

Department of English
MA in ELT
Handbook



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Vision and Mission of East West University

East West University, rated among the top private universities of Bangladesh, is an institution that promotes eastern culture and values and meaningfully blends eastern and western thought and innovation. As an institution of higher learning that promotes and inculcates ethical standards, values and norms, East West University (EWU) is committed in the ideals of equal opportunity, transparency and non-discrimination. The Primary mission of EWU is to provide, at a reasonable cost, tertiary education characterized by academic excellence in a range of subjects that are particularly relevant to current and anticipated social needs. Central to the university's mission is its intention to provide students with opportunities, resources and expertise to achieve academic, personal and career goals within a stimulating and supportive environment. EWU is striving not only to maintain high quality in both instruction and research, but also to render community service through dissemination of information, organization of training programs and other activities. Sensitive to the needs of its students and staff, EWU is committed to providing a humane, responsive and invigorating atmosphere for productive learning and innovative thinking.

Accreditation and Collaboration

East West University is accredited by the Government of the People's Republic of Bangladesh, and its curricula and programs have been approved by the Bangladesh University Grants Commission. The President of the People's Republic of Bangladesh is the Chancellor of EWU. The Vice Chancellor, the Pro-Vice Chancellor, and the Treasurer are appointees of the President of the country in his capacity as the Chancellor of the University.

Location

The permanent campus of East West University is located in Aftabnagar, Rampura on the Progoti Sarani close to BTV Bhaban on 7.4 bighas of land. Total floor area of the 9 storied university complex is 4,58,957.04sft. with modern facilities.

East West University has also bought 594.75 decimals (5.95 acres) of land at Mouja Vadham, P.S. Tongi, District Gazipur. In addition, it has received an allotment of one bigha of land at Uttara from Rajuk.

Library

East West University library has a collection of over 25,487 volumes of books and the full-text of more than 132 journals can be freely accessed by faculty members, teaching assistants, researchers, students and the staff of EWU. The EWU library has also access to more than 10,000 online journals. Different features of the library have been mentioned below.

- Students and faculty members have full access to the library.
- Faculty members can borrow a good number of related text and reference books for a full semester.
- Students can borrow two books at a time for a period of four days.
- Members of the Academic Council enjoy facilities similar to faculty members.
- The Library offers open access to its shelves. Books have a classified shelf arrangement.
- The library utilizes CDS/ISIS, software developed by UNESCO, to provide information.

- It also provides access to different online journals and teaching materials.

For further information can be found from the website of the library.

Labs and Amenities

EWU provides its students with a clean, spacious and fully air-conditioned campus with modern facilities. All classrooms have multi-media facilities. EWU also has seven state-of-the-art Computer Laboratories. In addition, the English Department has a Writing Center to facilitate the learning of English.

Medical Center

Medical Centre is attended by full-time doctors. It provides health services for everyone in the university.

EWU Center for Research and Training (EWUCRT)

The East West University Center for Research and Training (EWUCRT) promotes academic and applied research for creation and dissemination of new knowledge. Though it is a research entity in character, it performs multifarious activities to achieve its objectives. EWUCRT is dedicated to developing research abilities of faculty members of East West University (EWU) by continually motivating and supporting them to undertake research and publish scholarly papers. It provides financial support to faculty members to conduct research.

The Center organizes international/national conferences, seminars, symposiums, and workshops to facilitate dissemination and cross fertilization of knowledge. For the purpose of sharing research results with academia, researchers and policy makers, EWUCRT publishes two academic journals in the fields of humanities and social sciences;

business, and economics. The Center also designs and organizes short-term training programs on research methodology to enhance the research capabilities of young professionals working in universities, academic institutions, government, and non-government organizations. In the last eleven years (2007- May 2019), EWUCRT allocated approximately Taka nineteen million to support faculty research and training, publications of research reports and journals, and to sponsor conferences, seminars and workshops.

EWUCRT operates through a Research Committee comprising representatives from the Board of Trustees, Deans and Chairpersons of the academic departments. The Center is currently chaired by Dr. Rafiqul Huda Chaudhury, Member, Board of Trustees of East West University. At present, Dr. Muhammed Shahriar Haque, Professor, Department of English, EWU and Dr. Farhana Ferdousi, Associate Professor, Department of Business Administration, EWU hold the positions of the Executive Director and Deputy Executive Director respectively. A Senior Research Officer, a Senior Departmental Officer and a Lab Officer assist the Center in carrying out its academic and administrative activities.



For details please visit our website: <http://www.ewubd.edu/ewu-crt/> or contact EWUCRT office, Block-A, 1st Floor, East West University.

Career Counseling Center

The Career Counseling Center provides proper guidance to students about their career plans. The center liaisons with prospective employers and arranges internships and jobs for students and graduates.

The Career Counseling Center works to place students with leading business organizations of the nation who can expand their activities by utilizing fresh mind imbued with modern skills and expertise. As a forerunner among private universities in Bangladesh, EWU Career Counseling Centre endeavors not only to ensure excellence in education but also to help students find suitable careers. The centre organizes job fair, workshops and seminars on regular basis for career-seeking individuals, participating companies and potential bodies who are employers. These activities provide them with the opportunities to interact with each other. Thus, they get to know each other’s needs and priorities. Besides, the largest job portal in Bangladesh, BDJobs.com, has established a linkage with the Career Counseling Center to extend job services to EWU graduates.

Scholarships

East West University offers tk 10 crore merit scholarships and need-based financial assistance to deserving students. Every semester the university distributes at least 8.20% of its total earnings among 20.58% or more of its students.

Co-curricular Activities

In addition to academic activities, opportunities for different co-curricular activities keep going round the year. The university has a number of clubs to promote various extra-curricular activities.

These include: Agro Industrialization Club, Science Club, Business Club, MBA Club, Creative Marketing Club, Computer Programming Club, Debating Club, Robotics Club, Club for Performing Arts, Environmental and Social Club, Electronics and Robotics Club, Investment and Finance Club, Telecommunication Club, Photography Club, Rotaract Club, Telecommunication Club, Economics Club, IEEE Student Branch, University Sports Club, Model United Nations Club, Sociology Club, Conversation Club.

On Campus Employment Opportunities

EWU provides its students with on campus employment opportunities. The graduate students can apply for the positions of Teaching Assistantship (TA) or Research Assistantship (RA), if they achieve a certain level of CGPA in the first semester.

Contact Details

Department Office:
 Telephone: +880-2-09666775577 Ext. 217
 Fax: +880-2-9897322

Department Secretary: Md. Jasim Uddin
 +880-2-09666775577 Ext. 207

Rules and Regulations

Grading Policy

EWU is committed to high academic standard keeping with real world demands for excellence.

Academic performance is evaluated using a full range of grades from 'A' through 'F'.

