

MA

ENGLISH
TEACHING

APPLIED
LINGUISTICS



**Syllabus for Master of Arts in
Applied Linguistics and ELT**

(Sessions 2011-2012, 2012-2013, 2013-2014, 2014-2015)

January 2012

**Department of English
Jahangirnagar University**

**DEPARTMENT OF ENGLISH
JAHANGIRNAGAR UNIVERSITY**

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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 proper and sufficient 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 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 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 Applied Linguistics and ELT* programme is of one year duration. It is constituted of 30 credit hours covered by 6 courses plus viva-voce for the *Thesis Group*, and 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 Applied Linguistics and ELT* programme has two groups – *Thesis Group* and *Non-thesis Group*. The *Thesis Group* shall study 4 compulsory courses and 2 open/optional courses (displayed in Table 4.1 & Table 4.3 respectively) whereas the *Non-thesis Group* shall study 4 compulsory courses and 3 open/optional courses (displayed in Table 4.2 & Table 4.3 respectively).

It should be noted that the student securing at least CGPA 3.25 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 end of the written examination:

Table 4.1: Thesis Group

<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
ALELT 501	English Phonetics and Phonology	4	100
ALELT 502	English Morphology and Syntax	4	100
ALELT 503	Approaches and Methods in ESL/EFL Teaching	4	100
ALELT 514	Dissertation	8	200
ALELT ...	Open course 1	4	100
ALELT ...	Open course 2	4	100
ALELT 515	Viva-Voce	2	50
Total Credits and Marks:		30	750

Table 4.2: Non-Thesis Group

<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
ALELT 501	English Phonetics and Phonology	4	100
ALELT 502	English Morphology and Syntax	4	100
ALELT 503	Approaches and Methods in ESL/EFL Teaching	4	100
ALELT 504	Language Teacher Education	4	100
ALELT ...	Open course 1	4	100
ALELT ...	Open course 2	4	100
ALELT ...	Open course 3	4	100
ALELT 515	Viva-Voce	2	50
Total Credits and Marks:		30	750

Table 4.3: Open Courses

<i>Course Codes</i>	<i>Course Titles</i>	<i>Credits</i>	<i>Marks</i>
ALELT 505	ESL/EFL Syllabus Design	4	100
ALELT 506	ESL/EFL Materials Development	4	100
ALELT 507	Teaching ESL/EFL Skills	4	100
ALELT 508	ESL/EFL Testing	4	100
ALELT 509	Psycholinguistics	4	100
ALELT 510	Sociolinguistics	4	100
ALELT 511	Semantics and Pragmatics	4	100
ALELT 512	Technology in ESL/EFL Teaching	4	100
ALELT 513	Practice Teaching and Presentation	4	100

5. COURSE DETAILS

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

ALELT 501 English Phonetics and Phonology

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

This course exposes students to the basic phonetic and phonological aspects of English language. It aims at imparting necessary skills to the students to be trained in English pronunciation as well as teaching the sound system of English language. The items to be studied here include:

- Phonetics and phonology: definitions, classification and differences
- Vowels: monophthongs, diphthongs and triphthongs, and their places and manners of articulation
- Consonants: places and manners of articulation
- Syllables, stress and aspects of speech fluency
- Tones and intonation
- IPA transcription of words and connected speech

Recommended Reading

Gimson, H. C. *An Introduction to the Pronunciation of English*. London: EA. 1989.
 Kenworthy, J. *Teaching English Pronunciation*. England: Longman. 1987.
 Roach, P. *English Phonetics and Phonology*. Cambridge: CUP. 2000.

ALELT 502 English Morphology and Syntax

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

This course is essentially descriptive and intended to provide the students with knowledge of major grammatical categories and rules needed to write good English. It further helps them know how to teach the production and perception of the proper processes of word formation and sentence construction in real-life communication. The course content is as follows:

- Morphemes: definition, classification and word formation
- Complex noun phrases: head, determiners and modifiers
- Complex verb phrases: classification, modality, operators, catenatives, tensed VP, non-tensed VP
- Adjectives and adverbs: characteristics, criteria and their syntactic functions
- Prepositions and prepositional phrases
- Subordination and coordination
- Time, tense and aspects
- Pro-forms and ellipsis
- Passivization

Recommended Reading

Leech, G. *Meaning and the English Verb*. London: Longman. 1971.

