

1. Course Number and Title: ED-502: Policy, Strategy and Leadership in Education

2. Credit Hours: 4

3. Course description

The course is designed to provide students comprehensive knowledge about policies, strategies and leadership in education. This course deals with the development of education policies, and practices of strategies required for quality education. Therefore, theories concepts, styles, values of leadership, leadership and teambuilding have been highlighted in the course. Emphasis has been given on the making of leaders for effectively managing education sector.

4. Course Objectives

The objectives are to help learners to:

- a) obtain critical understanding of key concepts of policy, strategy and leadership.
- b) gain deeper knowledge about challenges and issues influencing policies and strategies.
- c) identify the role of stake-holders and their influence in shaping the educational policies and strategies.
- d) gain thorough understanding about leadership, styles, competencies.
- e) develop skills for leadership for effective management of different fields in the sector of education.
- f) gain the ability to apply leadership skills in implementing educational policies, programs at institutional and national level.

5. Course Content

Contact Hours

Unit-1: Introduction to Policies in Education

10

Learning Outcomes

At the end of this unit learners will be able to-

- a. explain basic concepts of policy and their relation to decision making in education
- b. describe ecology and jurisdiction of education policy
- c. identify and assess the impact of various factors and role of actors in policy making
- d. describe the policy making and implementing process in education in Bangladesh
- e. relate education policy, context and globalisation

Content:

- Meaning, definition and concept, relation between policy & decisions
- Ecology of educational policy
- Jurisdiction of policy making in education
- Factors and actors in policy and policy making process in education
- Agencies and institutions responsible for policy formulation (Govt. agencies, Parliament, Assigned agency/ Body)
- Development of educational policy making process and implementation in Bangladesh
- Globalisation and the educational policy context

Unit-2: Strategies in Education

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. define organization, policy, strategy, tactics and interrelationships
- b. apply strategic planning and management in education
- c. develop a strategic plan and action plan for an educational institution

Content:

- Meaning, concept and definition; relation among strategy, tactics and policy
- Organization, policy and strategy, strategic planning & strategic management
- Strategic planning in education & the school Improvement Program
- Different strategies to expand and improve the education system: Access, participation, completion (year and cycle), promotion, transition, inclusion and quality in education
- Strengths and weaknesses of different strategies

Unit-3: Key Aspects of Leadership

8

Learning Outcomes

At the end of this unit learners will be able to-

- a. describe key aspects of leadership
- b. explain leadership theories
- c. identify leadership styles in education
- d. demonstrate leadership skills and qualities
- e. compare gender differences in leadership styles

Content:

- Meaning, definition and different ideas about leadership
- Nature and importance of leadership
- Theories and Styles of leadership
- Skills of leadership & qualities of leaders
- Gender differences in leadership styles

Unit-4: Making of Educational Leaders

6

Learning Outcomes

At the end of this unit learners will be able to-

- a. identify the personality traits of an effective leader
- b. evaluate the importance of skill development in leadership
- c. play role as a leader

Content:

- Personality traits of an effective leader
- Skill development in leadership
- Leadership development through motives, self-awareness, self-discipline, education & training, experience & mentoring
- Leadership skill building exercises

Unit-5: Policy, Strategy & the Roles of Leaders in Education in Bangladesh

08

Learning Outcomes

At the end of this unit learners will be able to-

- a. analyse the role of leaders in implementing policies, strategies at the organisational/ institutional and national levels
- b. formulate plans and strategies to manage oneself as leader in organizations
- c. build teams and execute team building purposes
- d. motivate teams, manage and coordinate team's efforts in achieving organisational/ institutional goals
- e. develop and apply communication skills
- f. apply leadership skills for conflict management

Content:

- Role of leaders in implementing education policies: organizational/ institutional & national level
- Leadership and managing self in organizations
- Leadership and teambuilding
- Motivation and people management
- Communication and conflict management

6. Instructional Strategies

- a. Lecture/ Discussion
- b. Panel/ Forum Discussion
- c. Case study and Role play
- d. Reading, Assignment & Report/ppt Presentation
- e. Library work and students participation in the class
- f. Seminar/ Debates/ Group presentation

7. Assessment

Marks (%)

- a. One In-course examination 10
- b. Students' analytical and reflective work 40
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
- c. Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

1. Ärlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals: Cases from 24 countries*. Heidelberg: Springer
2. Ball, S. J. (1995). *Politics and policy-making in Education: Explorations in sociology*. London: Routledge
3. Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. London: Routledge
4. Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. London: Sage
5. Ben-Peretz, M. (2009). *Policy-making in education: A holistic approach in response to global changes*. New York: Rowman & Littlefield Education
6. Bush, T. & Burnham, J.W. (1994). *The Principles of Educational Management*. London: Longman.
7. Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management*. London: Sage
8. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. London: Sage

9. Goel, S. L. & Aruna Goel (1994). *Educational policy & administration*. New Delhi: Deep Publishers
10. Gronn, P. (1999). *The making of educational leaders*. London: Cassel
11. Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. New York: Springer.
12. Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire: McGraw-Hill Education.
13. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.
14. Jones, B. A. (2000). *Educational leadership: Policy dimensions in the 21st century*. Stamford, Conn: Ablex Pub
15. Northouse, P. G. (2018). *Leadership: Theory and practice*. Singapore: Sage publications.
16. Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Singapore: Sage Publications.
17. Salahuddin, A. (2016). *Making a Door: A Case Study of the Leadership and Change Practices of a Principal in Bangladesh* (Doctoral dissertation, The University of Canterbury, New Zealand).
18. Salahuddin, A. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?* (Masters thesis, The University of Canterbury, New Zealand)
19. Thomas, N. (2004). *The John Adair handbook of management and leadership*. London: Thorogood.
20. Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.
21. Trowler, P., (2003). *Education Policy*. London: Routledge
22. Whitty, G. (2002). *Making sense of education policy: Studies in the sociology and politics of education*. London: Sage
23. UNESCO, (1995). *Learning the Treasure Within*, Paris.
24. UNESCO, *World Declaration on Education: Education For All and Frame work for Action to Meet Basic Learning Needs*, EFA Forum Sectt, Paris.
২৫. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
26. Relevant Govt. Documents & Reports, Acts, Regulations.
27. Related Journal articles & Websites.

1. Course No & Title: ED-503: Information and Communication Technology in Education

2. Credit Hour: 4

3. Course Description

This is a basic course on use of ICT (Information and Communication Technology) in educational purposes. The course contains introductory knowledge on ICT in education, technology in education, educational provisions through internet, ethics and laws of ICTE and related understandings for educational purposes. During the course students will be encouraged to develop knowledge on global and local perspective of ICT in education and its applications in Education. Instructional strategies of the course are lectures, demonstrations, discussions and hands-on practices.

In the lab classes teacher will demonstrate the work and then students will explore and practice themselves, teacher will help them as a facilitator or guide.

4. Course objectives

The objectives are to help learners to:

- a. develop a clear understanding of the concept and importance of ICTE and interrelationship among data, information, communication and education.
- b. help the students to understand the social, ethical and legal issues related with ICTE.
- c. develop an attitude for using technology and the internet in teaching-learning and professional development.
- d. acquire skills in preparing lesson based tutorial with the help of ICT.
- e. identify the facilities and possibilities of ICTE in Bangladesh, in compare with global perspective.

5. Course Content

Contact Hours

Unit-1: ICT Today: An Overview

5

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. explain the basic concepts of ICT in the 21st century perspective
- b. describe the effective use of ICT across the disciplines

Content:

Concepts of IT, ICT, ICTE, Information literacy, Blended learning, Concepts of TPACK model, Scope and challenges of ICT integration in Education, ICT in Science, Engineering, Mathematics, Social Sciences and Arts, Basics of E-Education, E-Commerce, E-Governance.

Unit-2: ICTE in Bangladesh

5

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. analyze local and global perspective of ICTE.
- b. synchronize the relationship between ICTE curriculum and instructions.

Content:

ICTE in Global Perspective, ICTE in Bangladesh Perspective, Review of national policies regarding ICT integration in Education, Current practices of ICTE by GoB and NGOs, Future modalities of ICTE in Bangladesh.

Unit-3: Internet and Technology Assisted Learning in Education

6

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. explain the use of technology as a tool in education
- b. clarify the scope and challenges of digital media

Content:

Distance/Cloud in learning and teaching, Educational provisions through internet (i.e. Google Classroom, Moodle, Flipped learning, Video conferencing, Web 3.0, OER), Challenges of digital divide, D-classrooms and E-universities, Learning through digital kit, devices and online platforms/courses.

