and Susan Gubar, from *The Madwoman in the Attic*, Rice and Waugh (ed.) *Literary Theory*
Chandra T. Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse"
Luce Irigaray, *This Sex Which Is Not One*

Post-Structuralism and Deconstruction

Jaques Derrida: "Differánce," Rivkin and Ryan (ed.), *Literary Theory: An Anthology*, Second edition
Jean Baudrillard, "The Orders of Simulacra," Rice and Waugh (ed.) *Literary Theory*

Postcolonialism

Frantz Fanon: from *Wretched of the Earth*, "Pitfalls of the Nationalist Consciousness," *Norton Anthology of Theory and Criticism*
Edward Said, from *Culture and Imperialism*, Rice and Waugh (ed.), *Literary Theory*
Homi Bhabha, "Of Mimicry and Man: The Ambivalence of Colonial Discourse," Rice and Waugh (ed.), *Literary Theory*

New Historicism

Stephen Greenblatt, "Introduction to the Power of Forms" in the English Renaissance, *The Norton Anthology of Theory and Criticism*
Michel Foucault, "History of Sexuality," *Norton Anthology of Theory and Criticism*
Louis Monstrose, *New Historicism and Renaissance Culture*

Recommended Readings

Barry, Peter. *Beginning Theory*. Manchester UP, 2002.
Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. Longman, 1996.

Castle, Gregory. *The Blackwell Guide to Literary Theory*. Blackwell, 2007.

Eagleton, Terry. *Literary Theory: An Introduction*. Minnesota UP, 1996.

Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. Pearson, 2009.

Raman Selden et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucky UP, 1993.

Course Code   : Eng. 502
Course Title   : From Modernism to Postmodernism
Course Credit : 4
Full Marks   : 100

Aims and Objectives

This course aims to provide a contemporary perspective on modernism and postmodernism. Students will read key texts to appreciate the distinctive features of both movements and to locate the cultural transformations in historical contexts. This course intends to further develop students' ability to undertake literary analysis, understand and employ critical theory and interrogate cultural texts of the twentieth and twenty-first centuries.

Intended Learning Outcomes

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

- demonstrate awareness of the varying definitions of modernism and postmodernism
- discuss and analyze the historical and cultural contexts of modernism and postmodernism
- appreciate the similarities and differences between the texts of "High Modernism" and postmodernism
- recognize the cultural shifts in literary texts from modernism to postmodernism
- draw upon a range of theoretical concepts to explain and analyze literary texts
- explain the postmodern signatures in the texts they study

Course Content and Description

In order to gain an overview of modernism and the subsequent cultural turn towards postmodernism, students will read a range of texts to trace the critical emergence of these two movements in British, American and other literatures and cultures. The course will focus on the thematic and formal aspects of modernism and postmodernism in the selected texts for study.

Theory

Jean Francois Lyotard, *The Postmodern Condition: A Report on Knowledge*

Jean Baudrillard, *Symbolic Exchange and Death*, "Simulacra and Simulations"

Ihab Hassan, "Toward a Concept of Postmodernism," "POSTmodernISM: a Paracritical Bibliography"

Fredrick Jameson, "The Cultural Logic of Late Capitalism"

Charles Jenks, "The Death of Modern Architecture"

Selections from *From Modernism to Postmodernism: An Anthology*, edited by Lawrence Cahoone, Blackwell, 2003

Modernism

James Joyce, Excerpts from *Ulysses* (*Norton Anthology*, vol. 2, 7th edition)

T. S. Eliot, "The Hollow Men," "Gerontion"

Ezra Pound, "A Retrospect"

Virginia Woolf, *To the Lighthouse*

Postmodernism

Selections from *Norton Anthology of Postmodern American Fiction,* edited by Paula Geyh et al.

Gabriel Garcia Marquez, *Strange Pilgrims*

Milan Kundera, *Book of Laughter and Forgetting*

John Barth, "Lost in the Funhouse"

Recommended Reading

Brooker, Peter, editor. *Modernism/Postmodernism*. Pearson, 1992.
Butler, Christopher. *Postmodernism: A Very Short Introduction*. Oxford UP, 2002.
Docherty, Thomas, editor. *Postmodernism: A Reader*. Routledge, 1993.
Levenson, Michael, editor. *The Cambridge Companion to Modernism*. Cambridge UP, 1999.
Matthews, Steven. *Modernism*. Arnold, 2004.
Natoli, Joseph P., and Linda Hutcheon. *A Postmodern Reader*. State University of New York Press, 1993.

Course Code: 503
Course Title: Presentation and Viva Voce
Course Credit: 1
Full Marks: 20

Aims and Objectives

The aim of the course is to develop the oral and presentation skills of the students. The focus of this course is to make students familiar with professional presentation skills and to instill confidence in them for public speaking following academic conventions.

Intended Learning Outcomes

Upon completion of the course, students will be able to:
- demonstrate enhanced presentation skills
- use primary and secondary sources
- acknowledge sources of information appropriately
- speak in English confidently

- use multimedia effectively
- handle question-answer sessions confidently

Course Content and Description

This course gives students an opportunity to practice oral skills. It emphasizes analyzing and synthesizing information gathered from secondary sources. The course focuses on the importance of eye contact, body language and vocal tone as well as of the conventions of using transitional signals. Various strategies of handling question-answer sessions and of using technology in oral presentations (e.g. multimedia) are also taught in this course.

Recommended Readings

Berkun, Scott. *Confessions of a Public Speaker*. O'Reilly Media, 2009.

Bradbury, Andrew. *Successful Presentation Skills*. Kogan Page, 2006.

Steele, William R. *Presentation Skills 201*. Outskirts Press, 2009.

Theobald, Theo. *Develop Your Presentation Skills: Be Charismatic, Give a Polished Performance*. Kogan Page, 2011.

Weissman, Jerry. *Presenting to Win: The Art of Telling Your Story*. FT Press, 2003.

Course Code: Eng. 504
Course Title: Contemporary British Literature
Course Credit: 4
Full Marks: 100

Aims and Objectives

The course aims to introduce students to a wide variety of texts by contemporary British writers to make them

aware of the significance of the cultural and contextual influences under which these literary texts are written and received. It attempts to sensitize students to the underlying theoretical constructs such as postmodernism, absurdism, feminism etc. It gives them an opportunity to explore key issues such as the impact of war and the radical restructuring of gender and class structure in post-war Britain as overarching concerns in many of the texts.

Intended Learning Outcomes

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

- read and respond to texts critically, showing an awareness of how writers use and adapt language, form and structure to create meaning in texts
- demonstrate understanding of the socio-cultural and political contexts in which texts have been produced and received
- read and analyze texts in the light of contemporary literary theories that are relevant to the issues raised in the texts

Course Content and Description

The course introduces students to a selection of poetry, novels and drama to allow them to explore the evolving and experimental forms and techniques used by the writers to portray the socio-cultural and political milieu of modern Britain. Students will be expected to read:

- Philip Larkin: "Church Going," "MCMXIV," "Talking in Bed," "Ambulances," "High Windows," "Sad steps," "The Explosion," "Aubade"
- Ted Hughes: "Wind," "Relic," "Pike," "The Seven Sorrows," "Daffodils," "Morse,"
- Seamus Heaney: "Digging", "The Forge", "Punishment", "Casualty"
- James Fenton: "A German Requiem," "Wind"
- Carol Ann Duffy: "Prayer," "Text," "The Love Poem," "Valentine," "Syntax"

- Tom Stoppard, *Rosencrantz and Guildenstern are Dead*
- Harold Pinter, *The Caretaker*
- V.S. Naipaul, *The Enigma of Arrival*
- A.S. Byatt, *Possession*

Recommended Reading

Bradbury, Malcolm. *The Contemporary English Novel (Stratford Series)*. Hodder and Stoughton, 1979.
English, James F., *A Concise Companion to Contemporary British Fiction*. Blackwell, 2006.
Ford, Boris, editor. *Pelican Guide to English Literature, Vol.8, The Present*. Penguin, 1988.
Hayman, Ronald. *British Theatre since 1955: A Reassessment*. Oxford UP, 1979.
Schmidt, Michael and Grevel Lindop. *British Poetry since 1960*. Carcanet, 1972.
Thwaite, Anthony. *Twentieth Century English Poetry*. Barnes and Noble, 1978.

