

1. Course Number and Title: ED-501: Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help develop the understanding, insights and competency of the learners in a global perspective. Through acquainting them with successful education practices, contemporary educational events, trends and issues, challenges and education system of selected countries. Through this course the learners will be able to develop skills and generate ideas to adopt pragmatic changes ensuring quality education in Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with the contemporary educational events, trends, reforms and innovations across the globe.
- b. recognize the diversity of educational development and challenges in the world.
- c. acquire the skills of adapting successful practices in the areas of andragogy, pedagogy, management, curriculum and assessment.
- d. introduce to the educational activities of some selected organisations locally and globally.
- e. acquaint with the contemporary education systems and developments in the field of education of some selected countries.
- f. acquire the skills of collecting and compiling information, preparing and presenting reports and searching out the lessons to be learnt from other practices.

5. Course Content

Contact Hours

Unit-1: Conceptualizing Educational Change in Global Perspective

5

Learning Outcomes

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

- a. describe the concept of global change
- b. explain the relationship between global change and education
- c. analyze the implications of recent trends of global change into education

Content:

- Historic milestones (pre-modern,, modernism, colonialism, postmodernism, globalization)
- Relationship between global change and education
- Globalization: Global education, Internation education

Unit-2: Global declarations and national commitments

5

Learning Outcomes

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

- a. describe different international declarations on education
- b. review different global and national declarations
- c. examine implications of global and national commitments in Bangladesh context

Content:

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Policy-borrowing

- Constitution of Bangladesh, Education Commissions (1972-----2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan

Unit-3: Global and National Progress in Education

5

Learning Outcomes

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

- a. identify and describe Global and National Progress Indicators in Education
- b. compare and contrast global and national education progress

Content:

- International Educational Progress: UNESCO-GMR, WB's Report, ADB's Report, UNDP-HDI Report, SGD's Progress Report, OECD (PISA), TIMSS, UNICEF-WCR, SAARC, GCED
- Global Citizenship Education (GCED)- Values, Principles, Implementation Strategies
- Internationalization of Education: Concept, Criteria, Politics
- Higher Education Ranking: Ranking organizations, criteria, impact, politics and status of education in Bangladesh and challenges, Higher education strategic plan in BD
- National Educational Progress: Review of Various Reports (ASPR, BANBEIS's Planning Commission, PEDP, SESIP, CAMPE-Education Watch, CPD, TIB), Current Status of Education in Bangladesh etc, Competencies and skill framework

Unit-4: Paradigm Shift in Educational Practices

5

Learning Outcomes

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

- a. analyze the recent trends of educational changes
- b. identify change factors that can be replicated in Bangladesh context

Content:

- Innovation in Pedagogy and Andragogy
- Shift in T-L: Participatory and Interactive Teaching Learning Education Management (PBM, PMM), Assessment, Personalized learning
- Monitoring and Mentoring
- Quality Education: concept, indicators, qualification framework, status, challenges
- 21st centry framework

Unit-5: Organizations working on Education

5

Learning Outcomes

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

- a. describe and compare operational models of different leading organizations working in the field of education
- b. identify good and best practices that can be scaled up in Bangladesh context

Content:

UNICEF, UNESCO, DfID, JICA, Plan Bangladesh, Save the Children, USAid, AusAid, ILO, EU, CIDA, SIDA, British Council, BRAC, CAMPE, GE, JC, A2i

Unit-6: Successful Education Practices in Selected Countries

5

Learning Outcomes

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

- a. describe and compare the education system of different countries
- b. identify unique model/s for adaptation in Bangladesh

Content:

- Asia : India, Bhutan, Singapore, Sri Lanka, Japan, Hong Kong, Malaysia, China
- Europe : UK, Finland, Norway
- North America : USA, Canada
- Africa : South Africa
- Australia : Australia, NZ