Palmer, F. R. *The English Verb*. London: Longman. 1974.

Quirke, R. S. et al. *A Grammar of the Contemporary English*. London: Longman. 1972.

Quirke, R. et al. *A Comprehensive Grammar of the English Language*. London: Longman. 1985.

Svartvik, J. and Leech, G. *A Communicative Grammar of the English Language*. London: Longman. 1983.

ALELT 503 Approaches and Methods in ESL/EFL Teaching

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

The course aims at preparing students as skilled language teachers by familiarizing them with the theoretical and practical aspects of language teaching methodologies. 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
- Post-method era

Recommended Reading

Nunan, D. *Language Teaching Methodology*. London: International Book Distributors. 1998.

Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.

Richard, J. C. and Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge: CUP. 2001.

ALELT 504 Language Teacher Education

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

This course intends to train students in varied theories of teaching a second/foreign language, and orient them towards various ways of developing their expertise and enriching their experience. Its 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. *Observation in the Language Classroom*. London: Longman. 1988.
 Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 Nunan, D. *Understanding Language Classrooms*. London: Prentice Hall. 1989.
 Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.
 Wallace, M. J. *Training Foreign Language Teachers*. UK: CUP. 1991.

ALELT 505 ESL/EFL Syllabus Design

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

This course deals with the basic aspects of curriculum and syllabus design, and enables students to design courses and syllabuses for particular ESL/EFL learners. The content of the course covers:

- Curriculums and syllabuses
- Analytic and synthetic syllabuses
- Process and product oriented syllabuses
- Factors affecting syllabus design
- Needs, objectives and goals, needs analysis
- Selecting and grading content and learning tasks
- Designing syllabuses for particular learners and levels

Recommended Reading

Munby, J. *Communicative Syllabus Design*. Cambridge: CUP.1978.
 Nunan, D. *Syllabus Design*. Oxford: OUP. 1998.
 Wilkins, D. *Notional Syllabuses*. London: OUP.1976.
 Yalden, J. *The Communicative Syllabus: Evolution, Design and Implementation*. Oxford: Pergamon. 1983.

ALELT 506 ESL/EFL Materials Development

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

This course is concerned with the items related to ELT materials development standing for anything that is done by writers, teachers and/or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. Its content includes:

- L₂ Materials: definition and classification
- L₂ Materials: impact and functions
- Evaluation and selection of ESL/EFL materials
- Adaptation and adoption of ESL/EFL materials
- Current approaches to L₂ materials design
- A framework for writing ESL/EFL materials
- Developing sample ESL/EFL materials

Recommended Reading

Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 McDonough, J. and Shaw, C. *Materials and Methods in ELT*. Oxford: Blackwell. 1993.
 Tomlinson, B. *Materials Development in Language Teaching*. Cambridge: CUP. 1998.

ALELT 507 Teaching ESL/EFL Skills

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

Teaching a second/foreign language is essentially concerned with the teaching of the basic skills of the language. This course provides students with experience of and expertise in the theoretical and practical issues of the basic skills of the English as a second/foreign language – listening, speaking, reading and writing, and thus prepares them for teaching the skills in the classroom situation. The items dealt with in the course include:

- ESL/EFL skills, their types and functions, contexts and communication
- Listening: definition, barriers, features, basic levels, planning lessons, developing materials and approaches to teaching EFL listening
- Speaking: definition, theories, planning lessons, developing materials and approaches to teaching EFL speaking
- Reading: definition, models, types, planning lessons, developing materials and approaches to teaching EFL reading
- Writing: definition, types, planning lessons, developing materials and approaches to teaching EFL writing

Recommended Reading

Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 Platt, D. *Curriculum Design and Development*. New York: Harcourt, Brace, Jovanovich. 1980.
 Rivers, W. M. *Teaching Foreign Language Skills*. Chicago: University of Chicago Press. 1981.
 Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.
 W. M. and Temperley, M. S. *A Practical Guide to the Teaching of English*. Rivers, New York: OUP. 1978.