Academic progress is reported using the following grades:

- A Excellent
- B Good
- C Satisfactory
- D Pass
- F Failed to meet minimum standard.

The following designators are used when the above letter grades do not apply:

- I Incomplete
- WV Waived Course Requirement
- TR Transfer Credit
- W Withdraw

Cumulative Grade Point Averages (CGPA) are calculated for all students and are based on a 4.00 point scale. The numerical equivalents of the grades are as follows:

Numerical Scores	Letter Grade	Grade Point
97 – 100	A+	4.00
90 – below 97	A	4.00
87 – below 90	A-	3.70
83 – below 87	B+	3.30
80 – below 83	B	3.00
77 – below 80	B-	2.70
73 – below 77	C+	2.30

70 – below 73	C	2.00
67 – below 70	C-	1.70
63 – below 67	D+	1.30
60 – below 63	D	1.00
below 60	F	0.00
	F*	Failure 0.0
	I**	Incomp 0.0
	lete W**	Withdra 0.0
	wal R**	Repeat

* Credits for courses with this grade do not apply towards graduation.

** Credits for courses with these grades do not apply towards graduation and are not used for the calculation of the grade point average. Additional courses are not counted in GPA and CGPA Calculation

Retake Policy

A student will be allowed to retake as many courses as he/she wants, but students will be allowed to retake a particular course only once with any grade he/she earned previously.

A student with 'F' Grade(s) in a course(s) may retake the same any number of times to pass within the time limit allowed for Graduation. In case of repeating a course due to having 'F'

grade, the 'F' grade of previous attempt(s) will be converted to 'R' grade and the grade of last attempt will be counted in CGPA.

A student using the advantage of Retake Policy shall not be eligible for getting Gold Medal/Award/Distribution.

Incomplete (I) Grade

Incomplete (I) grade is granted only in exceptional cases, such as, when illness or work-related travel is documented and when substantial course requirements have already been completed. Students must seek approval from the instructor prior to the regularly scheduled final examination. If remaining course work has not been completed by the end of week 1 of the next semester, grade 'I' automatically becomes grade 'F'.

The student has the sole responsibility to take the initiative in making up the requirements for the incomplete grade as specified by the instructor. If action is not taken within one week of the commencement of the next semester, the "I" grade will automatically be converted to "F", otherwise, the "I" grade will revert to the tentative final grade (the final grade becomes an "F" if no tentative grade was assigned). In the event where the instructor from whom a student received an incomplete grade is not available, the disposition of the case involving an incomplete grade resides with the respective Dean of Faculty.

Withdrawals

The grade "Withdrawal" (W) is assigned when a student officially drops a course within the date mentioned in the Academic Calendar for the semester. The amount of refund is related to the date of withdrawal as indicated in the Academic Calendar.

Probation

Students must maintain a minimum CGPA of 2.5 to remain in good standing. If the CGPA of a student falls below 2.5, she/he will be put on probation.

Dismissal

Students are dismissed from the program for failure to make satisfactory academic progress. Students failing to raise their CGPA to 2.5 in two consecutive semesters after they were on probation will be dismissed from the program.

Time Limitations

Students are allowed up to five years from the date of initial enrolment to complete their degree requirements. Under certain circumstances, the time limit may be extended upon request to the Academic Council.

Academic Honesty

There is a policy of zero tolerance on cheating. Any form of cheating such as copying any document or another person's work, seeking or providing help to other students during tests, or adopting any other form of unfair means during exams, will constitute grounds for disciplinary action. Instructors are expected to use reasonably practical means of preventing and detecting cheating. Any student found to be cheating will be reported to the Dean of concerned faculty by the relevant faculty member for disciplinary action.

Department of English

Vision of the Department

To achieve individual and collective excellence in academic practices and professional competence.

Introduction

The Department of English offers both undergraduate and graduate programs. At the graduate level students may go for an MA in ELT with a concentration in Linguistics and Applied Linguistics or MA in English with a concentration in Literature.

The English Department makes a balanced combination of literature studies and applied linguistics. It acquaints students, on one hand, with the British, American, and world literatures written in or translated into English and on the other hand, linguistics and language teaching. In order to keep students abreast of the new developments in their disciplines, the Department constantly upgrades its syllabi and curricula. This department is among the oldest departments of East West University. It started in August 1996. The Department currently offers a wide variety of undergraduate and graduate courses in the English language, linguistics, ELT and literature to about 817 students. Furthermore, it offers a number of compulsory 'service' courses to all students of East West University, which aims at developing the proficiency levels of the students in four basic skills of languages i.e., listening, speaking, reading and writing so that they can participate in their academic activities in English effectively. The department also has a Seminar Room and a Writing Lab to provide its students with the opportunities to enhance their writing skills.

MA in ELT

The M.A. in ELT is a professional programme specifically designed to develop English language teaching skills of those who want to enter teaching profession. The focus of this programme is to dispense quality higher education through theoretical knowledge and practical skills that are indispensable for English language teachers (whether primary, secondary or tertiary) who want to project themselves as professionals in the 21st century job market. Our M.A. in ELT programme is tailor-made for new graduates as well as English language practitioners, with experience in the field of teaching. The M.A. in ELT programme offered by the Department of English, East West University, is taught by extremely qualified fulltime academics who have acquired their education from various ESL (English as a Second Language) and EFL (English as a Foreign Language) countries like India, Malaysia, Japan, as well as, native English speaking countries such as the United Kingdom, the United States of America, and Canada.

Objectives of the program

The major specific objectives of the English Department Curriculum are to help students:

- a) Develop an excellent communication skill in English, which is the gateway to success in professional life nowadays in the national and international settings.
- b) Prepare good English language and literature teaching professionals to cater for the need of skilled English teachers at the tertiary level in Bangladesh, who will, in turn, help train teachers for secondary and primary levels.

- c) Train students as course curriculum designers for effective English language program in the country.
- d) Train students as English textbooks/material designers so that they can produce culture and context sensitive ELT materials.
- e) Train students to design and mark English language tests so that they can design and mark tests of English language and literature and also work as trainers and assessors of standard international English language tests like IELTS and TOEFL.
- f) Develop translation skills (for translating our art literature and culture into English and translating foreign literature, art, culture and good textbooks on different subjects from English to Bangla.
- g) Impart knowledge and skills required for working with the media. e.g. as news editor in TV and as sub-editor in newspapers.
- h) Impart training in creative writing in English so that through their own creative writings they can familiarize foreign nationals with our culture.
- i) Impart knowledge and skills required for working in the corporate sector.

Duration

- 3 semesters: for 4-year BA students
- 4 semesters: for 3-year BA students.
- 6 semesters: for BA/B.Sc/ B.Com or equivalent in any discipline or BA (Pass Course) with substantial teaching experience.

- Number of classes: One class each week for each course.
- Duration of each class: 3 hours.