Unit-7 Global Connection in Education

5

Learning Outcomes

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

- a. conduct research in collaborative approach
- b. find suitable scholarship and research fund
- c. network through ICT and professional forum
- d. prepare proposal for educational research

Content:

- Career in Education
- HE Scholarships and fund
- Collaborative research initiatives
- Networking through ICT (LinkedIn, FB, Youtube, Academia, Research Gateway etc.)
- Education Research/ Proposal Development

6. Instructional Strategies

- a. Lecture
- b. Group work
- c. Organization visit
- d. Document review
- e. Presentation
- f. Proposal development

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. UNESCO (1996), Learning: The Treasure Within, Report of the International, Commission on Education for the Twenty-first Century, Paris
2. UNESCO (2000), শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ, ঢাকা।
3. Unicef, The State of the World Children (latest issue), Unicef House, USA
4. UNDP, Human Resource Development Report (latest).
5. UNESCO, Education for all: The Quality Imperative (latest), Paris.

6. UNESCO, World Education Reports.
7. Sen, A. (2006). Identity and Violence: Illusion of Destiny, Penguin Group.
8. World Bank, Reports on Education and World Development Reports.
9. Reports of different organizations on Educational Practices.
10. Cumming, W,K, McGinn, N.F. (1997), International Handbook of Education and Developments: Preparing School, Students and Nations for the 21st Century, Oxford (UK): Pergamon.
11. Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Pairs.
12. UNESCO, Education for all: The Quality Imperative, 2004. IIEP/Pairs.
13. UNESCO, Global Monitoring Report Education for all, UNESCO/IIEP, Pairs..
১৪. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
15. United Nations – 21st century skills framework
16. UNESCO, GCED Documents.
17. Related Websites.

1. Course Number and Title: ED-504: Methods and Techniques of Educational Research

2. Credit Hour: 4

3. Course Description

This course is designed to assist learners for expanding their knowledge and skills in educational research with an in-depth understanding and practical experiences. The course discusses well-known theories and practices related to researching educational problems. This facilitates students' ability for selecting appropriate research problem, developing research tools, selecting appropriate strategies for collecting, processing, analyzing and interpreting findings. The out of classroom activities include designing and conducting a small scale study followed by a report submission.

4. Course objectives

The objectives are to help learners to:

- a. to assist students in understanding the terminology and methodology of educational research.
- b. to help students appreciate the importance of carefully planned, well executed, and systematically reported educational research.
- c. to provide students with experiences necessary for developing skills in the various aspects of collecting, interpreting and reporting data following quantitative and qualitative approaches.
- d. to provide students experiences necessary for carrying out a study independently in a particular field of education.
- e. to help them acquiring skills for writing research report.

5. Course Content

Contact Hours

Unit-1: Philosophical Worldviews in Research

5

Learning Outcomes

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

- a. identify the nature of philosophical views of research
- b. select appropriate philosophical vies for their study

Content:

- Major philosophical worldviews/research paradigms: (i) Positivism/Post-positivism; (ii) Interpretivism/constructivism; (iii) Advocacy/participatory; and (iv) Pragmatism
- Essential elements of a worldview: ontology; epistemology, axiology and so on.
- Role of worldviews in educational research
- Applying worldviews for selecting educational research designs

Unit-2: Developing Theoretical and Conceptual Framework of a Research

5

Learning Outcomes

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

- a. identify the theoretical and conceptual framework of a study
- b. develop any theoretical and conceptual framework for their study

Content:

- Meaning of Theoretical and Conceptual framework

- Importance and use of Theoretical and Conceptual framework
- Examples from real world research

Unit-3: The Selection of Research Design for Educational research **5**

Learning Outcomes

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

- a. identify a researchable problem in education
- b. select appropriate research design for their study with justification.