Course Code : **Eng. 505**
Course Title : **Shakespeare**
Course Credit : **4**
Full Marks : **100**

Aims and Objectives

This course aims to provide students with an in-depth understanding of Shakespeare and to develop a nuanced interpretation of the texts. Students will be introduced to critical approaches to the study of Shakespeare's works where they will learn to apply theoretical concepts to the analysis of individual plays. The course also draws attention to the importance of historical context in the reading of the texts. Additionally, students will examine Shakespeare in the Elizabethan context as well as from a global perspective to connect Shakespeare's texts to local culture and the contemporary world.

Intended Learning Outcomes

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

- demonstrate a comprehensive knowledge and understanding of Shakespeare
- interpret Shakespeare from different theoretical and ideological perspectives
- connect Shakespeare to their own cultural landscape
- view Shakespeare from a global perspective

Course Content and Description

The course will examine a range of genres from tragedy to comedy to history plays and late romances to develop an overview of Shakespeare's contribution to English drama and to appreciate the scope of his work.

Students will be expected to read:

- *A Midsummer Night's Dream*
- *As You Like It*
- *Julius Caesar*
- *Othello*
- *The Tempest*

(Any of the following editions will be acceptable: Arden, Oxford, Cambridge, New Pelican, Penguin)

Recommended Readings

Bloom, Harold, editor. *Bloom`s Modern Critical Interpretations: William Shakespeare*. Infobase Publishing, 2010.
Dobson, Michael, and Stanley Wells, editors. *Oxford Companion to Shakespeare*. Oxford UP, 2001.
Drakakis, John. editor. *Alternative Shakespeares*. Methuen, 1985.

Grazia, Margaret de, and Stanley Wells, editors. *Cambridge Companion to Shakespeare*. Cambridge UP, 2001.

Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. Norton, 2004.

---. *Shakespearean Negotiations*. California UP, 1988.

Kott, Jan. *Shakespeare, Our Contemporary*. Norton, 1974.

McDonald, Russ, editor. *Shakespeare: An Anthology of Criticism and Theory 1945-2000*. Blackwell, 2004.

Wells, Stanley, Gary Taylor, John Jowett, and William Montgomery, editors. *The Oxford Shakespeare: The Complete Works*. Oxford UP, 1986.

Course Code : 506
Course Title : Presentation and Viva Voce
Course Credit : 1
Full Marks : 20

Aims and Objectives

The aim of the course is to develop the oral and presentation skills of the students. The focus of this course is to make students familiar with professional presentation skills and to instill confidence in them for public speaking following academic conventions.

Intended Learning Outcomes

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

- demonstrate enhanced presentation skills
- use primary and secondary sources
- acknowledge sources of information appropriately
- speak in English confidently

- use multimedia effectively
- handle question-answer sessions confidently

Course Content and Description

This course gives students an opportunity to practice oral skills. It emphasizes analyzing and synthesizing information gathered from secondary sources. The course focuses on the importance of eye contact, body language and vocal tone as well as of the conventions of using transitional signals. Various strategies of handling question-answer sessions and of using technology in oral presentations (e.g. multimedia) are also taught in this course.

Recommended Reading

Berkun, Scott. *Confessions of a Public Speaker*. O'Reilly Media, 2009.
Bradbury, Andrew. *Successful Presentation Skills*. Kogan Page, 2006.
Steele, William R. *Presentation Skills 201*. Outskirts Press, 2009.
Theobald, Theo. *Develop Your Presentation Skills: Be Charismatic, Give a Polished Performance*. Kogan Page, 2011.
Weissman, Jerry. *Presenting to Win: The Art of Telling Your Story*. FT Press, 2003.

Course Code : Eng.507
Course Title : Modern American Literature
Course Credit : 4
Full Marks : 100

Aims and Objectives

The course aims to introduce students to a wide variety of texts by American writers to make them conscious

about the social, cultural, and political contexts of modern American literature. Students will learn to appreciate the multicultural voices that characterize the American literary tradition.

Intended Learning Outcomes

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

- demonstrate knowledge of selected texts in modern American literature
- obtain an understanding of key critical and literary concepts of the American context, which includes race, democracy, class, gender, capitalism, and transnationalism
- identify, describe and critically evaluate major developments in American literature

Course Content and Description

The course introduces students to a selection of prose, poetry, and drama in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors including the following:

Prose

Ralph Ellison, *Invisible Man*
Vladimir Nabokov, *Pale Fire*
John Updike, *Rabbit, Run*
Saul Bellow, *Seize the Day*
Maxine Hong Kingston, *The Woman Warrior*
Thomas Lynchon, *The Crying of Lot 49*
Sandra Cisneros, *House on Mango Street*
Jhumpa Lahiri, *Namesake*

Poetry

Selections from Robert Lowell, Langston Hughes, Wallace Stevens, William Carlos Williams, Sylvia Plath, Allen Ginsberg, Adrienne Rich, John Ashberry, Anne Sexton

Drama

Amiri Baraka, *Dutchman*
Sam Shepard, *Buried Child*
Tennessee Williams, *A Streetcar Named Desire*

Recommended Readings

Elliott, Emory. *The Columbia History of the American Novel*. Columbia UP, 1991.
Ford, Boris, editor. *The New Pelican Guide to English Literature: Vol. 9. American Literature*. Penguin, 1988.
Kaplan, Amy. *The Social Construction of American Realism*. Chicago UP, 1992.
Nicol, Bran, editor. *Postmodernism and the Contemporary Novel: A Reader*. Edinburgh UP, 2002.
Pizer, Donald. *The Cambridge Companion to American Realism and Naturalism*. Cambridge UP, 1995.
Poulin, A., Jr., editor. *Contemporary American Poetry*. Wadsworth, 2005.

Course Code   : Eng 508
Course Title   : Cultural Studies
Credits   : 4
Full marks   : 100

Aims and Objectives

The aim of this course is to introduce students to the concept of cultural studies. Cultural Studies is an interdisciplinary field where theories from different disciplines are analyzed to understand culture in its various

manifestations: the complex and multifaceted relations of culture and society, culture and class, and culture and power. Students will focus on how cultural processes and products are conceptualized, distributed, consumed and responded to in diverse ways.

Intended Learning Outcomes

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

- form a comprehensive idea about culture and different forms of culture, and the relationship between society and power
- learn about the major factors determining identity, ethnicity, race and gender relations
- demonstrate understanding of concepts of ideology, power, hierarchy and other factors influencing culture
- understand what cultural turns are taking place with the advent of postmodernism, visual culture, the internet, and artificial intelligence

 engage in interdisciplinary analysis when they connect literary theories to cultural studies

Course Content and Description

This course has two main streams. The first stream deals with the prominent scholars of Cultural Studies, such as Raymond Williams, Louis Althusser, Stuart Hall, Jean-Francois Lyotard and Mikhail Bakhtin. Their theories on power structures and society will be extensions of the theories studied in other courses. In the second stream, mass and popular culture are introduced. Selected essays on image representation and identity will be taught.

Students are expected to read the following:
    Roland Barthes, "Rhetoric of the Image"
    Raymond Williams, "The Analysis of Culture"
    Laura Mulvey, "Visual Pleasure and Narrative Cinema"

Michel Foucault, "Method"
Antonio Gramsci, "Hegemony, Intellectuals and the State"
Mikhail Bakhtin, "Carnival and Carnivalesque"
Jean-François Lyotard, "The Postmodern Condition"
Stuart Hall, "Notes on Deconstructing 'the Popular'"
C. W. Watson, "Multiculturalism in Historical Perspective"
Christine Geraghty, "Soap Opera and Utopia"
Jacqueline Bobo, "The Color Purple: Black Women as Cultural Readers"
Michael de Certeau, "Walking in the City"
Ashish Rajadhyaksha, "The 'Bollywoodization' of the Indian Cinema"
Donna Haraway, "A Cyborg Manifesto"
Theodor Adorno and Max Horkheimer, "Enlightenment as Mass Deception"
Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction"

Recommended Readings

Berges, John. *Ways of Seeing*. Penguin, 1972.
Brooker, Peter. *A Concise Glossary of Cultural Theory*. Bloomsbury, 1999.
Debord, Guy. *The Society of the Spectacle*. Black & Red,1970.
During, Simon, editor. *The Cultural Studies Reader*. Routledge, 1999.
Longhurst, Brian et al. *Introducing Cultural Studies*. Pearson Education, 2008.
Milner, Andrew and Jeff Browitt. *Contemporary Cultural Theory – An Introduction*. Psychology Press, 2002.
Nayar, Promod K. *An Introduction to Cultural Studies*. Viva Books, 2008.
Rivkin, Julie and Ryan, Micheal. *Literary Theory – An Anthology*. Blackwell, 1998.
Smith, Mark J. *Culture: Reinventing the Social Sciences*. Open University Press, 2001.
Storey, John, editor. *Cultural Theory and Popular Culture – A Reader*. Routledge, 1994.