Unit-4: Educational Management Information System (EMIS)

5

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. explicate the concept of MIS in education institution.
- b. practice MIS in education institution.

Content:

Introduction to MIS, EMIS, Data and information, Sources and types of Information, Information gathering techniques, Information processing cycle, Information storage structure of educational institutions, Integrity and security of automated education system.

Unit-5: Ethics and Laws of ICTE

3

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. describe the social and ethical issues related to ICTE
- b. recognize the legal issues related to ICTE

Content:

E-Ethics: Viruses, Intellectual Property Rights, Plagiarism, Technology addiction, Digital Crime, Cyber bullying, Censorship and Privacy in digital communication, ICT Acts and Laws: Bangladesh and Global perspective.

Unit-6: Practical

Learning Outcomes

After successful completion of the unit, students will be able to-

- a. develop hands-on tutorial
- b. apply educational software for teaching and professional development
- c. develop educational websites

Lab-1: Internet in Education

3

Google Drive, Google Forms, Google Classroom, Moodle

Lab-2: Interactive Tutorial Development

4

Lesson based Tutorial Development: Prezi, Video Editor (Movie Maker), Photo Editor (i.e. LunaPic, Picasa etc.)

Lab-3: Software in Teaching-Learning and Professional Development 4

UNESCO Toolkit, Learning Games: Kahoot, WikiVersity, Open Learning Sources (Courseware)

Lab-4: Educational website development 5

Basic website development using web programming

6. Instructional Strategies

- a. Lecture
- b. Question-Answer
- c. Demonstration
- d. Investigation in individually and group.
- e. Assignment

7. Assessment

	Marks (%)
a. One In-course examination	10X1= 10
b. Course final Examination	(MCQ+Essay Type) 10+30 = 40
c. Assignment/ Project	10
d. Practical	40

8. Recommended Books, Journals and Reports

Standard Books will be followed on both Theory and Lab Classes. There are several books and interactive CDs on ICT and their implementation in Education, Database and Multimedia Systems, Internet E-Mail and Web designing. So students are advised to collect and read as many books as they can. Here is given a list of some standard books for collection.

1. Rahman, M, L. & Hossain, M.A. (1998). *Computer Fundamentals*, Dhaka: Systech Publication.
2. Curtin, D, P., Sen, K., Morin, C. (1998). *Information Technology*, USA:McGraw Hill.
3. Salam, M,A. (2019). *Information Communication Technology in Education: Today and Tomorrow*. Dhaka: SAM Press and Publications.
4. Awad, E, M. (1999). *Systems Analysis and Design*, New Delhi: Galgotia Publications (p) Ltd.
5. Banu, S. (2000). *Computer and Internet: their Educational Uses*. Dhaka:Papyrus.
6. Recently Published software application based book,
7. Related websites.

১. Course Number and Title: LE-522: বাংলাদেশে ভাষা শিক্ষা পরিস্থিতি (The Situation of Language Education in Bangladesh)

২. ক্রেডিট ঘণ্টা: ৪

৩. কোর্সে রবর্ণনা

বাংলাদেশের ভাষা পরিকল্পনা, ভাষা পরিস্থিতি এবং শিক্ষায় বাংলা ভাষার ব্যবহার নিয়ে কোর্সটি গঠিত। বাংলা ভাষা বিতর্ক, ভাষা আন্দোলন এবং বিভিন্ন ক্ষেত্রে বাংলা ভাষা রব্যবহার সম্পর্কে কোর্সটিতে আলোচনা করা হয়েছে।

৪. কোর্সের উদ্দেশ্য

শিক্ষার্থীদের-

ক. বাংলাদেশের ভাষা পরিস্থিতি সম্পর্কে অবহিত করা।

খ. ভাষা পরিকল্পনা ও বাংলাদেশে বাংলা ভাষার অকস্মা সম্পর্কে অবহিত করা।

গ. বাংলাদেশের শিক্ষা ব্যবস্থার বাংলাভাষা গুরুত্ব সমাপর্কে ধারণা প্রদান করা।

ঘ. বাংলাদেশে বিদেশি ভাষা চর্চার প্রকৃতি সম্পর্কে অবহিত করা।

৫. কোর্সের বিষয়বস্তু

শিক্ষণ

ঘণ্টা

ইউনিট-১: বাংলাদেশে বাংলা ভাষা পরিস্থিতি (Language Situation in Bangladesh)