Content:

- Recapitulate research designs
- Identify real world educational problem
- Select appropriate research design with justification
- Complexity in selecting research design

Unit-4: Sample and Sampling **5**

Learning Outcomes

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

- a. estimate appropriate sample size for their study
- b. use appropriate sampling technique for selecting a sample

Content:

- Recapitulate the concept of sample and sampling
- Sample size estimation with using statistical formula
- Select appropriate sampling techniques (quantitative and qualitative research) with justification
- Complexity in selecting sampling techniques

Unit-5: Construct Research Tools **5**

Learning Outcomes

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

- a. select appropriate data collection tool/s for quantitative data
- b. select appropriate data collection tool/s for qualitative data.

Content:

- Questionnaire: Nature, types, purpose, construction, scopes and limitations
- Interview: Nature, types, purpose, construction, scopes and limitations
- Observation: Nature, types, purpose, construction, scopes and limitations
- Scales: Nature, types, purpose, construction, scopes and limitations
 - Likert Scales
 - Thurston Scales
- Psychological tests: Nature, types, purpose, construction, scopes and limitations
- Focus Group Discussion: Nature, purpose, construction, scopes and limitations, conduction
- Sociometry: Nature, purpose, construction, scopes and limitations
- Validity, reliability and usefulness of tools

Unit-6: Validity and Reliability of Results in Quantitative, Qualitative and Mixed Research **5**

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. measure validity and reliability of quantitative data
 - b. measure validity and reliability of qualitative data.

Content:

- Validity issues in the research design
- Causal Relationships
- Internal and External validity for quantitative, qualitative and mixed research

Unit-7: Analyzing the Data: Descriptive and Inferential Statistics

5

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. analyze quantitative data using statistical techniques
 - b. test hypothesis using appropriate test.

Content:

- Concept of analysis with examples from practical data
 - Univariate: Types, scope and computation
 - Bivariate: Types, scope and computation
 - Multivariate: Types, scope and computation
- Use of descriptive statistics: frequency distribution; measures of central tendency and variation; shape of distribution- symmetric and asymmetric
- Bivariate data analysis: simple correlation, scatter plot – displaying correlation between two variables; product moment method
- Simple and multiple linear regression analysis: concept and use
- Regression model: concept and use
- Use of inferential statistics: (a) Point estimation (hypothesis testing) and (b) interval estimation
 - (a) Test of hypothesis: (i) Parametric tests: t-test, Z-test, F-test; (ii) Non-parametric test: Chi-Square test and others;
 - (b) Confidence interval: concept and use

Unit-8: Data Interpretation of Qualitative and Quantitative Data

5

Learning Outcomes

- At the end of this unit the learners will be able to-
- a. interpret quantitative results;
 - b. interpret qualitative results.

Content:

- Concept of data interpretation and its importance
- Quantitative data interpretation with examples
- Qualitative data interpretation with examples

Unit-9: Writing the Research Report

5

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. format a research report following particular style
 - b. evaluate a research report.

Content:

- Importance of reporting research results
- Format of research report: (i) Various aspects of a report, (ii) Different chapters, (iii) Pagination, (iv) Tables and figures, (v) Writing style and language, (vi) Referencing
- Evaluating a research report: Purpose of evaluation; Guidelines and checklist for evaluating a research report

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group discussion
- c. Guided study: Read and evaluate research articles
- d. Case studies
- e. Field work
- f. Library work and students participation in the class

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. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
2. Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
3. Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
4. Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
5. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
6. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
7. Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
8. Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
9. Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
10. Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
11. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
12. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
13. Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
14. Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University

15. Kothary, C. R. (2005). *Research Methodology*, New Delhi: New Age International Publishers.
16. McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
17. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Articles

18. Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2), 112-131. Available at: <http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.9>.
19. Aliyu, A. A., Singhry, I. M., Adamu, H. & Abubakar, M. M. (2015). Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception. *Mediterranean Publications & Research International on New Direction and Uncommon*, 2(1). Available at: <https://www.researchgate.net/publication/318721927>.
20. Doyle, L., Brady, AM, & Byrne, G. (2016). An overview of mixed methods research – revisited. *Journal of Research in Nursing*, 21(8), 623-635. DOI: 10.1177/1744987116674257.
21. Doyle, L., Brady, AM, & Byrne, G. (2009). An overview of mixed methods research. *International Journal of Research in Nursing*, 14(2), 175-185. DOI: 10.1177/1744987108093962.
22. Kivunja, C. & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 9-19. Available at: <http://dx.doi.org/10.5539/elt.v5n9p9>.