---. *Cultural Theory and Popular Culture – An Introduction*. Pearson Education, 1997.

Watson, C. W. *Multiculturalism*, Open University Press, 2000.

Course Code   : Eng. 509
Course Title   : Continental Literature
Course Credit : 4
Full Marks   : 100

Aims and Objectives

The course aims to make students aware of the diversity in literature written in English by introducing them to modern European literature. Students will engage with a wide variety of texts by European writers of the late 19th to early 20th century to gain an understanding of socio-cultural and continental influences in which texts are produced and received. The course objectives include encouraging students to read and analyze the texts in the light of wider global perspectives, using theoretical constructs relevant to the texts.

Intended Learning Outcomes

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

- develop and demonstrate an awareness of the significance of Continental literature in the global arena
- gain a comprehensive knowledge of post-world war conventions, conflicts and issues of Europe
- enhance their abilities of inter-textual analysis

Course Description and Content

The course teaches novel, drama and poetry written by the prominent writers of the modern and postmodern movements in Europe. It examines the different strategies used by the writers to portray the European socio-

cultural and political milieu. This course also highlights the underlying theoretical constructs and key issues of Absurdism, Existentialism, Surrealism, Hyperrealism, Futurism among others.

Texts covered in this course include:

Henrik Ibsen, *A Doll's House*
Charles Baudelaire, *Selected Poems*
Franz Kafka, *The Metamorphosis*
Albert Camus, *The Outsider*
Luigi Pirandello, *Six Characters in Search of an Author*
Eugene Ionesco, *Rhinoceros*
Fyodor Dostoyevsky, *Notes from the Underground*
Dario Fo, *The Accidental Death of an Anarchist*
José Saramago, *Blindness*
Federico García Lorca, *Selected Poems*

Recommended Readings

Benjamin, Walter. *Charles Baudelaire*. Verso, 1992.
Duran, Manuel. *Lorca*, Prentice Hall, 1962.
Gide, Andre. *Dostoevsky*. Greenwood Press, 1979.
Gold, Stanley Corn. *The Metamorphosis*. Norton Critical Editions, 1996.
Preece, Julian. *Kafka*, Cambridge UP, 2002.
Turnell, Martin. *Baudelaire*, Hamish Hamilton, 1947.
Williams, Raymond. *Drama from Ibsen to Brecht*, Penguin, 1968.
Foley, John. *Albert Camus: From the Absurd to Revolt*. McGill-Queen's UP, 2008.

Course Code : Eng. 510
Course Title : Women and Literature
Course Credit : 4
Full Marks : 100

Aims and Objectives

This course aims to give students an in-depth view of a range of debates on gender prevailing in academia. While the course will encourage students to broadly question normative gender roles, it will also help students to distinguish the intersections of gender, race, class, religion, and geographical location. The course, therefore, introduces students to the works of women writers representing diverse cultures and concerns.

Intended Learning Outcomes

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

- demonstrate an understanding of the gender debates and arguments articulated by the authors in the syllabus
- recognize the diversity amid the apparent unity that feminist authors represent
- recognize the intersections between feminism and postcolonialism
- make connections between the problems posed in the theoretical and the creative texts

Course Content and Description

The course contains theoretical and creative works on women's issues by writers from Africa, South Asia, Europe and North America. Even within the same geographical region, there are writers from different ethnicities. The writings range from the nineteenth century to contemporary times. The idea is to expose learners to as much diversity as possible to break away from the construct of feminism as a Western concern.

Selections from the following will be covered in class:

Critical Writings

Simone de Beauvoir, *The Second Sex* (Introduction; Chapter XI – Myth and Reality)
Helene Cixous, *The Laugh of the Medusa* (extract)
Jane Flax, "Postmodernism and Gender Relations in Feminist Theory"
Judith Butler, "Performative Acts and Gender Constitution"
Gayatri Chakravorty Spivak, "Three Women's Texts and a Critique of Imperialism"
bell hooks, "Postmodern Blackness"
Carole Stabile, *Feminism and the Technological Fix* (extract)

Novels

Virginia Woolf, *Orlando*
Jean Rhys, *Wide Sargasso Sea*
Bapsi Sidhwa, *Ice Candy Man*
Ursula K. Le Guin, *The Left Hand of Darkness*

Short Stories

Roquiah Sakhawat Hossein, *Sultana's Dream*
Ama Ata Aidoo, "Lice"
Charlotte Perkins Gilman, "The Yellow Wallpaper"
Kate Chopin, "The Story of an Hour"
Doris Lessing, "To Room Nineteen"
Alice Walker, "The Abortion"

Poetry

Selections from:
Christina Rossetti
Maya Angelou
Adrienne Rich
Kamala Suraiya

Drama

Ntozake Shange, *For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf*

Memoir

Fatima Mernissi, *Dreams of Trespass: Tales of a Harem Girlhood*

Recommended Readings

Eagleton, Mary, editor. *Feminist Literary Theory: A Reader*. Blackwell, 2001.
Gamble, Sarah, editor. *The Routledge Companion to Feminism and Postfeminism*. Routledge, 2001.
Gilbert, Sandra M. and Susan Gubar, editors. *The Norton Anthology of Literature by Women*. Norton, 1996.
Hossein, Roquiah Sakhawat. *Roquiah Rachanabali*. Uttaran, 2006.
Kaplan, Cora and David Glover, editors. *Genders*. Routledge, 2000.
Mills, Sara. "Gender and Colonial Space," *Gender, Space and Culture*, vol.3, no.2, 1996.
Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Methuen, 1985.
Ruthven, K. *Feminist Literary Studies: An Introduction*. Cambridge UP, 1991.
Sedgwick, Eve Kosovsky. *Epistemology of the Closet*. California UP, 1990.
Stratton, Florence. *Contemporary African Literature and the Politics of Gender*. Routledge, 1994.
Tharu, Susie and K. Lalita. *Women Writing in India*, vol. 1, Feminist Press, 1991.

Course Code : Eng. 511
Course Title : Translation Studies
Credits : 4
Full Marks : 100

Aims and Objectives

This course aims to introduce learners to the theory and practice of translation. It will also focus on the most significant developments in the history of the academic discipline of translation studies. Besides providing students with intellectual and philosophical insights into the practice of translation, this course intends to enhance learners' practical translation skills. It will require students to translate poetry, prose, drama extracts and non-literary texts from English to Bangla and vice versa.

Intended Learning Outcomes

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

- understand key concepts of translation studies as an academic discipline
- evaluate translated texts in the light of translation theories as well as issues such as gender, power relations and postcolonialism.
- put their theoretical knowledge into practice while translating texts from a source language to a target language

Course Content and Description

This course will cover two aspects of the art of translation: theory and practice. Through it students will become familiar with theoretical aspects of translation studies and receive practical training in translation by engaging in translating texts from English to Bangla and vice versa.

The contents of the course include:

- Types of translation
- Translation processes
- The unit of translation
- Equivalence in translation
- Text, genre and discourse shifts in translation
- Untranslatability
- Loss and gain in translation
- Agents of power in translation
- Ideology and translation
- History of translation theory
- Problems of translating prose, poetry and drama
- Evaluating translations of texts from English to Bangla and vice versa.
- Cultural translation
- Machine translation

Core Texts

Basnett, Susan. *Translation Studies: An Introduction*. Psychology Press, 2002.
Hatim, Basil A. and Jeremy Munday, editors. *Translation: An Advanced Resource Book*. Routledge, 2005.
Madder, Marian. *Bengali Poetry into English: An Impossible Dream*. Editions India,1977.
Venuti, Lawrence. editor. *The Translation Studies Reader*. Routledge, 2004.
Zaman, Niaz, editor. *Translation: Theory and Practice*. Academic Press and Publishers Limited, 2004.

Recommended Reading

Alam, Fakrul. *Selected Poems of Jibanananda Das*.University Press Ltd, 2010.

----- and Ahsanuzazama, Ahmed. *Translation Studies: Eploring Identities*. Dhaka: writers.ink, 2015.

Baker, Mona. *A Coursebook on Translation*. Routledge, 2011.

House, Juliane. *Translation*. Oxford UP, 2009.

Huda, Md. Nurul, editor. *Poetry of Nazrul Islam in English Translation, vol.1*. Nazrul Institute, 2014.

Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2012.