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শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

ক. বাংলাদেশে স্বাধীনতা পূর্ব এবং পরবর্তী ভাষা পরিস্থিতির তুলনামূলক আলোচনা করতে পারবে

খ. বিভিন্ন প্রেক্ষা পটে বাংলাদেশে ভাষা বিতর্কের কারণ এবং তার সমাধানগুলো বিশ্লেষণ করতে পারবে

গ. রাষ্ট্রভাষা হিসাবে বাংলা ভাষার উত্থানে ভাষা আন্দোলনের গুরুত্ব ব্যাখ্যা করতে পারবে

ঘ. সরকারি ও বেসরকারি প্রতিষ্ঠানে বাংলা ভাষার ব্যবহারের গুরুত্ব এবং গৃহীত পদক্ষেপ আলোচনা করতে পারবে

বিষয়বস্তু:

- স্বাধীনতা-পূর্ব ভাষা পরিস্থিতি (Situation of Bangla Language Before Independence)
- স্বাধীনত-উত্তর ভাষা পরিস্থিতি (Situation of Bangla Language after Independence)
- বাংলাদেশে ভাষা বিতর্ক: অর্থনৈতিক, সামাজিক, রাজনৈতিক ও সাংস্কৃতিক (Language Controversies in Bangladesh: Economic, Social, Political and Cultural)
- ভাষা-আন্দোলন ও বাংলাভাষা (Language Movement and Bangla Language)
- রাষ্ট্র ভাষা হিসেবে বাংলা (Bangla as a State Language)
- বাংলা ভাষা: সরকারি ও বেসরকারি পদক্ষেপ (Bangla Language: Government and Non-government Steps)
- সর্বস্তরে বাংলা ভাষার ব্যবহার প্রসঙ্গ: সরকারি ও বেসরকারি প্রতিষ্ঠান (Use of Bangla Language at all Levels: Government & Non-Government Organization)

ইউনিট- ২: ভাষা পরিকল্পনা (Language Planning)

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শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

ক. ভাষা পরিকল্পনার ধারণা ও প্রয়োজনীয়তা ব্যাখ্যা করতে পারবে

খ. ভাষা পরিকল্পনায় মাতৃভাষা, দ্বিতীয়ভাষা, রাষ্ট্র ভাষা ও বিদেশি ভাষার অবস্থান তুলে ধরতে পারবে

গ. এক ভাষিক, বহুভাষিক বিদেশি প্রভাবযুক্ত রাষ্ট্রে ভাষা পরিকল্পনার বিভিন্নতা আলোচনা করতে পারবে

ঘ. উন্নয়নশীল দেশে ভাষা পরিকল্পনার স্বরূপ আলোচনা করতে পারবে

বিষয়বস্তু:

- ভাষা পরিকল্পনা: ধারণা ও গুরুত্ব (Language Planning: Concept and Importance)
- ভাষা পরিকল্পনা ও মাতৃভাষা (Language Planning: and mother Tongue)
- একভাষিক ও বহুভাষিক রাষ্ট্রে ভাষা পরিকল্পনা (Language Planning in Monolingual and Multi-Lingual State)
- বিদেশি ভাষার প্রভাবযুক্ত রাষ্ট্রে ভাষা পরিকল্পনা (Language Planning in the State Influenced by foreign Languages)
- উন্নয়নশীল দেশে ভাষা পরিকল্পনা (Language Planning in Developing Country)
- ভাষা পরিকল্পনা ও বাংলাভাষা (Language Planning and Bangla Language)
- বাংলাদেশে ভাষা পরিকল্পনা (Language Planning in Bangladesh)

ইউনিট - ৩: বাংলাদেশের শিক্ষা ব্যবস্থার বাংলা ভাষা (Bangla Language in the Education System of Bangladesh)

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শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