ALELT 508 ESL/EFL Testing

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

The course embodies the aspects of testing and assessment a language teacher has to be aware of so as to measure his/her learners' aptitude, achievement and proficiency, on the one hand, and on the other, the effectiveness of his/her teaching methods and materials. It thus prepares a participant/trainee for constructing tests for specific purposes. The course content includes:

- Testing: functions and scope
- Definition and types of tests
- Techniques of testing
- Qualities of a good test
- Steps in test construction
- Communicative testing
- Testing listening, speaking, reading, writing and vocabulary

Recommended Reading

Bachman, L. F. *Fundamental Considerations in Language Testing*. Oxford: OUP. 1990.
 Harrison, A. *A Language Testing Handbook*. London: Macmillan. 1983.
 McNamara, T. *Language Testing*. Oxford: OUP. 2000.
 Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.
 Weir, C. J. *Understanding and Developing Language Tests*. London: Prentice Hall. 1993.

ALELT 509 Psycholinguistics

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

This course includes varied aspects of child language acquisition as well as second/foreign language learning and acquisition. It intends to help students have insights into how L₁ and L₂ are learned/acquired and what affects learning/acquiring them:

- Child language acquisition: pre-linguistic stage, babbling stage, sensori-motor stage, holophrastic stage, two-word stage and telegraphic stage
- L₁ acquisition theories: behaviourist theory, mentalist theory, biological theory, and cognitive theory
- L₂ learning theories: monitor model, interlanguage theory, linguistic universals, acculturation theory, and cognitive theory
- Individual factors in L₂ learning: age, aptitude, attitude, motivation, personality, cognitive style, memory, etc

Recommended Reading

Brown, H. D. *Principles of Language Learning and Teaching*. London: Longman.2000.
 Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 Clark, H. and Clark, E. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich. 1977.
 Ellis, R. *The Study of Second Language Acquisition*. Oxford: OUP. 1994.
 Ellis, R. *Instructed Second Language Acquisition*. Oxford: OUP. 1990.
 Ellis, R. *Understanding Second Language Acquisition*. Oxford: OUP. 1986.
 McLaughlin, B. *Theories of Second Language Learning*. London: Edward Arnold. 1987.
 Skehan, P. *Individual Differences in Second Language Learning*. London: Edward Arnold. 1989.

ALELT 510 Sociolinguistics

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

The objective of this course is to provide students with a sound understanding of language in relation to society. It is expected that this knowledge will equip students with the practical issues concerning the mutual relationship between language and society. Finally, students will be able to apply the knowledge to second/foreign language learning/teaching. The course content covers:

- Definition and scope of sociolinguistics
- Sociolinguistics and sociology of language

- Language and dialect: standard language, dialect, and language standardization
- Pidgin and pidginization, and creole and post-creole continuum
- Language and geography: wave theory and isogloss
- Diglossia and bilingualism
- Code-switching and code mixing
- Language planning and policy: theories, ideologies and case studies
- Language and culture, and Sapir-Whorf Hypothesis
- Language and gender, and language identity

Recommended Reading

Holmes, J. *An introduction to sociolinguistics* (2nd ed.). Essex: Pearson Education. 2001.
 Kramsch, C. *Language and Culture*. Oxford: Oxford University Press. 1998.
 Spolsky, B. *Sociolinguistics*. Oxford: Oxford University Press. 1998.
 Trudgill, P. *Sociolinguistics: An Introduction to Language and Society* (4th ed.). London: Penguin Books. 2000.
 Wardhaugh, R. *An Introduction to Sociolinguistics* (6th ed.). Malden, MA: Wiley-Blackwell. 2010.
 Yule, G. *The Study of Language* (3rd ed.). Cambridge: Cambridge University Press. 2006.