Robinson, Douglas. *Becoming a Translator: An Accelerated Course*. Routledge, 1997.

Steiner, George. *After Babel*. Oxford UP, 1998.

Tagore, Rabindranath. *Gitanjali*. Dover Publications, 2011.

Venuti, Lawrence. *The Translator's Invisibility:A History of Translation*. Routledge, 2008.

Course Code   : Eng. 512
Course Title   : Latin American Literature
Course Credit : 4
Full Marks   : 100

Aims and Objectives

This course aims to introduce students to a range of texts by authors from Latin America. Learners will gain an understanding of how the legacy of colonialism is reflected in the region in the works of authors and be able to connect the texts with other postcolonial literatures. The course is designed to familiarize students with some of the problems and debates about Latin American history, society, and culture.

Intended Learning Outcomes

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

- perceive the importance of literatures outside the British canon
- understand colonialism in its different manifestations and the postcolonial experience
- make connections between the Latin American situation and our own situation as a former colony
- recognize the narrative style and perspectives as distinct from Euro-centric and Western perspectives
- make connections between the texts of this course and the ideas of literary theories

Course Content and Description

Latin America is a region full of contrasts; its population is both racially and culturally heterogeneous. This course introduces students to a selection of poetry, novels, and prose pieces by Latin American authors, mostly belonging to the 20th century, that highlight this diversity and heterogeneity.

Texts

Ruben Dario (Felix Ruben Garcia Sarmiento), *Selected Poems* (Translated and Edited by Lysander Kemp)

Cesar Vallejo, *Spain, Take This Cup from Me*

Jorge Luis Borges, *Labyrinths* ("The Wall and the Books," "The Argentine Writer and Tradition," "The Narrative Art and Magic," "The Library of Babel")

Pablo Neruda (Neftali Ricardo Reyes Basualto), *Canto General* ("The Heights of MacchuPichhu")

Miguel Angel Asturias, *Mr. President*

Octavio Paz, *Children of the Mire* ("A Tradition Against Itself," "Children of the Mire," "The Pachuco and Other Extremes")

Clarice Lispector, *Family Ties* (Selected Stories)
Gabriel Garcia Marquez, *One Hundred Years of Solitude*
Mario Vargas Llosa, *The Storyteller*
Isabel Allende, *House of Spirits*

Recommended Readings

Alvarez, Sonia, Evelina Dagnino, and Arturo Escobar, editors. *Cultures of Politics/Politics of Cultures.* Westview Press, 1998.

Balderston, Daniel, Mike Gonzalez and Ana Lopez, editors. *Encyclopedia of Contemporary Latin American and Caribbean Cultures.* Routledge, 2000.

Boland, Charles Roy, and Sally Harvey. "Magical Realism and Beyond: The Contemporary Spanish and Latin American Novel." *Antipodas: Journal of Hispanic Studies of the University of Auckland*, no. 3, 1991, pp. 7-12.

Castro-Klarén, Sara, editor. *A Companion to Latin American Literature and Culture.* Blackwell, 2008

Galeano, Eduardo. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent.* Translated by Cedric Belfrage, Monthly Review Press, 1973.

Hirschman, Albert O., editor. *Latin American Issues: Essays and Comments.* Twentieth Century Fund, 1960.

Kapiszewski, Diana, editor. *Encyclopedia of Latin American Politics.* Oryx Press, 2002.

Kristal, Efraín, editor. *The Cambridge Companion to the Latin American Novel.* Cambridge UP, 2005.

Levine, Daniel. *Constructing Culture and Power in Latin America.* Michigan UP, 1993.

Stein, Stanley J. and Barbara H. Stein. *The Colonial Heritage of Latin America: Essays on Economic Dependence in Perspective.* Oxford UP, 1970.

Course Code : Eng. 513
Course Title : Contemporary South Asian Literature
Course Credit : 4
Full Marks : 100

Aims and Objectives

The course aims to introduce students to a wide variety of texts by South Asian writers to make them aware of the significance of cultural and contextual influences on literary texts. It aims to sensitize students to the underlying theoretical constructs such as postcolonialism and nationalism in South Asian literature. It will provide them an opportunity to explore key issues such as, diaspora, gender, class and caste, which are overarching concerns in many of the texts.

Intended Learning Outcomes

Upon completion of the course students will be able to:

- read and respond to texts critically, showing an awareness of how writers use and adapt language, form and structure to create meaning in texts
- demonstrate understanding of the socio cultural and political contexts in which texts have been produced and received
- read and analyze texts in the light of contemporary literary theories that are relevant to the issues raised in the texts

Course Content and Description

The course introduces students to a selection of poetry, novels and prose pieces to enable them to explore the widening sphere of literature in English in South Asia. It examines the different strategies used by the writers to portray the South Asian socio-cultural and political milieu.

Poetry

A selection of poems from South Asian countries taken from *The Arnold Anthology of Post-Colonial Literatures* (ed. John Thieme), as well as other anthologies of poetry (Nissim Ezekiel till today) including selections from Kaiser Haq: *Published in the Streets of Dhaka.*

Extracts and Short Pieces

Nirad C. Chaudhuri, "My Birthplace" (from *The Autobiography of an Unknown Indian)*
Satyajit Ray, "Big Bill"
Rohinton Mistry, "The Collectors"
Amit Chaudhuri, "Sandeep's Visit" (extract from the novella *A Strange and Sublime Address*)
Vikram Seth, "A Suitable Boy" (extract from *A Suitable Boy)*
Jhumpa Lahiri, Selected stories from *Interpreter of Maladies*

Novels

Syed Walliullah, *Tree Without Roots*
Mulk Raj Anand, *Untouchable*
R.K. Narayan, *The Guide/ Waiting for the Mahatma*
Amitav Ghosh, *The Shadow Lines*
Arundhati Roy, *The God of Small Things*

Recommended Readings

Alam, Fakrul, editor. *Dictionary of Literary Biography: South Asian Writers in English.* Thomson Gale, 2006.
Alam, Fakrul. *Imperial Entanglements and Literature in English.* Writer's ink, 2007.
Dasgupta, Sayantan, editor, *A South Asian Nationalism Reader.* Arnold Heinemann, 1974.
King, Bruce. *Modern Indian Poetry in English.* Oxford UP, 2001.

Mukherjee, Meenakshi, *The Twice Born Fiction*. Heinemann Education Press, 1972.
Walsh, William, *Indian Literature in English*. Addison-Wesley Longman, 1990.
Zaman, Niaz et al, *Other Englishes: Essays on Commonwealth Writing*. The University Press Ltd, 1991.

Course Code : **Eng. 514**
Course Title : **Research Methods in Literature**
Course Credit : **4**
Full Marks : **100**

* Only students obtaining a grade of B+ and above in B.A. (Hons.) will be eligible to take this course.

Aims and Objectives

This course will introduce students to research strategies and methods for finding various materials (primary and secondary sources) in various formats (print, digital, film etc) and incorporating them in their research. The course will focus on locating, evaluating, selecting and using primary and secondary materials within a theoretical framework to find an answer to the research question. The course will equip the students practically and theoretically for this.

Intended Learning Outcomes

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

- understand key concepts in theory and research, and the process of conducting research
- explore the prevalent theoretical and practical research methods in literary studies
- find, evaluate and analyze sources of information
- write an abstract and do a literature review

- integrate critical and literary theories in their research
- develop referencing skills
- write a research paper
- understand the concept and dangers of plagiarism
- present their research before an audience
- understand the importance of publishing and learn how to find a proper home for the paper

Course Content and Description

This course will help the learners to carry out research on a selected topic. The aim will be to ultimately produce a 4000 word research paper of publishable quality and to identify appropriate publication avenues. Learners will go through the process of locating and collecting information, documenting, building arguments, drafting and redrafting while writing the research paper.