- ক. বাংলা দেশের শিক্ষার বিভিন্ন স্তরে বাংলা ভাষা ও সাহিত্যের শিক্ষাক্রমের উপাদান ও প্রক্রিয়াগুলো ব্যাখ্যা করতে পারবে
- খ. শিক্ষাক্রমে বাংলা ভাষা ও সাহিত্য সংযোজন করে কোর্স ডিজাইনের পদ্ধতি আলোচনা করতে পারবে এবং কোর্স ডিজাইন বুঝতে পারবে
- গ. জাতীয় শিক্ষানীতি জাতীয় শিক্ষাকমিমনরিপোর্ট বাংলাভাষার অবস্থান বিশ্লেষণ করতে পারবে
- ঘ. শিক্ষার মাধ্যম হিসেবে বাংলা ভাষা ব্যবহারের সুবিধা ও অসুবিধা আলোচনা করতে পারবে
- ঙ. শিক্ষাক্ষেত্রে পরিভাষা ব্যবহার সংক্রান্ত সমস্যা আলোচনা করে সমাধান প্রস্তুত করতে পারবে

বিষয়বস্তু:

- শিক্ষার বিভিন্ন স্তরে বাংলা ভাষা ও সাহিত্যের শিক্ষাক্রম (Curricula of Bangla Language and Literature in Different Levels of Education)
- কোর্স ডিজাইন: শিক্ষাক্রমে বাংলাভাষা ও সাহিত্য (Course Design: Bangla Language and Literature in Curriculum)
- জাতীয় শিক্ষানীতিতে বাংলাভাষা (Bangla Language in National Education Policy)
- জাতীয় শিক্ষাকমিশন রিপোর্টে বাংলাভাষা (Bangla Language in National Education Commission Report)
- শিক্ষার মাধ্যম হিসেবে বাংলা ভাষার অবস্থান: সুবিধা ও অসুবিধা (Status of Bangla Language as a Medium of Instruction: Advantages and Disadvantages)
- শিক্ষাক্ষেত্রে পরিভাষা: সমস্যা ও সমাধান(Terminology in Education: Problems and solutions)

ইউনিট-৪: বাংলাদেশে বিদেশি ভাষাচর্চা (Foreing Language practics in Bangladesh)

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শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

- ক. বাংলাদেশে বিদেশি ভাষা শিক্ষার অবস্থা বিশ্লেষণ করতে পারবে
- খ. বিশ্ব শ্রম বাজার এবং অর্থনৈতিক বিবেচনায় বাংলাদেশে বিদেশি ভাষা শিখনের অবস্থান এবং প্রয়োজনীয়তা ব্যাখ্যা করতে পারবে।
- গ. বাংলা ভাষার বিদেশি ভাষার এবং সাংস্কৃতিক বিপর্যয়ের প্রভাব বিশ্লেষণ করে আলোচনা করতে পারবে

বিষয়বস্তু:

- শিক্ষা ও বিদেশি ভাষা বাংলাদেশে বিদেশি ভাষা শিক্ষার বর্তমান অবস্থা (Education and Foreign Languages)
- বিশ্ব শ্রমবাজার ও বাংলাদেশে বিদেশি ভাষা শিখন (Present Situation of Foreign Languages Practice in Bangladesh)
- বাংলা ভাষায় বিদেশি ভাষার প্রভাব (Influence of Foreign Languages on Bangla Language)

- সাংস্কৃতিক বিপর্যয় ও বাংলা ভাষার ভবিষ্যত (Cultural Threat and Prospect of Bangla)

৬. **Instructional Strategies**

- a. Lecture
- b. Group Discussion
- c. Reading
- d. Library work and students Participation in the classroom

৭. **Assessment**

Marks (%)

- a. One In-course examination 10
- b. Students' analytical and reflective work 40
(combination of at least two of tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
- c. Course final Examination (MCQ+Essay Type) 10+40= 50

৮. **সহায়ক গ্রন্থ**

১. মনসুর মুসা (১৯৮৪), ভাষা পরিকল্পনা ও অন্যান্য প্রবন্ধ, মুক্ত ধারা, ঢাকা।
২. মনসুর মুসা (১৯৯৫), বাংলা পরিভাষা: ইতিহাস ও সমস্যা, বাংলা একাডেমি, ঢাকা।
৩. মনসুর মুসা (১৯৯৫), বাংলাদেশের রাষ্ট্র ভাষা, বাংলা একাডেমি, ঢাকা।
৪. আহমদ শরীফ (১৯৮৬), বাংলা ভাষা সংস্কার আন্দোলন, বাংলাদেশ ভাষা সমিতি, ঢাকা।
৫. আনম বজলুর রশীদ (১৯৯৪), মাতৃভাষা শিক্ষণ, বাংলা একাডেমি, ঢাকা।
৬. ACTFL. (1997). National standards in foreign language education. Yonkers: American Council on the Teaching of Foreign Languages