১. **Course Number and Title: LE-519: ভাষাশিক্ষা ও প্রথম ভাষা আয়ত্তীকরণ (Language Education and First Language Acquisition)**

২. ক্রেডিটঘণ্টা: ৪

৩. কোর্সের বর্ণনা

এই কোর্সে ভাষাশিক্ষা, শিক্ষা ভাষাবিজ্ঞান, ভাষাশিক্ষার সাথে ভাষাবিজ্ঞানের বিভিন্ন শাখার সম্পর্ক, ভাষা আয়ত্তীকরণের বিভিন্ন তত্ত্ব ও এ্যাপ্রোচ এবং ভাষা আয়ত্তীকরণের সমস্যা সম্পর্কে আলোচনা করা হয়েছে।

৪. কোর্সের উদ্দেশ্য

শিক্ষার্থীদের-

ক. ভাষা আয়ত্তীকরণ সম্পর্কে অবহিত করা।

খ. ভাষাশিক্ষার সাথে ভাষাবিজ্ঞানের বিভিন্ন শাখার সম্পর্ক নিরূপণ করা।

গ. প্রথম ভাষা আয়ত্তীকরণের বিভিন্ন তত্ত্ব ও এ্যাপ্রোচ এর সাথে পরিচিত করা।

ঘ. প্রথম ভাষা আয়ত্তীকরণে বিভিন্ন অসঙ্গতি ও প্রতিকার সম্পর্কে ধারণা প্রদান করা।

৫. কোর্সের বিষয়বস্তু

শিক্ষণ ঘণ্টা

ইউনিট-১: ভাষাশিক্ষা পরিচিতি (Introduction to Language Education)

৮

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

ক. ভাষাশিক্ষার ধারণা ও বৈশিষ্ট্য বিশ্লেষণ করতে পারবে

খ. ভাষা আয়ত্তীকরণ, শিখন এবং শিক্ষণের তুলনামূলক আলোচনা করতে পারবে

গ. ভাষা শিক্ষণ শিক্ষা ভাষাবিজ্ঞানের ধারণা সম্পর্ক এবং বিস্তৃতি ব্যাখ্যা করতে পারবে

বিষয়বস্তু:

- ভাষা ও শিক্ষা (Language and Education)
- ভাষাশিক্ষা: ধারণা ও বৈশিষ্ট্য (Language Education: Concept and Characteristics)
- ভাষা আয়ত্তীকরণ, ভাষাশিখন ও ভাষাশিক্ষণ (Language Acquisitions, Language Learning and Language Teaching)
- ভাষাবিজ্ঞান ও শিক্ষা ভাষাবিজ্ঞান: ধারণা ও পরিধি (Linguistics and Educational Linguistics: Concept and Scope)

ইউনিট-২: ভাষাবিজ্ঞানের ক্রমবিকাশ এবং শাখাসমূহ (Development of Linguistics and its branches) ও

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

ক. ভাষাবিজ্ঞানের ক্রমবিকাশ আলোচনা করতে পারবে

খ. ভাষাবিজ্ঞানের শাখাসমূহ ব্যাখ্যা করতে পারবে

বিষয়বস্তু:

- ভাষাবিজ্ঞানের ক্রমবিকাশ (Development of Linguistics)
- প্রধান শাখাসমূহ: ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব ও অর্থতত্ত্ব (Main Branches: Phonology, Morphology, Syntax and Semantics)