The following will be covered in the course:
- What is research?
- Types of research (qualitative, quantitative, archival research, interdisciplinary research, digital humanities)
- Conducting research: the role of a researcher
- Ethics of research
- Understanding and avoiding plagiarism
- Choosing the appropriate research topic (focus, conceptualization); Generating research questions
- Accessing information (using the library, reference books, internet etc.)
- Writing an abstract with key words
- Writing a research proposal
- Understanding different parts of a research paper

- Literature review
- Collecting and analyzing primary and secondary sources (interviews, textual criticism)
- Making a working bibliography
- Using quotations, paraphrasing, summarizing in the appropriate manner
- Referencing (e.g. in-text citation, works cited, bibliography in MLA format, footnotes, endnotes, appendices etc.)
- Making a presentation

> **30 marks of the course will be reserved for the research paper,
> 10 marks for attendance and presentation, and 60 marks for the final exam.**

Recommended Readings

Altick, Richard D., and J. Fenstermaker. *The Art of Literary Research*. Norton, 1992.
Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*. Longman, 1994.
Belcher, Wendy Laura. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. SAGE, 2009.
Booker, M. Keith. *A Practical Introduction to Literary Theory and Criticism*. Longman, 1996.
Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Chicago UP, 1995.
Cohen, Louis, Lawrence Manion and Keith Morrison. *Research Methods in Education*. Routledge, 2011.
Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE, 2009.
Eliot, Simon, and W.R. Owens, editors. *A Handbook to Literary Research*. Routledge, 1998.
Griffin, Gabriele, editor. *Research Methods for English Studies*. Edinburgh UP, 2005.
Kehler, Dorothea. *Problems in Literary Research: A Guide to Selected Reference Works*. Scarecrow Press, 1996.
"MLA Guide," *OWL at Purdue*. 2017, www.owl.english.purdue.edu/owl/resource/747/01/.
MLA Handbook: 8th Edition. The Modern Language Association of America, 2016.
Sinha, M.P. *Research Methods in English*. Atlantic Publishers, 2007.

Course Code   : 515
Course Title   : African and Caribbean Literature
Course Credit : 4
Full Marks   : 100

Aims and Objectives

This course aims to introduce students to African and Caribbean literature with an eye to creating an awareness of the broadening spheres of literature in English. In addition, the course intends to help students move away from dominant Eurocentric and Western perspectives and appreciate Africa-centered perspectives on culture and literature. It aims to create an awareness of the relationships between history, theory and literary production in Africa and in the Caribbean region using contemporary theories, for instance, post-colonialism, Marxism, feminism, post-structuralism and others.

Intended Learning Outcomes

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

- critically analyze the language, form and perspectives of different genres of literary texts from African and Caribbean literary traditions
- demonstrate an understanding of the socio-cultural and political contexts in which the texts have been produced and received
- critically engage with the literary texts in the light of colonial and postcolonial histories and contemporary theories that are relevant to the issues raised in the texts

Course Content and Description

This course introduces students to a new and wide range of genres of contemporary African and Caribbean literature. Students will study short stories, novels, plays, and poetry produced by prominent African and Caribbean writers.

Selections from the following will be covered in class:

Novels, Plays, and Short Stories

Wole Soyinka, *The Strong Breed/ The Road/ The Lion and the Jewel*
Chinua Achebe, *A Man of the People/ Anthills of the Savannah*
Ngũgĩ wa Thiong'o, *Petals of Blood*
J. M. Coetzee, *Waiting for the Barbarians/ Foe*
Nuruddin Farah, *Sweet and Sour Milk*
Nadine Gordimer, *July's People*
Alex La Guma, *Time of the Butcherbird*
Ama Ata Aidoo, *The Girl Who Can and Other Stories* (Selections)
Ayi Kwei Armah, *The Beautyful Ones Are Not Yet Born*
Aime Cesáire, *Discourse on Colonialism*

Poetry

Leopold Sedar Senghor, "New York," "Black Woman," "Joal," "Night of Sine"
Christopher Okigbo, Selections from *Labyrinth*
Derek Walcott, "A Far Cry from Africa," "The Castaway," "The Flock," "Mass Man"
Edward Kamau Brathwaite, Selections from *Days and Nights*, *Black and Blues*, *Mother Poem*

Recommended Readings

Achebe, Chinua. *Hopes and Impediments.* Anchor, 1988.
Ashcroft, Bill, Gareth Griffith, and Helen Tiffin. *The Empire Writes Back.* Psychology Press, 2002.
Bobb, June. *Beating a Restless Drum: The Poetics of Kamau Brathwaite and Derek Walcott.* Africa World Press, 1998.
Gibbs, James. *Critical Perspectives on Wole Soyinka.* Lynne Rienner Publishers, 1980.

Gikandi, Simon. *Reading Chinua Achebe*. James Currey Publishers, 1991.

Irele, Abiola, editor. *The Cambridge Companion to the African Novel*. Cambridge UP, 2009.

King, Bruce, and Kolawole Ogungbesan, eds. *A Celebration of Black and African Writing*. Ahmadu Bello UP, 1975.

---. *V.S. Naipaul*. Palgrave Macmillan, 2003.

Quayson, Ato. *Strategic Transformations in Nigerian Writing*. Indiana UP, 1997.

Soyinka, Wole. *Myth, Literature and the African World*. Cambridge UP, 1990.

Thiong'o, Ngũgĩwa. *Decolonising the Mind*. East African Publishers, 1994.

MA in Applied Linguistics and ELT Programme

The Masters in Applied Linguistics & ELT programme of the Department of English, University of Dhaka was introduced in 1987. This programme is designed after the graduate programmes of UK and US universities. It is comprehensive and has drawn on core courses of Applied Linguistics, Education, Teaching English to Speakers of Other Languages (TESOL) and English language Teaching (ELT).

The programme is a combination of two strands – Applied Linguistics and ELT. The aims of the programme are two-fold:

1. Providing learners with a general grounding in major theoretical concepts, principles, issues and current debates in Applied Linguistics and ELT.
2. Enabling learners to link theory to practice.

Learners are provided with knowledge, opportunities and experiences which will enable them to develop as ELT professionals. The focus is on grooming autonomous learners who can take charge of their own learning. In addition, team building, leadership and critical thinking skills are nurtured. The goal is to prepare learners for effective teaching in a variety of national contexts and at all levels of education as well as to open up opportunities for the global job market.

Aims and Objectives of MA in Applied Linguistics and ELT Programme

Aims: The broad aim of the programme is to develop an understanding of key concepts and the theoretical framework that underpins the professional, academic and research literature that is relevant to the field of Applied Linguistics, Education, English Language Teaching and TESOL. In addition, the programme will help gain insights into a range of perspectives on the theory, policy and practice of ELT.

Objectives: The main objective of this programme is to develop knowledge and expertise required for the teaching of English as a second/foreign language at all levels of study. A significant offshoot is the development

of teacher trainers, curriculum developers, syllabus and materials writers, testers, evaluators, managers and educational researchers.

Syllabus: M.A. in Applied Linguistics and English Language Teaching

Courses Offered

Semester I: Four 4-credit courses each of 100 marks + one 1-credit course of 25 marks

Compulsory Courses

EL 501 :   English Phonetics and Phonology
EL 502 :   Principles and Methods of Language Teaching
EL 503 :   Second Language Acquisition (SLA)

Optional Courses (*Students will choose one from the o.ptions below.*)

EL 504(A):   Pragmatics and Discourse Analysis
EL 504(B):   Integrating Technology in the Language Classroom

Semester II: Four 4-credit courses each of 100 marks + one 1-credit course of 25 marks

Compulsory Courses

EL 505 :   Syllabus Design and Materials Development
EL 506 :   Language Testing, Evaluation and Assessment
EL 507 :   Language Teacher Development and Practicum

Optional Courses (*Students will choose one from the options below.*)

EL 508(A):   Research Methodology
EL 508(B):   English in Diverse World Contexts

* Optional courses will be offered subject to the availability of instructors and enrolment of at least 15 students per course.

One Credit courses: Each 1-credit course will be of 25 marks

EL 509 (I):   Presentation and Viva (Presentation 10 Marks and Viva Voce 15 Marks)
EL 509 (II):   Presentation and Viva (Presentation 10 Marks and Viva Voce = 15 Marks)

(*Marks will be submitted and recorded in both semesters but added to the final results after second semester.*)

SEMESTER I

Course Code   : EL 501
Course Title   : English Phonetics and Phonology
Credits   : 4
Full Marks   : 100

Aims and Objectives

The primary aim of this course is to develop students' understanding of the structure and the articulation of English speech sounds, with reference to phonological theories and with an emphasis on how the speech sounds work in both native and non-native speech in formal and informal contexts. It also intends to develop students'

ability to transcribe speech using the IPA. Additionally, it aims to make learners aware of teaching pronunciation to EFL/ESL students with a particular focus on the Bangla speaking EFL learners.

