

**DEPARTMENT OF ENGLISH
JAHANGIRNAGAR UNIVERSITY**

**The Syllabus for MA in
English: Applied Linguistics and ELT
(Sessions 2015-2016, 2016-2017, 2017-2018, 2018-2019)**

1. INTRODUCTION

English language, the most widely used lingua franca and an unavoidable communication technology in the globalized world, is now being learned and taught at all the levels of education in Bangladesh. Notwithstanding, the teachers presently involved in English language teaching evidently fail to meet the needs and wants of their students and the demand of the nation as well owing to their inadequacy in number as well as their lack of appropriate and adequate training.

Therefore, it is increasingly momentous to equip a large number of persons with the expertise in English language teaching (ELT). The *Master of Arts (MA) in English: Applied Linguistics and ELT* programme in the Department of English at Jahangirnagar University is designed with a view to imparting relevant skills to persons to be capable of working in and contributing to different sectors, especially to English education of the country.

2. OBJECTIVES

The *Master of Arts (MA) in English: Applied Linguistics and ELT* programme generally intends to expose students to varied facets of applied linguistics and ELT (English language teaching). This programme is specifically designed to create diverse professionals including well-trained and well-equipped English language teachers increasingly demanded both locally and globally.

3. COURSE DURATION, CREDITS, MARKS AND GROUPS

The *Master of Arts (MA) in English: Applied Linguistics and ELT* programme is of one year duration. It is constituted of 30 credit hours covered by six (6) courses plus viva-voce for the *Thesis Group*, and seven (7) courses plus viva-voce for the *Non-thesis Group*. The courses taken by either of the two groups carry 750 marks in total.

4. PROGRAMME OUTLINE

The *Master of Arts (MA) in English: Applied Linguistics and ELT* programme has two groups – *Thesis Group* and *Non-thesis Group*. The *Thesis Group* shall study five (5) theoretical courses, each of four (4) credits, and one (1) thesis-preparation course having eight (8) credits (displayed in Table 4.1) whereas the *Non-thesis Group* shall study seven (7) courses, each of four (4) credits (displayed in Table 4.2).

It should be noted that the student securing at least CGPA 3.5 in the BA (Hons) examination will be eligible to opt for the *Thesis Group*.

The students of both the groups shall take a viva-voce after the completion of the written examination:

Table 4.1: Thesis Group

<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
AELT 501	Approaches and Methods in L ₂ Teaching	4	100
AELT 502	Syllabus Design	4	100
AELT 503	Materials Development	4	100
AELT 504	Instruction in the Basic Skills	4	100
AELT 505	Assessment and Testing	4	100
AELT 508	Thesis and Defence	6 + 2	150 + 50
AELT 509	Viva-Voce	2	50
Total Credits and Marks:		30	750

Table 4.2: Non-Thesis Group

Course Codes	Course Titles	Credits	Marks
ALELT 501	Approaches and Methods in L ₂ Teaching	4	100
ALELT 502	Syllabus Design	4	100
ALELT 503	Materials Development	4	100
ALELT 504	Instruction in the Basic Skills	4	100
ALELT 505	Assessment and Testing	4	100
ALELT 506	Technology in L ₂ Teaching	4	100
ALELT 507	Language Teacher Education	4	100
ALELT 509	Viva-Voce	2	50
Total Credits and Marks:		30	750

5. COURSE DETAILS

The course details including the objectives, content and recommended reading of each of the courses are given below:

ALELT 501 Approaches and Methods in L2 Teaching

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently use different approaches and methods in teaching ESL/EFL in diverse classroom settings. The course content encompasses:

- The grammar-translation method
- The direct method
- The audio-lingual method
- The communicative language teaching approach
- Total physical response
- Suggestopedia
- Cooperative language learning
- Content-based instruction
- Task-based language teaching
- Postmethod pedagogy

Recommended reading

Nunan, D. (1998). *Language teaching methodology*. London: International Book Distributors.
Richards, J. C. (1990). *The language teaching matrix*. Cambridge: CUP.
Richard, J. C. and Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: CUP.