Course Load in Each Semester

Minimum course load: 6 (six) credits

Maximum course load: 15 (fifteen) credits

[In special case, permission from the office of the Chairperson will be required]

Academic Schedule

The academic year is divided into three semesters:

Fall, Spring and Summer.

The duration of each semester is 14 weeks.

ADMISSION

Admission Requirements

Students are admitted in any of the three semesters in a year. Admission to the MA program is selective. Admission forms are available in the admission office. Students can also apply online. All prospective students should submit completed application forms within the deadline for submission. To apply for admission, students must fulfill the criteria outlined below.

The minimum requirement for entry into MA in ELT program is as follows:

- Minimum GPA of 2.50 in both SSC and HSC Examinations or
- Candidates must have passed University of London and Cambridge GCE 'O' Level in at least five subjects and 'A' Level in at least two subjects. Only the best five subjects in 'O' Level and best two subjects in 'A' Level will be considered. Out of these seven subjects, a candidate must have at least 4B's or GPA of 4.00 in the four subjects and 3 C's or GPA of 3.5 in the remaining three subjects. (in the scale of A=5, B=4, C=3, D=2 and E=1)
- BA (Hons.) in English from public universities with a minimum 2nd class
- BA in English from private universities with a minimum CGPA of 2.50
- BA/B.Sc/B.Com or equivalent in any discipline or BA (Pass Course) with substantial teaching experience with at least 2nd division from any recognized university.

Admission procedure

Applicants will be asked to sit for a written test and an interview. A list of candidates found suitable will be sent to the admission committee for approval.

Graduation Requirements

Students are required to maintain a CGPA of 2.5 throughout the program. Failing to maintain the required CGPA will lead to dismissal from the program. But students will have a probation period of two consecutive semesters to improve their CGPA. If students fail to raise their CGPA to the

semesters, they have to apply for readmission and continue the research for the awarding of the degree.

COURSES OFFERED

A. CORE COURSES

1. ENG_ 501 Fundamentals of Linguistics*
2. ENG_ 503 Approaches and Methods of Language Teaching
3. ENG_ 507 Research Methods in English Language Teaching*
4. ENG_ 512 Current Issues in Language Teaching and Testing
5. ENG_ 514 Social Dynamics of Language Use*
6. ENG_ 517 Practice Teaching*
7. ENG_ 535 Language Acquisition Theories for EFL/ESL Contexts
8. ENG_ 540 Fundamentals of ELT
9. ENG_ 541 Readings in ELT
10. ENG_ 542 Second Language Reading and Writing Pedagogy*
11. ENG_ 543 Teaching Speaking and Listening Skills*
12. ENG_ 544 Participatory Action Research

* *Compulsory for all*

B. ELECTIVES

Students have to take at least 2 (two) courses from each module

Module One

1. ENG_ 515 Designing Language Course, Materials and Tests
2. ENG_ 524 Special Studies
3. ENG_ 555 Information Technology for Language Teaching
4. ENG_ 556 Principles & Practice: Issues in Communicative Language Teaching
5. ENG_ 557 Teaching English Literature to Students of Other Languages
6. ENG_ 558 Literature in Language Teaching
7. ENG_ 559 Teaching Young Learners

Module Two

8. ENG_ 545 Professional Communication
9. ENG_ 516 English for the Media
10. ENG_ 565 ELT Policies and Language Planning
11. ENG_ 567 Study and Research Skills
12. ENG_ 568 Languages for Specific Purposes
13. ENG_ 569 English for Academic Purposes
14. ENG_ 575 Teacher Education
15. ENG_ 576 Management and Evaluation of Innovation

Module Three

16. ENG_ 502 Linguistic Theories
17. ENG_ 580 Psychology of Language Learning

- | | |
|--------------|---|
| 18. ENG_ 581 | Theories of Grammar and Grammar Teaching |
| 19. ENG_ 582 | Phonetics for English Language Teaching |
| 20. ENG_ 511 | English as a World Language |
| 21. ENG_ 550 | History of ELT: Bangladesh Perspective |
| 22. ENG_ 504 | Critical Discourse Analysis |
| 23. ENG_ 505 | Translation Studies: Theories and Practices |
| 24. ENG_ 525 | The Language of Advertising |
| 25. ENG_ 590 | Language, Power and Identity |
| 26. ENG_ 591 | ELT in a Post Colonial World |

C. A dissertation in any one of the following major areas:

ENG_ 599: Dissertation

1. Linguistics
2. ELT/Applied Linguistics

COURSE DESCRIPTION:

CORE COURSES

1. ENG_ 501 Fundamentals of Linguistics*

The aim of this course is to familiarize students with some basic concepts of linguistics. The course components are aspects of human language, phonetics & phonology, morphology, syntax, semantics, language & society, language change, brain & language, etc.

2. ENG_ 503 Approaches and Methods of Language Teaching

The aim of this course is to prepare students as good language teachers by familiarizing them with theoretical and practical aspects of language teaching. The course emphasizes the importance of methodology in language teaching. It critically examines Audiolingual Method, Communicative Method, The Natural Approach, Total Physical Response and Suggestopedia. It will cover areas such as appropriate methodology, learning style, learning context, and discuss appropriate approaches and methods in Bangladesh.

3. ENG_ 507 Research Methods in English Language Teaching*

This course comprises a taught component on research design and methodology which then leads to preparation of the dissertation. The course aims to describe and exemplify the nature of academic research in general, and to outline different approaches to research in the field of applied language studies. The module presents principles of design, data-gathering and analysis in both quantitative and qualitative research. Students are introduced to some key ethical questions in relation to the conduct of research, and consider key aspects of the dissertation-writing process.

4. ENG_ 512 Current Issues in Language Teaching and Testing

This course will introduce students to the concept of culture and context sensitive pedagogy, to constraints-based curriculum, materials, and testing. It will examine

issues such as learning style preferences, learners' and teachers' beliefs, attitudes, and experiences, and cultural issues in language learning, and also the recent developments in teaching learning theories.

5. ENG_ 514 Social Dynamics of Language Use*

This course provides an introduction to the theoretical and methodological foundations of the study of social variation of English. It will study ways in which variation in language carries social meaning for individuals in such as class, gender, social networks, and age. It will make connections between the variety of English used (e.g. formal and informal, standard or non-standard, UK, U.S.A., Australian, Canadian, New Zealand, Indian or Bangladeshi English, contemporary English or Shakespeare's English) and the context in which it is found, and suggest that there is geographical and historical contexts. The social contexts will also be expanded to include notions of cooperation, power and language acquisition.

6. ENG_ 517 Practice Teaching*

The purpose of this course is to prepare students as effective ESL teachers. Developments in teaching the different major skills and their sub-skills will be discussed in detail and students will be required to operate in actual classroom situations. The course incorporates different teaching methods and their pedagogical implications. Students will be required to implement theoretical insights they received about approaches and methods of language and literature teaching in real teaching.