Intended Learning Outcomes
Upon completion of this course, students will be able to:
- develop an understanding of the use of different speech organs and apply that awareness to their own speech
- distinguish between formal and informal as well as native and multilingual English speech
- transcribe English speech using the IPA with proper stress and intonation marks
- identify problems of Bangla-speaking learners of English, draw pedagogical implications and design activities for EFL/ESL learners

Course Contents
- Phonemes, phones and allophones
- Phonological theories: Daniel Jones, Bloomfield and the Bloomfieldians, the Prague School
- Generative phonology
- Minimal pairs, complementary distribution and free variation
- Organs of speech or articulators
- Categorisation of speech sound segments
- English short, long vowels and diphthongs
- Consonant phonemes and their places and manners of articulation
- Phonetic and phonological characteristics of English consonant phonemes
- English syllable structure and phonotactics

- Strong and weak syllables
- Suprasegmental phenomena: Stress and intonation
- Aspects of connected speech
- Transcription using the IPA
- Pronunciation problems of Bangla-speaking EFL learners
- Teaching pronunciation of English as an International Language: Issues of attitudes, intelligibility and identity

Core Texts

Cruttenden, A. (Ed.). (2008). *Gimson's Pronunciation of English*. (7th ed.). London: Edward Arnold.
Hyman, L. M. (1975). *Phonology: Theory and Analysis*. Holt, Rinehart and Winsrton.
Ladefoged, P. (2000). *A Course in Phonetics*. (4th ed.). Thomson Wadsworth.
Roach, P. (2009). *English Phonetics and Phonology*. (4th ed.). Cambridge: Cambridge University Press.

Recommended Readings

Collins, B. and Mees, I. M. (2008). *Practical Phonetics and Phonology*. (2nd ed.). London: Routledge.
Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
O'Connor, J. D. (1980). *Better English Pronunciation*. (2nd ed.). Cambridge: Cambridge University Press.
Wells, J. C. (2008). *Longman Pronunciation Dictionary*. (3rd ed.). London: Longman.

Course Code   : EL 502
Course Title   : Principles and Methods of Language Teaching
Credits   : 4
Full Marks   : 100

Aims and Objectives

This course aims to introduce learners to Applied Linguistics and mainstream educational thoughts and theories that have influenced English Language Teaching (ELT). Learners will explore ELT theories and their rationale and learn to make connections in order to take informed decisions about context-appropriate classroom teaching.

Intended Learning Outcomes

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

- understand the relationship and interdependence of language teaching practices and theory
- construct a suitable framework for teaching English as a foreign or second language
- explore the prevalent ELT approaches and methods in relation to teacher roles, learner roles, materials, assessment and context
- connect the social context with the choice of methods and techniques

Course Contents

- Interdependence of language teaching theories and practices
- Conceptual frameworks of language teaching
- Emerging relationship of linguistic theory and language teaching
- Evaluation of language teaching theories
- Educational interpretation of language teaching

- The roles of teachers, learners, materials and techniques in prevalent approaches and methods
- Context-appropriate pedagogy
- Communicative approach to ELT and its applications
- Task based approaches to language teaching
- The post methods era: Breaking with the method concept
- Critical pedagogy

Core Texts

Brown, H. D. (2000). *Principles of Language Learning and Teaching. (*4th ed.). Addison Wesley Longman.
Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
Nunan, D. (ed.). (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
Stern, H, H. (1994). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
Ur , P. (1996). *A Course in Language Teaching. Cambridge:* Cambridge University Press.

Recommended Readings

Allwright, D. and K. Bailey (1991). *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
Bailey, K. M. and D. Nunan (eds.). (1996). *Voices from the Language Classroom*. Cambridge: Cambridge University Press.
Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
Harmer, J. (2001). *The Practice of English Language Teaching (*3rd ed.). Pearson Education.
Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford. Oxford University Press.
Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
Johnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching*. Pearson Education.
Kumaravadivelu, B. (1994). "The post-methods condition: (E)merging strategies for second/foreign language teaching." *TESOL Quarterly*. 28/1: 27-48.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Post-Method*. Routledge.

Medgyes, P. (1994). *The Non-Native English Teacher*. New York: Macmillan Publishers.

Norton, B. and Toohey, K. (eds.). (2004). *Critical Pedagogies and Language Learning*. Cambridge: Cambridge University Press.

Nunan, D. (1999). *Second Language Teaching and Learning*. Boston, Mass.: Heine and Heine.

Prabhu, N. S. (1990). "There is no best method – why?" *TESOL Quarterly*. 24/2: 161-76.

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

Schmitt, N. (Ed.). (2002). *An Introduction to Applied Linguistics*. London: Arnold.

Course Code   **: EL 503**
Course Title   **: Second Language Acquisition**
Credits   **: 4**
Full marks   **: 100**

Aims and Objectives

This course aims to introduce students to the key concepts and issues in Second Language Acquisition (SLA). It also explores a variety of first and second language acquisition theories that help to understand how learners learn a second language. This course will enable learners to connect second language acquisition theories to their own leaning experiences and educational contexts.

Intended Learning Outcomes

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

- examine different approaches to second language acquisition in diverse contexts
- gain a thorough understanding of learner factors that influence the course of second language development

- analyse their own language learning experiences in light of the theories
- use knowledge gained in the course to critically assess professional practice in their own discipline
- develop ability to read and utilize relevant SLA research

Course Contents
- Brief overview of the history of research in Second Language Acquisition
- Key concepts and issues in SLA
- Role of L1 in SLA
- Individual learner differences in SLA: Age, aptitude, cognitive style, motivation and personality
- Theories of language learning: Behaviorism, innatism, maturation and cognitive theories of learning
- Theories of second language acquisition: The acculturation model, accommodation theory, the monitor model, and interlanguage theory
- Universal Grammar (UG)
- The description of learner language – Error analysis
- Classroom second language acquisition: The role of input, interaction and feedback
- Learning styles and language learning strategies
- Learner autonomy and learner training
- Multiple intelligences and language learning
- Current trends in SLA research: Cognitive approaches, socio-cultural perspectives on SLA

Core Texts
Ellis, R. (2008). *The study of second language acquisition.* 2nd ed. Oxford: Oxford University Press.
Ellis, R. (1985). *Understanding Second Language Acquisition.* Oxford: Oxford University Press.
Dörnyei, Z. (2005). *The psychology of the language learner: Individual Differences in Second Language Acquisition.* New

Jersey: Lawrence Erlbaum Associates.

Seville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

Recommended Readings

McLaughlin, B. (1987). *Theories of second language learning*. Edward Arnold.

Cohen, A. and Macaro, E. (eds.), (2009). *Language learner strategies: 30 years of research and practice*. Oxford University Press.

Gass, S., and Selinker, L. (2008). *Second language acquisition: An introductory course*. (3rd ed.). New York: Routledge.

Little, D., Ridley, J. and Ushioda, E. (2003). *Learner Autonomy in the Foreign Language Classroom*. Dublin: Authentik.

Mitchell, R., and Myles, F. (2004). *Second language learning theories* (2nd ed.). London: Arnold.

Oxford, R. (1990). *Language learning strategies: what every teacher should know*. Boston: Heinle ELT/H and H.

Course Code : **EL 504 (A)**
Course Title : **Pragmatics and Discourse Analysis**
Credits : **4**
Full Marks : **100**

Aims and Objectives

This course aims to introduce learners to key concepts and issues in pragmatics and discourse analysis. It also intends to develop an understanding of the theoretical principles and processes underlying the analysis of discourse. It will give students an opportunity to explore different approaches to the analysis of written and spoken texts and gain an understanding of language in use.

Intended Learning Outcomes

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

- understand the theories, principles and concepts in pragmatics and discourse analysis

- identify and analyse the features of spoken and written discourse
- explore and examine the contextual factors that influence text production and reception
- show understanding of socially-situated language use
- appreciate the power dimensions of language use

Course Contents
- Definition and scope of pragmatics and discourse analysis
- Features of spoken and written discourse
- Speech Act theory: Austin and Searle
- Discourse processing and discourse comprehension
- Context of situation
- Cooperative principle, presupposition, inference and implicature in discourse
- Rhetorical organization of texts (theme / rheme, text types)
- Conversational analysis and preference structure
- Politeness theories
- Classroom discourse analysis
- Critical discourse analysis

Core Texts

Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
Coulthard, M. (1985). *An Introduction to Discourse Analysis*. UK: Longman.
Levinson, S. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
Halliday, M.A.K. and Hasan, R. (1976). *Cohesion in English*. England: Longman.

Recommended Readings

Cutting, J. (2008). *Pragmatics and Discourse* (2nd ed.). London: Routledge.
Fairclough, N. (1995). *Critical Discourse Analysis*. London: Longman.
Grundy, P. (2000). *Doing Pragmatics*. London: Arnold.
Jaworski, A. and Coupland, N. (eds.). (1999). *The Discourse Reader*. New York: Routledge.
McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge University Press.
Nunan, D. (1993). *Introducing Discourse Analysis*. Penguin Books.
Wodak, R. and Meyer, M. (Eds.), (2009). *Methods of CDA*. London: Sage.