ALELT 502 Syllabus Design

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently write goals and objectives, carry out needs analysis, and design syllabuses for particular learners. The content of the course covers:

- Curriculums and syllabuses
- Analytic and synthetic syllabuses
- Process and product oriented syllabuses
- Learner needs, and needs analysis
- Goals and objectives: The ABCD model, SMART, and Bloom’s taxonomy
- Selecting and grading content and learning tasks
- Designing syllabuses for particular learners

Recommended reading

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

Nunan, D. (1998). *Syllabus design*. Oxford: OUP.

Wilkins, D. (1976). *Notional syllabuses*. London: OUP.

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

ALELT 503 Materials Development

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently evaluate, adapt, select, and design language materials for learners of varied levels. Its content includes:

- L₂ Materials: definition, classification, and key concepts
- L₂ Materials: impact and functions
- Evaluation of L₂ materials
- Selection of L₂ materials
- Adaptation and adoption of L₂ materials
- Current approaches to L₂ materials design
- A framework for writing L₂ materials
- Developing sample L₂ materials

Recommended reading

Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: CUP.

McDonough, J. and Shaw, C. (1993). *Materials and methods in ELT*. Oxford: Blackwell.

Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: CUP.

ALELT 504 Instruction in the Basic Skills

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently teach the basic skills of English – listening, speaking, reading, and writing to students of diverse levels and needs. The items dealt with in the course include:

- ESL/EFL skills, their types and functions, contexts and communication
- Listening: definition, barriers, principles for teaching, and classroom tasks and techniques
- Speaking: definition, principles for teaching, and classroom tasks and techniques
- Pronunciation: definition, principles for teaching, and classroom tasks and techniques
- Reading: definition, principles for teaching, and classroom tasks and techniques
- Writing: definition, principles for teaching, and classroom tasks and techniques
- Vocabulary: definition, principles for teaching, and classroom tasks and techniques
- Grammar: definition, principles for teaching, and classroom tasks and techniques

Recommended reading

Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: CUP.

Platt, D. (1980). *Curriculum design and development*. New York: Harcourt, Brace, Jovanovich.

Rivers, W. M. (1981). *Teaching foreign language skills*. Chicago: University of Chicago Press.

Richards, J. C. (1990). *The language teaching matrix*. Cambridge: CUP.

W. M. and Temperley, M. S. (1978). *A practical guide to the teaching of English*. Rivers, New York: OUP.

ALELT 505 Assessment and Testing

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently construct and administer assessments for measuring learning outcomes of students of different levels. The course content includes:

- Evaluation, assessment, and testing
- Assessment: the cornerstones
- Issues in language testing
- Types and purpose of tests
- Alignment of teaching, learning, and assessment
- Traditional and alternative assessment
- Formative assessment
- Summative assessment
- TBA
- Peer assessment and self-assessment
- Portfolio, and keeping journals
- Rubrics
- Testing listening, speaking, reading, writing, vocabulary, and grammar

Recommended reading

- Bachman, L., F. (1990). *Fundamental considerations in language testing*. Oxford: OUP.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment principles and classroom practices*. White Plains, N.Y.: Pearson Education.
- Coombe, C., Folse, K., & Hubley, N. (2007). *A practical guide to assessing English-language learners*. Michigan: The University of Michigan Press.
- Weir, C. J. (1993). *Understanding and developing language tests*. London: Prentice Hall.

ALELT 506 Technology in L₂ Teaching

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently use varied technological tools for teaching the different skills of ESL/EFL in the classroom context. The content of the course includes:

- Technology: professional and educational purposes
- CALL: foundations, language skills, and CMC
- ICT in L₂ teaching/learning
- Web 2.0
- MALL
- Digital games
- Digital story telling
- SmartBoard
- Corpora in L₂ learning
- e-Assessment

Recommended reading

- Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: CUP.
- Chapelle, C. A. (2001) *Computer applications in second language acquisition: Foundations for teaching, testing, and research*, Cambridge: Cambridge University Press.
- Crookall, D. and Oxford, R. (1990). *Simulation, gaming, and language learning*. New York: Newbury House.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, Mass: Harvard University Press.
- Garret, N. (1991). Technology in the service of language learning: Trends and issues. *Modern Language Journal* 75(1), pp. 74-101.