7. ENG 535_ Language Acquisition Theories in EFL/ESL Contexts

This course introduces students to the different theories of language acquisition, and to interlanguage, universal linguistics, and error analysis theories and talks about their relevance in teaching English as a foreign/second language.

8. ENG 540_ Fundamentals of ELT

The course aims to provide an overview of key areas of second language teaching theory and practice. English language teaching syllabus and lesson design, materials and resources, and classroom processes are the three main themes to be addressed from the point of view of current theory and practice. Through lecture input, video observation and practical tasks, students will acquire understanding of issues in relation to learning and teaching theory, and will develop critical and analytical skills.

9. ENG_ 541 Readings in ELT

This course considers contemporary research literature in a number of areas of the study of English Language, especially the literature which is published in research journals. It should also help students in the preparation of their dissertation. They should acquire knowledge of a number of the current research issues in English language, an understanding of how a research question is framed and addressed, and the critical ability to evaluate published original research. The course will be taught in part by interactive group discussions, and the teaching

will be based on the reading and discussion of the primary literature, with relatively little formal lecturing.

10. ENG_ 542 Second Language Reading and Writing Pedagogy*

This course aims to review main issues in reading and writing, and to consider the pedagogical implications for TEFL of the issues raised. It will involve reflection upon current theory and research, and consideration of learner practices, with a view to helping participants devise approaches appropriate to given teaching contexts. Although reading will be considered, the focus of the module will be on writing.

11. ENG 543_ Teaching Speaking and Listening Skills*

Teaching the Spoken Language focuses principally on the role of pedagogic materials, and their evaluation and design. The aims of the course are to develop an awareness of the underlying components of effective performance in listening and speaking, and to provide hands-on experience of evaluation and design. During the course participants evaluate materials for teaching listening and speaking skills, practise adapting pedagogic materials to suit a particular teaching context; design listening and speaking tasks exploiting authentic texts, and revise their materials in the light of user feedback.

12. ENG 544_ Participatory Action Research

By building on participants' current teaching practice and experience, the program fosters a reflective approach to professional development, enabling

participants to develop expertise and knowledge relevant to their specific teaching context. Students will be encouraged to read, write and discuss ELT issues in the form of classroom based small-scale research. Self-reflexivity, cultural sensitivity and responsibility will be encouraged.

ELECTIVES

Module One

1. ENG_ 515 Designing Language Course, Materials and Tests

This course aims to: review the principal approaches to the design of language curricula; examine relevant factors in specifying a syllabus; analyse teaching materials in the light of syllabus requirements; consider the processes involved in implementing curriculum innovation; and contextualise language curriculum design within the educational system and philosophy of which it is a part.

2. ENG_ 524 Special Studies

This course is meant for students who want to study a special area of their choice under the guidance of a teacher who has an expertise in that area. It might include the study of a particular area of ELT.

3. ENG_ 555 Information Technology for Language Teaching

The aims of this course are: to equip students with the ability to assess the potential of IT in language teaching; to provide them with principles for using IT effectively;

to introduce students to, and explore with them, a range of issues involved in the use of IT in language teaching; and to familiarise them with recent research into IT applications in language teaching. In addition, students will develop increased understanding of the technical, practical and conceptual aspects of IT applications in language teaching, familiarity with relevant softwares, computer-based discussion forums, Internet navigation and composition skills, and ability to author simple language learning multimedia activities.

4. ENG_ 556 Principles & Practice: Issues in Communicative Language Teaching

Students will be required to draw on their experience reflexively in order to relate ideas from the course and from their reading to the practice of CLT in the various contexts that they are familiar with. Research on the nature of the skills of listening, reading, writing and speaking in a second/foreign language, will be critically examined together with research into the processes and strategies involved in acquiring these skills. Students will have the opportunity to relate current issues in teaching the language skills to their own contexts, through discussions and tasks in class as well as through the assessed coursework essays.

5. ENG_ 557 Teaching English Literature to Students of Other Languages

The aim of the course is to explore a range of approaches to the teaching of literature to a classroom of non-native speakers of English, where the overall objective of the English classes may be to teach literature, or culture.

6. ENG_ 558 Literature in Language Teaching

The purpose of this course is to familiarize students with some techniques of using literature for language skills training. The course will discuss some of the ideas both for and against the use of literature in language teaching, and how literature might prove an effective tool for training listening, speaking, reading and writing skills of English.

7. ENG_ 559 Teaching Young Learners

This course aims to review the background and development of teaching English to Young Learners (YLS); examine how children learn languages; review approaches to the analysis of the YLS' needs; review approaches to the analysis of language for teaching English to YLS; examine the methodology, resources and materials used for teaching YLS; and review methods of evaluation and assessment used with YLS.

Module Two

8. ENG_ 545 Professional Communication

This course will enable students to explore the nature of writing in domains of professional communication. It will attempt to introduce students to a range a professional text types, namely informational, persuasive and argumentative discourse commonly found in professional and business contexts. It will also critically examine notions of authorship, either single or multiple, relevant to these contexts. Students can expect to become more sensitive to ways in which effective

writers construct audiences, analyse audience needs, and formulate goals and purposes of the documents they produce. It will include business letters, notice, memos, project proposal and other types of official writings. The course will also include an oral component and cover such areas as conducting and participating in meeting, seminars, symposiums, workshops and the like.

9. ENG_ 516 English for the Media

This course seeks to train students in journalistic writings such as short news reports with catching captions/headings, subtitling, translating reports obtained from foreign news agencies, preparing long reports for the press or electronic media, writing special features for the media, and editing. It will focus on both objective reporting or distancing the self from the report and subjective reporting or taking a position while reporting. The course will also train students to take active parts in press briefing/conferences and prepare reports on the briefings, interview persons, conduct surveys and prepare reports for the media. The course will also include training in the art of news casting with emphasis on pronunciation, stress, intonation, confidence, and naturalness. Apart from journalistic writings, the course will also focus on English in the other media, such as radio, TV, Internet, etc.

10. ENG_ 565 ELT Policies and Language Planning

The purpose of this course is to introduce students to some important issues and considerations in language policy and planning. It considers the nature and function

of ‘official’ languages and the relationships between languages and identity and the pluralism – assimilation issue. Students will have to study the language policies of some other countries, examine the language policy of Bangladesh and come up with new ideas for planning an effective language policy for Bangladesh.

11. ENG_ 567 Study and Research Skills

All students need to be able to meet the linguistic demands of a course of study – and this need is critical if they are studying in a second or foreign language. This course focuses on the central problem of written and oral communication in academic contexts, and gives students an opportunity to develop their understanding of the language and teaching issues that are central to studying in English. The course draws on a range of practical insights and tips on preparing for academic demands of different English literature and linguistics courses, needs analysis, test-taking strategies, time management, and guidelines for preparing long assignments, etc.