Course Code   : **EL504 (B)**
Course Title   : **Integrating Technology in the Language Classroom**
Credits   : **4**
Full Marks   : **100**

Aims and Objectives
This course aims to engage students in a critical examination of theoretical, practical and pedagogical issues related to the role and use of technology in language classrooms. The course focuses on relevant research, theory and issues of debate regarding the use of technology in language learning and teaching. Learners will develop necessary skills and knowledge to critically evaluate, design and use a range of technologies in their classrooms.

Intended Learning Outcomes
Upon completion of this course, students will be able to:

- Understand the relationship between methodological approaches to the teaching of a second language and the use of technology.
- Integrate technology in language teaching and learning.

- familiarise with recent research, theory and issues of debate in the field of Technology Enhanced Language Learning.
- Critically evaluate the application of technology with respect to different contextual factors(learner needs, predominant methodological paradigms, infrastructure, cultural setting)

Course Contents
- Pedagogy on technology enhanced language classrooms
- The nature of reading in a digital world and the development of reading skills through the use of computer-based tasks and the WWW
- Computer based and networked writing development developing vocabulary with technology
- Developing listening and speaking with technology
- Language learning and Web 2.0
- Synchronous and asynchronous computer mediated communication for language learning
- Multimedia learning theories

Core Texts
Beetham, H., Sharpe, R. (2007) *Rethinking pedagogy for a digital Age: Designing and delivering e-learning.* London: Routledge.

Beatty, K. (2010) *Teaching and Researching Computer Assisted Language Learning* (Second Edition), Longman.

Butler-Pascoe, M. E. and Wiburg, K. (2003). *Technology and teaching English language learners.* Boston: Pearson Education.

Chapelle, C. (2006).*Assessing language through computer technology*. Cambridge: Cambridge University Press.

Dudeney, G. and Hockly, N. (2007). *How to teach English with Technology.* Longman.

Levy, M. &Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning.* New

Jersey: Lawrence Erlbaum

Teeler, D. and Gray, P. (2006). *How to Use the Internet in ELT*. Pearson Education Ltd. New Delhi: Longman.

Mayer, R. E. (2009). Multimedia Learning. Cambridge University Press.

Recommended Readings

Collis, B., Moonen, J. (2001). Flexible learning in a digital world: Experience and expectations. London: Kogan Page.

Dudeney, D. (2000). *The Internet and the Language Classroom*. Cambridge: Cambridge University Press.

Eastment, D. (2007). "Websites for the language teacher: How do you keep up-to-date?" *ELT Journal* Vol. 61/2 April 2007, pp. 187-189

Guth, S. and Helm, F. (2011). "Developing multiliteracies in ELT through telecollaboration." *ELT Journal* May 2011, pp. 1-10

Hamano-Bunce, D. (2010). "Talk or chat? Chatroom and spoken interaction in a language classroom." *ELT Journal*, December 2011, pp 1-11.

Warshauer, M. and Kern, R. (2000). *Network based language teaching concepts and practices*. Cambridge: Cambridge University Press.

SEMESTER II

Course Code   : **EL 505**
Course Title   : **Syllabus Design and Materials Development**
Credits   : **4**
Full Marks   : **100**

Aims and Objectives

The course aims to introduce learners to issues and concepts related to syllabus design and materials development. It focuses on providing learners with the knowledge and necessary skills for designing and evaluating syllabuses and language teaching materials. Theoretical insights, principles and recent developments in this field are also emphasized upon.

Intended Learning Outcomes

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

- know the different types of syllabus, the stages of syllabus design and differentiate between syllabus and curriculum
- understand the issues of syllabus design and materials development
- comprehend practical, social and theoretical factors affecting ELT materials development and syllabus design
- evaluate, select and implement appropriate ELT syllabuses and materials.
- conduct needs analysis and design suitable syllabuses and materials

Course Contents
- Definition and scope of syllabus and curriculum
- Types of syllabus: Structural, situational, notional functional, task based, skill based and content based syllabuses
- Factors and steps involved in syllabus and curriculum design
- Syllabus evaluation and design
- Designing syllabuses for students of different levels
- Theories and principles of ELT materials design
- Evaluation and adaptation of ELT materials
- Designing materials for teaching the four language skills
- Use of technology in materials design

Core Texts

Dubin, F., and Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.

McDonough, J.; Shaw, C. and Masuhara H. (2012). Materials and methods in ELT: A teacher's guide (3rd ed.). Oxford: Wiley-Blackwell.

Nunan, D. (1988). Syllabus design. Oxford: Oxford University Press.

Recommended Readings

Hutchinson, T. and A. Waters. (1997). *English for specific purposes*. Cambridge: Cambridge University Press.

Nunan, D. (1989), *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.

Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge University Press.

Tomlinson, B. (2011) *Materials development in language teaching* (2nd ed.)Cambridge: Cambridge University Press.

White, R.V. (1988). *The ELT curriculum: Design, innovation, and management*. Oxford: Blackwell.

Yalden, J. (1987). *Principles of Course Design for language teaching*. Cambridge University Press.

Yalden, J. (1983). *The Communicative syllabus: Evolution, design and implementation*. Oxford: Pergamon.

Course Code : **EL506**
Course Title : **Language Testing, Evaluation and Assessment**
Credits : **4**
Full Marks : **100**

Aims and Objectives

This course aims to introduce learners to key concepts and issues in testing, assessment and evaluation. It will also focus on developing an understanding of the theoretical principles and processes underlying test construction as well as the practical skills required for the design, construction, administration, assessment and evaluation of English language tests and programmes. In addition, the course will address the most recent trends and developments in the field of assessment.

Intended Learning Outcomes

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

- understand the theoretical principles which underlie the construction of reliable and valid tests
- understand the processes involved in designing, administering and evaluating language tests and programmes
- design and administer valid and reliable tests
- score exam scripts and interpret test results efficiently

- evaluate critically different language tests and programmes
- use different formats/techniques of assessment to ensure optimal achievement

Course Contents
- Introduction to testing, assessment and evaluation
- Basic concepts and issues in language testing
- Types of tests (proficiency, achievement, diagnostic, placement)
- Approaches to language testing (Direct vs indirect; criterion-referenced vs norm-referenced; discrete point vs integrative; objective vs subjective)
- Test formats/ Common test techniques
- Item writing and moderation
- Test construction and evaluation
- Testing the language skills: Reading, writing, speaking and listening
- Testing vocabulary and grammar
- Grading tests and interpretation of results
- Test administration.
- Communicative language testing
- Evaluation of tests and programme evaluation
- Current issues in language testing research (alternative assessment, authentic assessment, portfolio assessment)
- Computerized testing
- National and international tests (SSC, HSC, BCS, IELTS, TOEFL, GRE)
- Critical language testing

Core Texts

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

Heaton, J. B. (1990). *Classroom language testing*. London, UK: Longman.

Hughes, A. (2002). *Testing for language teachers* (2nd ed.). Cambridge, UK: Cambridge University Press.

Recommended Readings

Bachman, L. and Palmer, A. (1996). *Language testing in practice*. Oxford, UK: Oxford University Press.

Cheng, L. Watanabe, Y. and Curtis, A. (eds.), (2004). *Washback in language testing: Research contexts and methods*. New Jersey: Lawrence Erlbaum and Associates.

Coombe, C., and Fosle, K. and Hubley, N. (2007). *A practical guide to assessing English language learners*. Ann Arbour, MI: University of Michigan Press.

Coombe, C., Davidson, P. and Lloyd, D. (eds.). (2009). *The fundamentals of language assessment: A practical guide for teachers (2nd Edition)*. Dubai, UAE: TESOL Arabia Publications.

Douglas, D. (2010). *Understanding language testing*. London, UK: Hodder Education.

Fox, J. and Wesche, M. (eds.). (2007). *Language testing reconsidered*. Ottawa, ON: University of Ottawa Press.

Fulcher, G. (2010). *Practical language testing*. London: Hodder Education.

Fulcher, G. and Davidson, F. (2007). *Language testing and assessment*. London and New York: Routledge.

Heaton, J.B. (1989). *Writing English language tests*. London, England: Longman.

McNamara, T. (2000). *Language testing*. Oxford, UK: Oxford University Press.

