

**SYLLABUS FOR MA IN ENGLISH LANGUAGE
PROGRAM**



**English Discipline
Khulna University
Khulna-9208**

DETAILED SYLLABUS FOR MA IN ENGLISH LANGUAGE SECOND TERM

Eng L5201: Sociolinguistics	Credit: 03	Year: MAL	Term: Second
<p>Rationale: Sociolinguistics is the study of language in its social context. The course will focus on socially-conditioned variations in English, paying special attention to linguistic discrimination and its social underpinnings.</p>			
<p>Course Objectives: The students will learn about</p> <ul style="list-style-type: none"> • the relationship between language, society and culture • the causes and effects of language varieties and choices • the policies that work towards creating language inequalities • the language policy and planning in Bangladesh 			
Intended Learning Outcomes (ILOs)		Course Content	
<p>The students will</p> <ul style="list-style-type: none"> • be oriented with sociolinguistics and its range • know about the relationship between language and society and culture • learn about the causes and effects of language varieties know about different language and speech communities • learn theories about language choice, language maintenance, language shift and language change • learn about different variables that impact the use of language learn about various theories of language acquisition and linguistic rights and how these create language inequalities • learn about language planning and policy, and the language policies of Bangladesh 		<p>Section – A</p> <ol style="list-style-type: none"> (1) Sociolinguistics: definition and scope; Language, Society and Culture (2) Language varieties: cause and effects, sociolect, dialect, idiolect, register etc. (3) Language and Speech Community: diglossia and polyglossia; bilingualism, multilingualism, pidgin and creole (4) Language Choice; language maintenance; language shift and language attitudes <p>Section – B</p> <ol style="list-style-type: none"> (1) Language and Social Inequalities: Age, Sex, Social Class, Ethnicity, Identity, Power, Global English (2) Speech Communities and Language Acquisition and Learning; Linguistic Minorities and Linguistic Rights (3) Language Planning and Policy; Language Policies of Bangladesh 	

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Eng L5203: Discourse Analysis	Credit: 03	Year: MAL	Term: Second
<p>Rationale: Discourse Analysis is a modern discipline that covers a wide variety of different sociolinguistic approaches. The course will help the students correctly analyse language in at least one of the three ways (language beyond the level of a sentence, language behaviours linked to social practices, and language as a system of thought).</p>			
<p>Course Objectives: The students will be able to</p> <ul style="list-style-type: none"> • analyse discourse and differentiate between text and discourse • identify the relationship between speech acts and discourse analysis • understand the relationship between discourse analysis and grammar • know how to analyse literary discourses • study and analyse literary discourses 			

Intended Learning Outcomes (ILOs)	Course Content
<p>The students will</p> <ul style="list-style-type: none"> • know about different types of discourses and text, their features and scopes • know about the importance of context in decoding a text • know about the theories of speech acts and their role in analysing a discourse • know about the role of grammar in discourse analysis • learn about the function and scope of discourse analysis • learn about the role of cohesion and coherence in discourse • learn about different types of grammar in analysing a discourse • know how to analyse literary discourse 	<p>Section – A</p> <p>(1) Text and discourse: definition and structure; difference between text and discourse; features of text and discourse; types of discourse</p> <p>(2) Role of context in interpretation</p> <p>(3) Speech acts and discourse analysis</p> <p>(4) Analysis of general and scientific discourse</p> <p>Section – B</p> <p>(1) Function of discourse and discourse analysis; scope of discourse analysis; cohesion and coherence in discourse</p> <p>(2) Discourse analysis and grammar: suprasentential grammar, intrasentential linkers, intersentential linking devices</p> <p>(3) Analysis of literary discourse: play, prose, and poetry</p>
<p>References:</p> <p>Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2001). <i>Linguistics: An introduction to language and communication</i>. New Delhi: Prentice-Hall.</p> <p>Brown, G., & Yule, G. (1988). <i>Discourse analysis</i>. Cambridge: CUP.</p> <p>Christie, F. (2007). <i>Classroom discourse analysis</i>. London: Continuum.</p> <p>Coulthard, M. (1989). <i>An introduction to discourse analysis</i>. New York: Longman.</p> <p>Edmondson, W. (1981). <i>Spoken discourse: A model for analysis</i>. New York: Longman.</p> <p>Hillier, H. (2004). <i>Analyzing real texts: Research studies in modern English language</i>. New York: Palgrave-Macmillan.</p> <p>McCarthy, M. (1997). <i>Discourse analysis for language teachers</i>. New York: CUP.</p> <p>Salkie, R. (1997). <i>Text and discourse analysis</i>. New York: Routledge.</p> <p>Thorat, A. (2002). <i>A discourse analysis of five Indian novels</i>. Delhi: Macmillan.</p> <p>Halliday, M. A. K., & Hasan, R. (1976). <i>Cohesion in English</i>. London: Routledge.</p> <p>Yule, G. (1988). <i>The study of language</i>. New York: Cambridge University Press.</p>	