12. ENG_ 568 Languages for Specific Purposes

This course aims to introduce students to the history, distinguishing features, theoretical foundations and methodological innovations of the Teaching of English for Specific Purposes (TESP).

13. ENG_ 569 English for Academic Purposes

The course draws on a range of important theoretical and descriptive frameworks in building an account of how best we can help EAP students. It also gives practical insights into how to use this understanding in preparing practical courses for students studying in English. Apart

from this focus on teaching writing, this course gives students the chance to focus on important issues in EAP – in particular: preparing for the IELTS test, study skills, needs analysis and the management of EAP courses.

14. ENG_ 575 Teacher Education

For teachers who have little or no experience of teacher training, this course will provide a thorough overview of the field and introduce participants to the key issues. For those who are already teacher educators or responsible for teacher development in a managerial role the objective will be to extend and deepen knowledge and understanding of the central issues in teacher training, education and continued professional development in English language pedagogy. The course will familiarize participants with the relevant literature and encourage critical evaluation of this in the light of individual experience in order to develop awareness of the key choices available to a teacher educator in terms of approaches, methods and materials. This will involve the development of teacher training skills through collaborative workshops and through simulated teacher supervision and evaluation.

15. ENG_ 576 Management and Evaluation of Innovation

Education professionals are regularly involved in the introduction, management and evaluation of innovations, from the micro (e.g. selecting a new course book, designing a syllabus for a group of students) through to the macro (e.g. commissioning a new IT system, renewing a national curriculum). This course is premised

on three working assumptions. The first is that innovations in education are best implemented through the systematic use of project methodologies. The second is that projects are in themselves the expressions of theories of change and the last assumption is that evaluation is a theory testing activity. This option is relevant to students who are interested in how we deal with change and innovation in English language teaching. Participants do not have to have previous management experience to benefit from the course, but those who have management experience will be encouraged to apply lessons learned during the course to their working situations.

Module Three

16. ENG_ 502 Linguistic Theories

The aim of this course is to familiarize students with some of the major ideas of Linguistics. It will cover historical approach to the study of language, descriptive linguistics, the Prague school, Structuralism, Saussure, American Structuralists, Chomsky, the London School, the functional and semantic approaches to the study of language, Firth, Halliday, Malinowsky , and Sapir-Whorpe among others.

17. ENG_ 580 Psychology of Language Learning

A language is somehow represented in the minds (brains) of its speakers. Relying on the methods of experimental psychology, psycholinguistics tries to

understand the nature of these representations. Furthermore, a language develops in the mind of normal children and this course takes an introductory look at the nature of this process and how it is possible.

18. ENG_ 581 Theories of Grammar and Grammar Teaching

This course is intended to give both knowledge and skills. On the knowledge side, coursework and reading will give students a firm grasp of the major structural characteristics of present-day English: the major formal and functional units involved in the construction of sentences. The course will also familiarise students with the structure and characteristics of lexis. In addition, students will acquire analytical skills in this course which will be relevant in subsequent optional courses.

19. ENG_582 Phonetics for English Language Teaching

This course aims to familiarise students with the phonetic and phonological systems within the larger system of the English language, and to provide a basis for evaluating the descriptive adequacy of claims made by linguistic theories. It also aims to impart a high level of competence in the transcription of English sounds, stress, and intonation. Furthermore, this module aims to familiarise students with digital techniques for speech analysis, which can be used in pronunciation teaching and experimentation. A secondary aim is to critically evaluate commercial software aimed at teaching pronunciation.

20. ENG_ 511 English as a World Language

The course aims to provide students with an understanding of the role of the English language in the contemporary world and to locate this understanding in knowledge of the historical, economic and social forces which have shaped this role.

21. ENG_ 550 History of ELT: Bangladesh Perspective

This course provides an overview of the state of ELT in Bangladesh and seeks to help students find out the means to resolve its problems. It closely examines classroom methodology, curriculum and testing across primary, secondary and higher secondary levels of English teaching and learning in Bangladesh over the years.

22. ENG_ 504 Critical Discourse Analysis

The aim of this course is to promote critical thinking through critical analysis of actual discourse/texts. There are two major components to this course: (1) the theoretical section where students will be introduced to the central ideas of critical discourse analysis; and (2) the practical section where students will be encouraged to analyse sample and actual discourse/text. Through developing individual awareness of the politics of language use, it is hoped that students will become even more competent readers and writers equipped to cope with the discourse encountered in everyday interactions.

23. ENG_ 505 Translation Studies: Theories and Practices

The aim of this course is to train students in the art of translation to meet the growing need of translators in the

present time. It covers recent theoretical developments in the art of translation, and focuses on the use of theoretical insight in the practice of translating literary and non-literary texts from English to Bangla and vice-versa. Students will examine some works of translation, compare some translations with the original works, and they will be required to translate some short stories, poems, or parts of some longer literary and non-literary texts from English to Bangla and vice-versa.

24. ENG_ 525 The Language of Advertising

This course examines the linguistic and semiotic elements of advertisements as well as the mechanics of advertising. In analysing the discourse of advertising, students will learn how the powers of verbal and visual language in advertisements influence the target audience and society at large. Students investigating the interpretation and messages conveyed through different media will experience the critical and creative process of (de)constructing and analysing advertising texts. Furthermore, this course will focus on the use of manipulative and discriminatory language (discourse) in advertising, with respect to the socio-cultural, ethical and legal issues in the glocal (global and local) context.

25. ENG_ 590 Language, Power and Identity

This course aims to consider ways of conceptualising culture, to identify trends in communication style that correlate with cultural differences, to explore how communication skills can facilitate intercultural communication, and to present suggestions for applying

the insights and skills developed to practical contexts, including teaching.

26. ENG_ 591 ELT in a Post Colonial World

The aims of the course are to provide students with an understanding of the theories and concepts which seek to explain the origins of globalisation and its impact on national contexts. Furthermore, it intends to look at the social, cultural and economic changes associated with globalization, policy development as a response to global and domestic pressures, the complex relationship between globalisation and the convergence and divergence of education policy across states and the impact of education policy on economic competitiveness and on equity within and between states

ENG_ 599 DISSERTATION (6 Credits)

The dissertation forms an important part of the assessment for this program and integrates the different components of the MA program. It provides students with an opportunity to explore a particular area in depth, constitutes an introduction to the conduct of research and systematic inquiry, and introduces students to the problem of handling an extended piece of written research work.

The dissertation consists of an extended piece of written research work, a minimum of 15,000 words. It can be on any topic within English Language Teaching and Applied Linguistics that is negotiated with the supervisor concerned and agreed by the program co-ordinator. Students will be asked to select the general

area within which they wish to conduct their dissertation, and they will be required to submit a dissertation proposal. They will then be allocated an appropriate supervisor with whom they will define their topic.