1. Course Number and Title: LE-523: Bangla as a Second and Foreign Language

2. Credit Hours: 4

3. Course Description

This is a Bangla Language course for the students of Language Education. This course comprises of the key concepts of Bangla Language as second and foreign language, the status of Bangla in the global world, the necessity of Bangla language both within and outside the country and also raises the necessary research questions regarding the core concept.

4. Course objectives

The objectives are to help to learners to:

- a. Students will understand and comprehend the status of Bangla as a second language within the country.
- b. Students will understand and comprehend the status of Bangla as a foreign language in the global world.
- c. Students will develop in depth knowledge of second language acquisition theories.
- d. Students will develop in depth knowledge of foreign language learning theories.
- e. Students will be able to conduct mini survey to assess and analyze the need of Bangla as second and foreign language.

**1. Course Content
Hours**

Contact

Unit-1: Bangla as a Second and Foreign Language

8

Learning outcomes

At the end of this unit learners will be able to–

- a. explain the situation and status of Bangla language in world language in global content
- b. analyze the importance and prospect of Bangla language in world economy
- c. co-relate and explain the status of Bangla language in international organization to maintain international relationship
- d. exchange ideas of Bangla as a second language within the country
- e. relate International mother language day and Bangla language

Content:

- Bangla and the globalized world
- Status of Bangla in world language
- Importance of Bangla in world economy and international Trade
- Bangla language learning and booming economy of Bangladesh
- International relationship and Bangla
- Status of Bangla in UN and Other World Organizations
- International mother language day and Bangla
- Tribal and indigenous people of Bangladesh

Unit-2: Necessity of Second and Foreign Language

8

Learning outcomes

At the end of this unit learners will be able to–

- a. explain the nature and origin of learning Bangla as a second language
- b. analyze and synthesize the need and content of Bangla as a foreign language
- c. explain the constitution and policy related to Bangla as a second or foreign language

Content:

- A history of language learning
- The nature and origins of second and foreign language learning.
- Context of Bangla as a second language within the country
- Need analysis of Bangla as a foreign language
- Constitutional issues regarding Bangla as a second or foreign language
- Policy related to Bangla as a second or foreign language

Unit-3: Issues in Second and Foreign Language Learning

8

Learning outcomes

At the end of this unit learners will be able to—

- a. compare and contrast between second and foreign language learning
- b. explain the relation of language acquisition, learning and teaching
- c. analyze competence, performance and the important aspect of second or foreign language learning

Content:

- Second and foreign language learning: Compare and contrast
- Language acquisition, language learning and language teaching
- Competence and performance
- Accuracy and fluency
- Comprehension and production
- Imitation and practice

Unit-4: Learning theories of second language and foreign language

8

Learning outcomes

At the end of this unit learners will be able to—

- a. explain different theories of language learning
- b. analyze different approaches of language learning
- c. present factors influencing second foreign language learning

Content:

- Six theories of Second Language Acquisition
 - ✓ The Acculturation Model.
 - ✓ Accommodation Theory
 - ✓ Discourse Theory
 - ✓ The Monitor Model
 - ✓ The Variable Competence Model
 - ✓ The Universal Hypothesis
- The Natural Approach and Language Acquisition.
 - ✓ The Acquisition/Learning Hypothesis.
 - ✓ The Monitor Hypothesis.
 - ✓ The Natural Order Hypothesis.
 - ✓ The Input Hypothesis.
 - ✓ The Affective Filter Hypothesis.

- Factors which influence Second Language Acquisition
 - ✓ Second Language Aptitude
 - ✓ The Role of the First Language
 - ✓ Routines and Patterns.
 - ✓ Individual Variation
 - ✓ Age Differences

Unit-5: Challenges of Bangla as The Second or foreign language

8

- a. analyze different challenges of Bangla as a second or foreign language
- b. conduct mini research to prescribe solution to problems
- c. analyze the need of developing policy for Teaching Bangla to the speakers of other languages

Content:

- Context of Bangla as a second language within the country
- Challenges faced by learners groups of Bangla as a second language
- Possible areas of research
- Possible solution to the challenges
- Researching and disseminating the history and glory of Bangla language globally
- Researching the need of developing policy and formal education for "Teaching Bangla to The Speakers of Other Languages."