Higgins, J. (1988) *Language, learners, and computers*, London: Longman.

Levy, M. and Stockwell, G. (2006) *CALL Dimensions: Options and issues in computer assisted language learning*, Mahwah, NJ: Lawrence Erlbaum.

ALELT 507 Language Teacher Education

4 Credits | 100 marks (Final Exam: 80 + Tutorial Exam: 20)

After the completion of the course, the students will be able to efficiently teach ESL/EFL in the classroom environment. The course content encompasses:

- Teacher education: current models
- Modes of teaching and learning in teacher education
- Relating theory and practice
- Classroom observation
- Microteaching
- Supervision and practical experience
- Assessment in teacher education

Recommended reading

Allwright, D. (1988). *Observation in the language classroom*. London: Longman.

Carter, R. and Nunan, D. (2001). *Teaching English to speakers of other languages*. Cambridge: CUP.

Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.

Richards, J. C. (1990). *The language teaching matrix*. Cambridge: CUP.

Wallace, M. J. (1991). *Training foreign language teachers*. UK: CUP.

ALELT 508 Thesis and Defence

8 Credits | 200 marks (Thesis: 150 + Oral Defense: 50)

The dissertation is a piece of independent work that builds upon the practical, theoretical and research skills of the *Master of Arts (MA) in Applied Linguistics and ELT* programme. It is an opportunity for students to follow their own interests, demonstrate their strengths and produce a rigorously researched dissertation on a specific topic related to applied linguistics and the learning/teaching of English as a second/foreign language.

After the completion of the course, the students will be able to efficiently carry out research into different facets of applied linguistics and L2 teaching/learning, and hence prepare theses.

This course has the following principles:

- **Word range:** 18,000-20,000 words
- **Documentation, referencing and formatting:** APA (the latest edition)
- **Plagiarism:**
 - (a) Citation without proper reference will be considered as an act of plagiarism.
 - (b) If the main argument appears to be rephrasing of established or existing literature available in books, magazines, websites etc., it will be considered as an act of plagiarism.
 - (c) Plagiarism when proved will be penalized as per the university regulations concerned.
- **Oral defense:** Students will make a 50-mark oral defense before the submission of the thesis, conducted by the Examination Committee and supervisor(s) concerned.
- **Submission:** Five (5) copies.
- **Supervisor:** The supervisor will be nominated by the Academic Committee of the department from amongst the faculty members.

ALELT 509 Viva-Voce

2 Credits | 50 marks

The viva-voce will be held after the end of the written examinations of the students of both the *Thesis Group* and *Non-thesis Group*. This test measures the students’ oral performance in the other courses they have studied in the programme.

6. TEACHING MATERIALS AND METHODS

The students of the *Master of Arts (MA) in Applied Linguistics and ELT* programme are supplied with adequate learning materials in the form of handouts, brief notes, photocopies of necessary materials. The Central Library of the university and the Department Seminar Library have a rich collection of books and other materials relevant to the programme.

Each of the courses is taught by lectures, question-answer sessions, small-group discussions, assignments and presentations. To facilitate the teaching process, modern equipment such as multi-media projectors, audio and video aids and so forth is used in the classroom, and practical tasks are conducted in the language lab.

7. ASSESSMENT

A student’s performance in the programme is assessed as per the ordinance of the university concerned as well as the UGE grading system as follows:

Conversion Point	Letter Grade	Letter Point
80-100	A+	4.00
75- less than 80	A	3.75
70- less than 75	A-	3.50
65- less than 70	B+	3.25
60- less than 65	B	3.00
55- less than 60	B-	2.75
50- less than 55	C+	2.50
45- less than 50	C	2.25
40- less than 45	D	2.00
Below 40	F	0.00