The dissertation equips students with the ability to handle large-scale work, as well as to engage in research projects of their own design. It also is likely to equip students, in their future careers, with in-depth knowledge of one particular area of English Language Teaching/Applied Linguistics, as well as the knowledge to apply similar methods of study to achieving comparable expertise in other areas through independent work in the future.

FACULTY MEMBERS

The MA courses are taught by highly qualified teachers with degrees and training from overseas universities. Currently, the following faculty members are teaching MA courses:

DR. MUHAMMED SHAHRIAR HAQUE **Professor**

Ph.D. in Linguistics, University of Malaya, Malaysia
MSS in Media and Communication (specialization in film studies), Independent University Bangladesh, Bangladesh
M.A. in English Language, University Putra Malaysia, Malaysia
M.A. in English (Literature), University of Chittagong, Chittagong, Bangladesh

B.A. (Honours) in English (Literature), University of Chittagong, Bangladesh

Research interests: critical discourse analysis (CDA), film and media studies, teacher education, educational technology, and photojournalism

Selected publications:

- **Haque, M. S.** (2017). Early life of an accidental actor: Before *Nayak Raj Razzak*. In *East West Journal of Humanities, Vols. 6 & 7 Special Issue*, pp. 121-136
- **Haque, M. S.** (2015). Documentary-Making Methodology: Step-by-step Documentation of *Life after Grey*. In *East West Journal of Humanities, Vol. 5*, pp. 73-91
- **Haque, M. S.** and Akhter, M.(2014). Challenges and Possibilities of Computer Assisted Language Teaching in Higher Education: Bangladesh in Focus. In *Harvest: Jahangirnagar Studies in Language and Literature, Vol. 29*, pp. 129-149.
- **Haque, M. S.** (2013). Discourse Structures in Bangladeshi Educational Advertisements: A Critique. In *East West Journal of Humanities, Vol. 4*, pp. 1-28.
- **Haque, M. S.** (2008). ‘Institutional Elitism: Critical Discourse Analysis of Private Educational Institutions’. In *Crossings: ULAB Journal for English Studies, Vol. 1*.
- **Haque, M. S.** and Baki, R. (2012). In Quest of the Marginalized English Language Skills: A Qualitative Expedition. *International Journal of Linguistics and Literature (IJLL), Vol.1, Issue 1*, pp. 27-46.

- **Haque, M. S.** and Abedin, Z. (2011). The discursive construction of (a)moral names: Religion versus language, *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*. Berlin: Mouton De Gruyter, Vol. 30, No. 3-4, pp. 377-390.
- **Haque, M. S.** (2008). 'Kee's World: Reflections of Evolving Identity'. In *International Journal of Comic Art*, Vol. 10, No. 1, Spring-2008, pp. 482-512.
- **Haque, M. S.** (2008). 'Discursive Construction of an Identity in Conflict: CDA Perspective'. In Nair, R., Haque, M. S. & Khan, M. H. (Eds.). *Constructing Identities in the Malaysian Media*. Kuala Lumpur: University Malaya Press.
- **Haque, M. S.** (2006). 'Media Discourse: Television News as a form of Entertainment / Popular Culture'. In David, M. K., Burhanudeen, H. & Abdullah, A. N. (ed.) *The Power of Language and the Media*. Frankfurt: Peter Lang. pp. 99-114.
- **Haque, M. S.** and Malik, M. Z. (2005). 'Humour in Haq: Poems in Sub-continental English'. In Talif, R., Heng, C. S., Eng, W. B., Abdullah, A. N. and Noor. R. (eds.) *Beyond Barriers Fresh Frontiers: Selected Readings on Languages, Literatures, and Cultures*. Serdang: Universiti Putra Malaysia Press, pp 105-111.

DR. MORIAM QUADIR

Associate Professor

Ph. D. in Applied Linguistics, Hiroshima University, Japan
 M. A. in Applied Linguistics, Hiroshima University, Japan
 M. A. in English, University of Dhaka. Bangladesh
 B. A. in English, University of Dhaka. Bangladesh

Research interests: L2 learners' individual differences (ID), learner autonomy, innovative teaching approaches, and academic writing.

Selected Publications:

- **Quadir, M.** (2019). Exploring English language learning demotivation in Bangladesh. *THT Journal*, 7 (1), pp. 65-91.
- **Quadir, M.** (2017). Let us listen to our students: An analysis of demotivation to study English in Bangladesh. *The English Teacher*, Vol.46 (3), pp. 128-141.
- **Quadir, M.** (2014). Relationships between learners' motivation factors and speaking strategy factors to learn oral communication in English. *The English Teacher*, Vol.43 (3), pp. 113-135.
- **Quadir, M.** (2011). A comparative study of English and non-English major university students' motivation to learn English oral communication. *East West Journal of Humanities*, 2, pp. 91-111.
- **Quadir, M.** (2009). Do English and non-English major university students use the same EFL speaking strategies in Bangladesh? *Asian English Studies*, 11, pp. 49-68.
- **Quadir, M.** (2008). A study on English and non-English major university students' motivation to learn spoken

English in Bangladesh. *JACET Chugoku- Shikoku Chapter Research Bulletin*, 5, pp.39-56.

- **Quadir M.** (2008). A study on motivation and strategy use of Bangladeshi university students to learn spoken English. *Journal of International Development and Co-operation*, 14, pp.51-66.
- **Tadashi, N. & Quadir, M.** (2006). A Comparative study of speaking strategy use of EFL college students in Japan and Bangladesh. [JACET (Japan Association of College English Teachers) *Chugoku- Shikoku Chapter Research Bulletin*, 3, pp.71-86.
- **Quadir, M.** (2005). Speaking strategy use by the EFL students in Japan and Bangladesh. *Journal of International Development and Co-operation*, 12, pp.33-47.

DR. FARZANA AKHTER
Associate Professor

Ph.D. in English with a secondary emphasis in Rhetoric and Composition, University of Arkansas, Fayetteville, U.S.A., May 2017

M Phil. in English, University of Dhaka, Bangladesh, 2008

M.A. in English Literature, University of Dhaka, Dhaka, Bangladesh, 1997

B.A. in English, University of Dhaka, Dhaka, Bangladesh, 1996

Areas of Interest

Rhetoric and Composition, Ethnic and Immigrant American Literature, Orientalism and post-colonial subjectivity, Diaspora and belongingness

Major Publications

- “Negotiating the Politics of Power: Tahmima Anam’s *The Good Muslim* and Women’s Role in War and Nation Building.” *Asiatic: IIUM Journal of English Language and Literature*, vol. 12, no. 1, June 2018, pp. 93-107, <http://journals.iium.edu.my/asiatic/index.php/AJELL/article/view/1211>.
- “Performing Brecht in Bangladesh: Making the Unfamiliar Familiar.” *Brecht in/and Asia /Brecht in/und Asien: The Brecht Yearbook / Brecht-Jahrbuch* no. 36, edited by Markus Wessendorf and Friedemann Weidauer, 2011, pp. 201-210.
- “Shattering the Shackles: Brecht’s Plays and the Language of Political Protest in Bangladesh.” *Literary Paritantra*, vol. 2, no. 1, Spring 2010, pp. 65-71.
- “Quest for Home in Amitav Ghosh’s *The Glass Palace*.” *Spectrum*, vol. 5, December 2007, pp. 81-90.
- “Reculturizing Brecht.” *Spectrum*, vol. 4, June 2006, pp. 27-40.