ALELT 511 Semantics and Pragmatics

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

This course is concerned with the varied aspects of semantics, and aims at exposing students to the study of meaning from both linguistic and philosophical standpoints. In addition, it introduces students to a range of different analyses and analytic concerns that fall under the rubrics of text and discourse analysis. The content of the course covers:

- Meanings of meaning, difficulties in studying meaning, meaning relations and types of meaning
- Words and sentences as semantic units, lexical and grammatical meaning and componential analysis
- Functions of language: transactional and interactional, Spoken and written language, sentences versus utterances
- Text: cohesion and coherence
- Discourse, discourse analysis and language teaching
- Speech acts and language teaching
- Conversational analysis and language teaching

Recommended reading

Coulthard, M. *An Introduction to Discourse Analysis*. London: Longman. 1985.
 Halliday, M. A. K. and Hasan, R. *Cohesion in English*. London: Longman. 1976.
 Leech, G. *Semantics*. Harmondsworth: Penguin. 1981.
 McCarthy, M. *Discourse Analysis for Language Teachers*. Cambridge: CUP. 1991.
 Yule, G. *Pragmatics*. Oxford: OU P. 1996.

ALELT 512 Technology in ESL/EFL Teaching

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

Technology has revolutionized society in many places around the globe, including how second/foreign language instruction is taught and delivered. If we try to integrate technology in our ESL/EFL teaching, our new, refocused approach to teaching will propel us a long way to making technology and the Internet a more rewarding partner in the teaching and learning process. This course is designed for the students who would like to be informed of the trends in e-learning in the field, who are thinking to use e-resources to improve their expertise in teaching ESL/EFL, and who are interested in the theories of using e-learning in ESL/EFL teaching and its implications for ESL/EFL learning and acquisition. The content of the course includes:

- CALL and second/foreign language learning/acquisition, and computer-mediated communication in ESL/EFL
- E-learning materials development for ESL/EFL learning
- The Internet, using Web 2.0 tools in ESL/EFL learning and teaching and collaborative ESL/EFL learning in Web 2.0 environments
- Computer games in ESL/EFL learning and teaching
- Mobile ESL/EFL learning and teaching
- Corpora in ESL/EFL learning and teaching
- E-assessment

Recommended Reading

Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 Crookall, D. and Oxford, R. *Simulation, Gaming, and Language Learning*. New York: Newbury House. 1990.
Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research.
 Cambridge: CUP. 2001.

ALELT 513 Practice Teaching and Presentation

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

This course explores and critically evaluates teaching methodology and classroom techniques and includes classroom observation of experienced teachers. Students have the chance to observe and discuss a range of different teaching styles and modes, and supervised and peer teaching practice is expected to enable students to develop their teaching skills as well as their understanding of the different lesson plans and teaching methodologies, approaches and techniques. The course covers:

- Classroom observation of experienced teachers and critical note-taking
- Preparing lesson plans
- Designing classroom teaching/learning tasks
- Conducting classes to be observed by the course teacher
- Making presentations on diverse topics

Recommended Reading

Carter, R. and Nunan, D. *Teaching English to Speakers of Other Languages*. Cambridge: CUP. 2001.
 Nunan, D. *Understanding Language Classrooms*. London: Prentice Hall. 1989.
 Richards, J. C. *The Language Teaching Matrix*. Cambridge: CUP. 1990.

ALELT 514 Dissertation

8 Credits | 200 marks (150 *Dissertation*+50 *Oral Defense*)

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.

- *Word Range*: 18,000-20,000 words
- *Documentation Format*: APA
- *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 dissertation, conducted by the concerned Examination Committee and the supervisor(s).
- *Submission*: Typed double-spaced. Board-bound. 4 (four) copies.
- *Supervisor*: The supervisor will be nominated by the Academic Committee of the department from amongst the faculty members.

ALELT 515 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, overhead projectors, audio and video aids and so forth is used in the classroom, and practical tasks will be conducted in the language lab.

7. ASSESSMENT

A student's performance in the programme will be 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