Shohamy, E. 2001. *The Power of tests: A critical perspective on the uses of language*. London, UK: Longman.

Course Code : EL 507
Course Title : Language Teacher Development and Practicum
Credits : 4
Full Marks : 100

Aims and Objectives

The overall aim of this course is to provide an introduction to the principles and practice of language teacher education. It also focuses on the debates about the nature of teaching and teacher development and the relationship between theory and practice in education.

The practicum component will focus on classroom practices; practical application of SLA theories and ELT methodologies; observation of language classes; micro teaching/simulation; lesson/materials preparation and self-evaluation.

Intended Learning Outcomes

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

- understand the nature and needs of teacher education
- realize the importance of planning a lesson
- evaluate the examples of current language teacher education programmes
- specify the purposes of classroom observation
- demonstrate understanding of pre-service and in-service teacher training programmes
- understand the constructivist, humanistic and reflective approaches to teacher education

Course Contents

- Current models and theories of teacher education
- Beliefs, maxims and experiences of teacher development
- Pre-service and in-service teacher education
- Teacher as a reflective practitioner
- Teacher as a researcher
- Supervision, evaluation, monitoring and mentoring
- Review of skills teaching
- Current methodologies in ELT
- Managing change and innovation in language teaching
- Lesson planning
- Microteaching and practicum

Core Texts

Richards, J. and Farrell, T. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. USA: Cambridge University Press.Visit Amazon's Jack C. Richards Page search results Learn about Author Central

Ur, P. (1996). *A Course in Language Teaching: Practice and theory*. Cambridge: Cambridge University Press.

Wallace, M. J. (1991). *Training foreign language teachers: a reflective approach*. Cambridge: Cambridge University Press.

Recommended Readings

Aboud, F. E. (2006). *Evaluation of an early childhood preschool program in rural Bangladesh*. Early Childhood Research Quarterly 21, 46-60.

Bailey, K. M. (2006). *Language Teacher Supervision: A case based approach*. USA: Cambridge University Press.

Freeman, D. and Richards, J. C. (1996). *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press.

Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

Johnson, J. (1999). *Understanding Language Teaching: Reasoning in Action*. Boston: Heinle/ITP

Koki, S., *The Role of Teacher Mentoring in Educational Reform*. PREL.

Kotter, J. P., (1995). *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review.

Richards, J. C. (1998). *Beyond Training: Perspectives on language teacher education*. Cambridge: Cambridge University Press.

Richards, J. C. *Teacher's Maxims in Language Teaching*. TESOL QUARTERLY Vol. 30, No. 2, Summer 1996.

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

Richardson, V. (Ed.), (1997). *Constructivist Teacher Education*. London: Routledge and Falmer.

Roberts, J. (1998). *Language teacher education: the reflective trainer*. New York: Arnold. Teachers on Teachers. (NB All experts from Autumn 1989)

The Supervisory Process of EFL Teachers: A Case Study. TEL-EJ 17.1, May 2013 – Volume 17, Number 1. Chen & Cheng.

Tsui, A. (2003). *Understanding Expertise in Teaching: Case Studies of second Language Teachers*. Cambridge: Cambridge University Press.

TSUI, A.B.M. *Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher*. Hong Kong SAR, China: TESOL QUARTERLY Vol. 41, No. 4, December 2007.

Williams, M and Burden, R. L. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press. Chapter three. pp. 46-64.

Course Code   : **EL 508 (A)**
Course Title   : **Research Methodology**
Credits   : **4**
Full Marks   : **100**

Aims and Objectives

This course aims to introduce students to key concepts and issues in educational research. It also focuses on developing a clear understanding of approaches, methods and processes involved in Applied Linguistics and ELT research. The overall objective of this course is to impart students with theoretical knowledge and empirical skills to do independent research, write and evaluate research reports.

Intended Learning Outcomes

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

- understand key concepts and issues in educational research
- understand the process of conducting research
- explore the prevalent research methods in education
- understand literature review and do a review of literature
- understand research instruments and data elicitation techniques
- analyze and interpret various data
- report and evaluate research

Course Contents

- Definition of research; its characteristics and importance
- The process of research using quantitative and qualitative approaches

- Identification of the research problem
- Review of literature
- Purpose statements, research questions, and hypotheses
- Research ethics, reliability and validity
- Quantitative research and data collection
- Analyzing data, reporting and interpreting quantitative results
- Qualitative research and data collection
- Analyzing data, reporting and interpreting qualitative results
- Reporting and evaluating research
- Research designs: survey designs; experimental designs; ethnographic designs; mixed methods designs; and action research designs

Core Texts

Creswell, J. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Researc,* 5th Edition. Pearson Education.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford University Press

Recommended Readings

Brown, J. D. and Rodgers, T. S. (2002). *Doing Second Language Research.* Oxford University Press.

Cohen, L., Manion, L. and Morrison, K. (2011). *Research Methods in Education.* Routledge

Heigham, J. and Croker, R. (Eds.). *(2009). Qualitative Research in Applied Linguistics: A Practical Introduction.* Palgrave Macmillan.

McDonough, J. and McDonough, S. (1997). *Research Methods for English Language Teachers.* Arnold.

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge University Press.

Neuman, W.L.(2000). *Social Research Methods.* Boston Allyn and Bacon.

Seliger**,** H. W. and Shohamy, E. (1989). *Second Language Research Methods.* Oxford University Press.

Wiersma, W. (1995). *Research Methods in Education*. Boston Allyn and Bacon.

EL508 (B): English in Diverse World Contexts

Aims and Objectives

The course focuses on the development and spread of English as a global Language. It surveys the social and linguistic characteristics and roles of English in societies around the world. It examines the status of English in diverse world contexts and its socio-political and educational implications.

Intended Learning Outcomes

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

- Examine the linguistic characteristics of the new Englishes.
- Understand the roles played by different varieties of English in different contexts.
- Comprehend the debates and discussions surrounding the spread of English.
- Reflect on English language education in the light of current theory and research in world Englishes.

Course Contents

- English as an International Language – historical, political, economic and cultural reasons
- Spread of English in the world – Kachru's and McArthur's models
- Functions and status of English world-wide
- Linguistic characteristics of New Englishes (Nigerian, Singaporean and South Asian Englishes)
- Standard English debate

- Linguistic imperialism
- English as a Lingua Franca (ELF)
- Multilingual language use: Linguistic hybridity, style and identity
- Implications for English Language Teaching
- Future of English

Core Texts

Canagarajah, S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.

Crystal, D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press. (2nd Edition)

Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge: Cambridge University Press.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.

Recommended Readings

Bex, T. and Watts, R. (1999). *Standard English: The Widening Debate*. London: Routledge.

Block, D. and Cameron, D. (Eds.), (2002). *Globalization and Language Teaching*. London: Routledge.

Ferguson, G. (2006). *Language Planning and Education*. Edinburgh: Edinburgh University Press.

Jenkins, J. (2003). *World Englishes*. London: Routledge.

Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon.

McArthur, T. (1998). *The English Languages*. Cambridge: Cambridge University Press.

Pennycook, A. (1994). *The Cultural Politics of English as an International Language*: London: Longman.

Course Code : **EL 509 (I)**
Course Title : **Presentation and Viva-Voce**
Course Credits : **1**
Full Marks : **25**

Aims and Objectives

The main goals of presentation in this course are to introduce the students to the basics of presentations, different techniques of preparing multimedia presentations and enhance their presentation skills for academic purposes. There will be an oral examination at the end of each semester. The objectives of the oral examination are to assess students' knowledge and understanding of the concepts, issues, and theories they are expected to learn from the courses offered in each semester. The examination committee will hold the viva-voce at the end of the semester final examination.

Intended Learning Outcomes

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

- understand the features of a good presentation
- prepare interactive multimedia presentations
- enhance their presentation skills
- boost their confidence to face an interview board
- develop their oral skills to express and analyse a concept clearly

Course Contents

- Features of a good presentation
- Interactive power point presentations

- Techniques/strategies of making good presentations
- Giving multimedia presentations

Recommended Readings

Bradbury, A. (2000). *Successful presentation skills*, (2nd Edition). Kogan Page Ltd.

Peter, L. and Bolster, A. (2016). *Academic Presenting and Presentations*. Books on Demand.

Online resources, sample presentations on Youtube, TedTalks will be explored by the students.

Course Code　　　　**:　EL 509 (II)**
Course Title　　　　**:　Presentation and Viva-Voce**
Course Credit　　　**:　1**
Full Marks　　　　　**:　25**

This course is same as EL 509 (I).