Encyclopedic Reference

- “Archie.” *Comics through Time: A Historical Encyclopedia*. Edited by M. Keith Booker, ABC CLIO: Santa Barbara, CA, U.S.A., 2014.

SHAFIQR RAHMAN

Assistant Professor

M.A. (University of Toledo, Ohio, U.S.A)

M.A. & B.A. (Honours) (University of Dhaka)

Areas of Interest

Composition and CMC- Computer-mediated composition, English and American Romantic Literature, Victorian Prose and Poetry, Elizabethan and Jacobean Drama, Writing across the Media

MASRUFA AYESHA NUSRAT (on leave)

Assistant Professor

MA in English Studies (University of Nottingham, UK)

MA in English & BA (Honours) in English Literature

(University of Dhaka)

Areas of Interest

Women Writing, South Asian Literature, Feminism, Cultural Studies, Postcolonial Studies and Literary Translations.

Major Publications

Her research articles were published in the *Harvest, Panini* and *South Asian Literature in English: An Encyclopedia*, published by the Greenwood Press, USA (2004).

Her translations of Bengali short stories appeared in *Lilies, Lanterns and Lullabies* (Dhaka: writers.ink, 2014), *The Dawn of the Waning Moon* (Dhaka : writers.ink, 2013), *Contemporary Short Stories from Bangladesh* (Dhaka: UPL 2010), in the souvenir of the SAARC Festival of Literature, New Delhi (2010), *Writing Across Borders* (Dhaka: writers.ink, 2008), *Under the Krishnachura Tree: Fifty Years of Bangladeshi Writing* (Dhaka: UPL, 2003), and literary pages of local dailies and webzine- *The Independent, The Daily Star, parabaas.com* and *The Missing Slate*.

MANZUR ALAM (on leave)

Assistant Professor

MA in English & BA (Honours) in English Literature

(University of Dhaka)

Areas of Interest

Postcolonial Studies; 20th Century British and American Literature; Diaspora Literature; Cultural Studies; Literature and Environment; Political Discourses

Major Publications

- “Victime de l’impérialisme? Ou comment réévaluer Naipaul” (French version of the article “A Casualty of Imperialism?” Reevaluating Naipaul” translated by Cécile Girardin). *Continuité, classicisme, conservatisme dans les littératures postcoloniales*. Eds. Cécile Girardin and Philip Whyte. Rennes: Presses Universitaires de Rennes, 2013.
- “Capitalism, “Hybrid Wars” and Confiscated Narratives: The Classico-Postmodernist Imperialism of Our Time”. *East West Journal of Humanities*, Dhaka, Vol.3, 2012.
- “Of Paradoxes and Misrepresentations: The Enigma of Identity in V. S. Naipaul’s *Half a Life* and *Magic Seeds*”. *Harvest: Jahangirnagar Studies in Language and Literature*, Dhaka, Vol. 26, 2011.
- “Democracy’s Captain and Mahatma: Morality and Human Rights.” *Abraham Lincoln Without Borders: Lincoln’s Legacy Outside the United States*. Eds. Jyotirmaya Tripathy, Sura P. Rath and William D. Pederson. New Delhi: Pencraft International, 2010. 67-77.
- “Coming to Terms with India: V.S. Naipaul’s Quest for his Roots”. *Spectrum*, Journal of the Department of English, University of Dhaka, Vol. 4, June 2006. 154-163.

ZOHUR AHMED

Assistant Professor

PhD (ongoing) (Universiti Sains Malaysia, Penang, Malaysia)
 M.Phil in English language Education (Central Institute of English and Foreign Languages, Hyderabad, India)

M.A. in TESL (Central Institute of English and Foreign Languages, Hyderabad, India)

B.A. in English (Aligarh Muslim University, U.P. India)

Research interests

Computer Assisted Language Learning, Second Language Writing and Speaking Pedagogy, Language Testing and Evaluation, Materials Production and Curricular Innovation, English for Specific Purposes

Publications:

- Karim, A., Ahmed, Z., Shahed, F. H., Rahman, M.M. & Mohammed, A.R. (2019). Challenges affecting the implementation of £50 million in-service training program for English teachers in Bangladesh. *The Qualitative Report*, 24(10), 2457-2485.
- Rahman, M.M., Singh, M.K.M, Johan, M. & Ahmed, Z. (2019) English Medium Instruction Ideology, Management and Practices: A Case Study on a Bangladeshi Private University. *English Teaching & Learning*. (in press)
- Ahmed, Z (2018, November). Effects of Writing in a Class Blog on EFL Students’ Attitude towards Writing, In Proceeding of the 11th International Research Association for Interdisciplinary Studies (RAIS) Conference (pp 339-345), Beltsville, Maryland, 20705, USA. ISSN 2578-8574, ISBN 978-1-945298-16-5
- Ahmed, Z. (2018). Rhetoric and realities of ICT applications in teaching English literature. In Angadi, D. T., Patil, S.D.G., & Kedaranath (Eds.), *Indian Indigenous Insights into Language, Literature & Culture*. 13-20. ISBN 978-81-931871-8-0

- Uddin, J., & Ahmed, Z. (2015). Impact of the use of rubrics on the performance of students. *Chaos*, 3(1), 46-62. ISSN 2304-3792
- Ahmed, Z. (2014). Writing in a class blog: Why, when and how. In Karunakaran, T. (Ed.) *English Language Teaching in the Twenty First Century: Issues and challenges*. 38-54. ISBN 978-955-659-437-9
- Ahmed, Z. & Karunakaran, T. (2013). Teaching writing: an analysis of the writing tasks used at East West University in Bangladesh. *Languages in India*, 13 (3), 103-117. ISSN 1930-2940
- Karunakaran, T. & Ahmed, Z. (2013). Teaching writing. *International Journal of English Language and Literature*, 55-61. ISSN 2347-2642
- Ahmed, Z. (2012). [Review of the book Teacher Training Essentials by C. Thaine]. *ELTAI Journal*, 8, 100-102. ISSN 2250-317X

DR. AKHTER JAHAN

Assistant Professor

PhD in English Language Studies, International Islamic University Malaysia
 MA TESOL, University of Lancaster (Hornby Scholar - 2011-2012)

Research interests

ELT, Second Language Acquisition (SLA), Materials Development and Teacher Education.