Eng L5205: Language Skills Development	Credit: 03	Year: MAL	Term: Second
Rationale: For effective communication competence in language skills is essential. The course offers the students an opportunity to know the skills and their uses.			
Course Objectives: The students will <ul style="list-style-type: none"> • learn about the four major language skills and their uses in everyday life • know about the micro skills of reading, writing, listening and speaking • learn about the difference between L1 and L2 			
Intended Learning Outcomes (ILOs)		Course Content	
The students will: <ul style="list-style-type: none"> • know about the importance of acquiring the language skills for effective communication • know about different strategies in developing the skills • get an opportunity to practice the skills through communicating with peers 		Section – A <ol style="list-style-type: none"> (1) Importance of reading skill; Micro-skills of reading; Difference between L1 and L2 reading; Principles of developing reading activities (2) Stages of reading: pre-reading, in-reading and re-reading activities; Theoretical aspects of reading: Interactive reading, bottom-up and top-down reading, frame theory and schema theory of reading; Reading comprehension, a holistic approach to reading; Reading as a process; Reading aloud (3) Importance of writing skill, Micro-skills of writing, styles and variety of writing, types of writing, characteristics of written language; Written vs. Spoken language; Principles of improving writing skill (4) Process of writing: pre-writing (mind mapping and brain storming), during-writing and post-writing; difference between product approach and process approach; Social approach to writing, creative writing Section – B <ol style="list-style-type: none"> (1) Importance of listening skill; Reasons and purposes of listening: listening for meaning, listening for communication, relationship between listening and 	

	<p>reading, levels of listening; Barriers to and difficulties in listening, listening in L2 learning environment, Good and bad listening habits, Principles of developing listening activities</p> <p>(2) Kinds of listening: elements of listening, benefits of listening, how to be an active listener; Listening activity, phases of listening, sub-skills of listening; listening strategies; Developing listening skill of L2 learners: general measures, listening practice in classroom</p> <p>(3) Importance of speaking skill; Reasons for speaking, characteristics of spoken language; Public speaking, Speaking situations, micro-skills of speaking, difficulties in speaking, speaking in L1 and L2</p> <p>(4) Speaking practice activities: structured output activities; communicative output activities, Language Input for speaking practice, L2 learning models and speaking practice: Harmer Model, Ur Model</p>
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References:

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Eng L5207: Phonetics and Phonology	Credit: 03	Year: MAL	Term: Second
<p>Rationale: The knowledge of phonetics and phonology helps develop speaking skill and it aims to familiarize sound patterns, sound productions and sound transmissions. With their knowledge of the place and manner of articulation the students will pronounce any language using IPA.</p>			
<p>Course Objectives: The students will</p> <ul style="list-style-type: none"> • learn about phonetics and phonology • know about the sound patterns, sound classification and its transmission • learn about stress and intonation • use IPA and make phonetic transcription 			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After completing the course the students will be able to</p> <ul style="list-style-type: none"> • know about the speech organs • know about the sound patterns and their transmissions • know about stress and intonation • pronounce any language using IPA and transcribe it phonetically 	<p>Section – A</p> <p>(1) Phonetics, its definition and scope, branches of Phonetics</p> <p>(2) Air-Stream Mechanism, production of speech sound</p> <p>(3) Speech Sounds: description and classifications: vowels and consonants</p> <p>Section – B</p> <p>(1) Phonology, its definition, phoneme, diaphone and allophone; Identification of English phoneme; relationship between</p>		

	<p>phonetics and phonology, assimilation, elision, liaison, juncture</p> <p>(2) Syllables, Stress: nature, types and functions; Intonation: form and function; Use of tone in English</p> <p>(3) Sounds in connected speech: strong and weak forms; rhythm,</p> <p>(4) International Phonetic Alphabet (IPA), phonetic transcription</p>
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References:

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