6. Instructional Strategies

- a. Lecture
- b. Group Discussion
- c. Reading
- d. Library work and students Participation in the classroom

7. Assessment

Marks (%)

- | | |
|---|-----------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(combination of at least two of tasks (i) assignment, (ii) project,
(iii) term paper, (iv) presentation, (v) review paper, (vi) field work) | 40 |
| c. Course final Examination (MCQ+Essay Type) | 10+40= 50 |

8. References

1. Widdorson, H.G. (1990), Aspects of Language Teaching, Oxford University Press, Oxford.
2. Stern, H.H. (1990), Issues and Options in Language Teaching, Oxfrud University Press, Oxford.
3. Lersen-Freeman, D. (1990), Techniques and Principles Language Teaching, Oxford University Press, Oxford.
4. Dubin, F. and Olshtain, E. (1986), Course Design, Cambridge University Press, Cambridge.
5. Douglas Broun, H. (2000), Principles of Language Learning and Teaching, Sen Francisco State University.
6. Brown, H. D. (2000). *Principles of language learning and teaching*, San Francisco State University.

7. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
8. Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
9. Dörnyei, Z. (2009). *The psychology of second language acquisition*: Oxford University Press Oxford.
10. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (pp. 269-293). Harmondsworth: Penguin. [-3-]
11. Ingram, D. (1989). *First language acquisition: Method, description and explanation*. Cambridge university press.
12. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

১. Course Number and Title: LE-524: ভাষা ও সাহিত্যে জরিপ (Survey in Language and Literature)
২. ক্রেডিটঘণ্টা: ৪
৩. কোর্সের বর্ণনা
ভাষা শিক্ষা বিভাগের নন-থিসিস গ্রুপের জন্য এই কোর্সটি অন্তর্ভুক্ত করা হয়েছে। ভাষা ও সাহিত্য ক্ষেত্রে একটি সমসাময়িক বিষয় নিয়ে শিক্ষার্থীরা সংশ্লিষ্ট বিষয়ের তাত্ত্বিক জ্ঞানের প্রয়োগের মাধ্যমে একটি জরিপ করবে।
৪. কোর্সের উদ্দেশ্য
শিক্ষার্থীদের-
 - বাস্তবে ভাষা ও সাহিত্যে জরিপকার্য পরিচালনা করবার জন্য দক্ষ করে তোলা।

1. Course Number and Title: LE-508: Internship

2. Credit Hours: 8

3. Course Description

This is an internship course for the students of Language Education. It intends to provide learners with practical experiences in one or more areas of Language Education programme or project. The concerned learners will work for six months in an organisation under the supervision and guidance of experienced officers/teachers/managers/administrators of the respective organization. The learner ultimately will come up with an individual 'product' or 'internship report' on the selected area of program or project.

4. Course objectives

The objectives of the course are to:

- a. achieve practical experience of working in any organization
- b. develop the skills analysing strengths, weaknesses, opportunity and threats (SWOT) of Language Education related activities of an organisation.
- c. acquire the capabilities, techniques and skill of writing a report independently on Language Teaching-Learning activities of the organisation which the learners are attached with.

5. Activities

- Taking part in development of Language curriculum for both primary, secondary and tertiary levels
- Developing instructional materials
- Developing training modules, teachers' guide
- Taking part in research activities of the organisation
- Observing the environmental and nature of activities of the organization and collecting pertinent information about the organization
- Designing Language Education related projects or programmes
- Developing an internship report about the organization highlighting the experience as an internee and analysing SWOT.

6. Supervision

Each student will perform his/her activities under the joint supervision of one of the teachers of Department of Language Education (LE) and one professional of the organization.

7. Assessment

	Total Marks: 200
a) Performance assessed by the external supervisor (Professional of the organization/institute)	50 Marks
b) Performance assessed by the internal supervisor (teacher of LE)	70 Marks
c) Internship Report	60 Marks
d) Viva-Voce	20 Marks