- Jahan, A. (2018). Impact of Textual Enhancement on Bangladeshi Learner's Noticing and Grammatical Development of Present Perfect and Past Simple Tenses. *Malaysian Journal of ELT Research (MaJER)*, 15(1), pp. 1-16, ISSN 1511- 8002.
- Jahan, A. (2016-2017). Impact of Task Repetition on a Bangladeshi Tertiary Learner's Oral Performance: A Case Study. *HARVEST: Jahangirnagar University Studies in language and Literature*, 32, 71- 86, ISSN 1729-8326.
- Jahan, A. & Kormos, J. (2015). The impact of textual enhancement on EFL learners' grammatical awareness of future plans and intentions. *International Journal of Applied Linguistics*, 25(1), 46–66. doi: 10.1111/ijal.12049
- The Hornby Scholar's Panel Presentation: ELT in action: what works and what makes it work in different contexts. (2012). In T. Pattison (Ed.), *IATEFL 2012 Glasgow Conference Selections* (pp. 158- 161). Kent: Pilgrims.
- Jahan, A. (2012). Residual Cultural Imperialism in Primary Textbooks in Bangladesh: A Critique of the *English for Today* Textbooks, *East West Journal of Humanities*, 3, 73- 96. ISSN 2024-6628.
- Rahman, F. M., & Akhter J. (2011). *Training English Teachers from Difficult and Rural Contexts in Bangladesh*. In P. Gunashekar, A. Padwad & D. Pawelec (Eds.), *Starting, Stimulating and Sustaining English Language Teacher education and development: A selection of papers presented at the*

International Conference in Hyderabad in January 2011(pp. 86-92).India: British Council.

- Jahan, A., &Nusrat J. (2011). Working with Vocabulary at Tertiary Level in Bangladesh, *Journal of Education and Practice*, 2(5), 45-57, ISSN 2222-1735 (Paper) & ISSN 2222-288X (Online)
- Jahan, A. (2008). Promoting Collaboration in Mixed Ability EFL Classrooms at Tertiary Level in Bangladesh, *Journal of NELTA*, 13(1-2), 49-56.
- Jahan, A., & Nusrat J. (2008) Teaching Presentation Skills to Tertiary Students in Bangladesh, *Stamford Journal of English*, 4, 38-57.
- Jahan, A. (2008). Teaching Speaking Skills at Tertiary Level in Bangladesh: An Empirical Investigation, *Daffodil International University Journal of Business and Economics*, 3(1), 155-171.

Ms. ISRAT JAHAN

Assistant Professor

MA in English Literature (Jahangirnagar University, Savar, Dhaka)

BA in English (Jahangirnagar University, Savar, Dhaka)

Areas of Interest

Post-colonial Literature, Critical Theory, Latin American Literature, American Literature, Film and Literature

Major Publications

- Jahan, I. (2018).”Comparative Studies on Films: Scopes of Digital Humanities”. *Asian Journal of English Studies* (AJES), 7. (1). 175-183.
- Jahan, I. (2017). “Novel: Death or Resurrection of Storytelling”. *South Asian Review*, 38. (2). 89-101.
- Jahan, I. (2016). “Documentation of History through Storytelling”. *International Journal on English Language, Literature and Translation Studies (IJELR)*, Vol.3. Issue.4 (Oct-Dec.), P. 500-508. ISSN: 2395-2628 Print, 2345-9451(online).
- Jahan, I. (2015). An Existential Reading of *Family Ties*. *East West Journal of Humanities*. Vol.5, P 24-32. ISSN 2074-6628.
- Jahan, I. (2012).“Nationalism, Syncretism, and the Enforcers of History”. *Asian Conference on Literature*, P. 884-894. ISSN: 2186-229X, http://www.iafor.org/acah_proceedings.html.
- Jahan, I. (2012). “The Art of Existence and the Care of the Self in *Family Ties*”. *Language, Literature and Linguistics*, P 288-293. ISSN: 2251-3566.
- Jahan, I. (2010). “Real and Symbolic Unable to Bridge the Gap between the World and Richard Wright”. *Harvest: Jahangirnagar Study of Language and Literature*, Vol-25, P. 99-109, ISSN 17298326.

MS. SYEDA NADIA HASAN (on leave)

Senior Lecturer

MA in English Literature (University of Dhaka)

BA in English (University of Dhaka)

Areas of Interest

American Literature; Feminism; Cultural Studies.

Major Publications

- Hasan, S. N. (2017). Comics and Graphic Novels: Counter Narratives to Cultural Products. *Crossings*, 8, 68-77.
- Hasan, S. N. (2016). Woody Allen's Auteurism: Adaptation as Production in Blue Jasmine. *Harvest*, 31, 45-56.
- Hasan, S. N. (2017). Elisa Allen: Steinbeck's Unconventional Portrayal of the Female Character in "The Chrysanthemums". *International Journal of English Language, Literature and Translation Studies*, 4(1), 55-59.
- Hasan, S. N. (2014). Teaching Vocabulary through Collaboration: Students as Independent Readers. *Journal of Education and Practice*, 5(13), 60-68.

TARA SHANKAR SINHA

Senior Lecturer

MA in Applied Linguistics, University of Victoria, BC, Canada
MA in TESL, The English and Foreign Languages University (EFLU), Hyderabad, India
BA in English, East West University, Bangladesh

Research interests

Instructed second language acquisition, Form-focused instruction, Corrective feedback, Technology-mediated language teaching, Corpus-based language teaching.

Publications:

- Sinha, T.S. (2018). Focus on form in second language teaching. *BELTA Journal*, 2, 78-91.
- Sinha, T.S. (2014). Acquisition of the non-generic uses of English definite article by adult ESL learners. *Language in India*, 14, 224-245.

ZAHID HOSSAIN

Senior Lecturer

MA in TESOL (Lancaster University, UK – Hornby Scholar – 2007 -08)
MA in Applied Linguistics & ELT (Dhaka University)
BA (Hons) in English (Dhaka University)

Research interests

Instructed second language acquisition, corpus linguistics, critical discourse analysis, second language writing and speaking, ELT methodologies

Publications:

- Hossain, Z. (2013). A Corpus-based Study of Frequency and Syntactic Patterns in an EFL Textbook : The Case of Modal Auxiliary. In *Spectrum*. Vol 8 & 9, 225-242.
- Hossain, Z. (2007). Teaching Vocabulary Using News Report. A Reflection. In *Stamford Journal of*

English. Vol 3, 74-86.

- Khan, Shahidul Islam, Hossain, Z. & Akter, R. (2005). Choosing an appropriate methodology for a large class. In *Stamford Journal of English. Vol1*, 145-150.