- অন্যান্য শাখাসমূহ: ভৌগলিক, ভাষাতত্ত্ব, অভিধানবিজ্ঞান, লিপিবিজ্ঞান, শৈলীবিজ্ঞান, উপভাষাবিজ্ঞান, সমাজভাষাবিজ্ঞান, মনোভাষাবিজ্ঞান, ফলিতভাষাবিজ্ঞান (Other Branches: Geolinguistics, Lexicography, Grzphics, Stylistics, Dialectology, Socio-linguistics, Psycholinguistics and Applied Linguistics)
- ধারণা ও বৈশিষ্ট্য (Concept and Characteristics)

ইউনিট-৩: প্রথম ভাষা আয়ত্তীকরণ (First Language Acquisition)

৯

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

- ক. প্রথম ভাষা আয়ত্তীকরণের তথ্যসমূহ ব্যাখ্যা করতে পারবে
- খ. প্রথম ভাষা আয়ত্তীকরণের এ্যাপ্রোচসমূহ সম্পর্ক বিশ্লেষণ করতে পারবে
- গ. জ্ঞান ও ভাষা বিকাশের সম্পর্ক আলোচনা করতে পারবে

বিষয়বস্তু:

- প্রথম ভাষা আয়ত্তীকরণ তত্ত্ব (Theories of First Language Acquisitions)
- প্রথম ভাষা আয়ত্তীকরণ এ্যাপ্রোচ (Approaches to First Language Acquisitions)
 - আচরণিক এ্যাপ্রোচ (Behaviouristic Approach)
 - দেশজ এ্যাপ্রোচ (Nativist Approach)
- জ্ঞান এবং ভাষাবিকাশ (Cognition and Language Development)
 - সামাজিক মিথস্ক্রিয়া ও ভাষাবিকাশ (Social Interaction and Language Development)

ইউনিট-৪: প্রথম ভাষা আয়ত্তীকরণে বিবেচ্য বিষয় (Issues in First Language Acquisition)

৮

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

- ক. ভাষা আয়ত্তী করণের বিবেচ্য বিষয়সমূহের সম্পর্ক বিশ্লেষণ করতে পারবে
- খ. ভাষা সামর্থ্য ও পারদর্শীতা ব্যাখ্যা ও উপস্থাপন করতে পারবে

বিষয়বস্তু:

- সামর্থ্য ও পারদর্শীতা (Competence and Performance)
- উপলব্ধি ও উৎপাদন (Competence and Production)
- ভাষাবিশ্ব জর্নীনতা (Universals)
- প্রণালীবদ্ধতা ও বৈচিত্র্য (Systematicity and variability)
- ভাষা ও চিন্তন (Language and Thought)
- অনুকরণ (Imitation)
- অনুশীলন (Practice)

ইউনিট-৫: ভাষা আয়ত্তীকরণে অসঙ্গতি ও প্রতিকার (Disorders in language Acquisition and

Intervention)

৯

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা—

- ক. ভাষা আয়ত্তীকরণের অসঙ্গতিসমূহ উদাহরণসহ ব্যাখ্যা করতে পারবে
- খ. ভাষা আয়ত্তীকরণের অসঙ্গতিগুলোর প্রথাগত এবং নতুন প্রতিকার ব্যবস্থা বিশ্লেষণ ও উপস্থাপন করতে পারবে

বিষয়বস্তু:

- ভাষা আয়ত্তীকরণে অসঙ্গতি
 - বাক সঞ্চালন অসঙ্গতি (Motor Speech Disorders)
 - ধ্বনিতাত্ত্বিক অসঙ্গতি (Phonological Disorders)
 - কণ্ঠস্বর অসঙ্গতি (Voice Disorders)
 - তোতলামি সমস্যা (Stuttering Disorders)
 - স্নায়ু-সঞ্চালন বাচনিক অসঙ্গতি (Neuromotor Speech Disorders)
 - স্মৃতিলোপ সম্পর্কিত অসঙ্গতি (Aphasia and Related Disorders)
- প্রতিকারমূলক ব্যবস্থা (Intervention Procedures)
 - কথন ও ভাষাগত থেরাপি (Speech Language Therapy)
 - কথন ও প্রশিক্ষণ (Speech Training)
 - ধ্বনিতাত্ত্বিক সংশোধন (Phonetic Correction)
 - বিকল্প যোগাযোগ কৌশল (Alternative Communication Techniques)

৬. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. library work and students participation in the class

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. Order, P. Penguin (1973), *Introducing/Applied Linguistics*.
২. Widdorson, H.G. (1990), *Aspects of Language Teaching*, Oxford University Press, Oxford.
৩. Stern, H.H. (1990), *Issues and Options in Language Teaching*, Oxford University Press, Oxford.
৪. Larsen-Freeman, D. (1990), *Techniques and Principles Language Teaching*, Oxford University Press, Oxford.
৫. Dubin, F. and Olshtain, E. (1986), *Course Design*, Cambridge University Press, Cambridge.
৬. Douglas Broun, H. (2000), *Principles of Language Learning and Teaching*, San Francisco State University.
৭. Brown, H. D. (2000). *Principles of language learning and teaching*, San Francisco State University.
৮. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
৯. Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.

১০. Dörnyei, Z. (2009). *The psychology of second language acquisition*: Oxford University Press Oxford.
১১. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (pp. 269-293). Harmondsworth: Penguin. [-3-]
১২. Ingram, D. (1989). *First language acquisition: Method, description and explanation*. Cambridge university press.
১৩. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
১৪. ড. রামেশ্বরশ' (২০০৪), সাধারণ ভাষাবিজ্ঞান ও বাংলাভাষা, পুস্তক বিপণী, কলকাতা।
১৫. মনসুর মুসা (১৯৮৪), ভাষাচিন্তা প্রসঙ্গ ও পরিধি, বাংলা একাডেমি, ঢাকা।

1. Course Number and Title: LE-521: ICT and Language Research

2. Credit Hours: 4

3. Course Description

This is a Research and ICT related Language course for the students of Language Education. This course comprises of a brief history of the development of Language Research with ICT. It also focuses on the contemporary ICT tools used in language teaching-learning and language research highlighting the skills of language.

4. Course objectives

The objectives are to help learners to:

- a. Students will understand and comprehend the necessity of contemporary language research practice.
- b. Students will develop knowledge to conduct language research with ICT.

5. Course Content

Contact Hours

Unit-1: Language Research: An overview

8

Learning Outcomes

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

- a. explain Language Research and future trends of Language Research with ICT
- b. describe History of Language Research

Content:

- Language Research: Definition, Areas, Scopes and variations
- History of Language Research
- Language Research in the 21st century
- Future Trends of Language Research with ICT
- Importance of Language Research

Unit-2: Language Research in Bangladesh

8

Learning Outcomes

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

- a. explain theories of Language Research
- b. explain constitutional issues regarding ICT in Language Education of Bangladesh

Content:

- History, Concept, Theory, Application, Pros and Cons.
- Incorporation of ICT Research in Bangladesh
- Need analysis of advancement of ICT in Language Education of Bangladesh
- Constitutional issues regarding ICT in Language Education of Bangladesh
- Policy related to ICT in Language Education of Bangladesh

Unit-3: Theoretical Underpinning of ICT tools in language Research

8

Learning Outcomes

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

- a. develop tools in Language Research

- b. apply different methods of techniques in Language Research

Content:

- Contemporary ICT theories for language learning
- Different Areas of Language Research
 - Sociolinguistics, Psycholinguistics, Applied Linguistics
 - Teaching Language through Literature
- ICT tools for Language Research
 - Mobile Learning
 - Cloud computing
 - One-to-One computing
 - Ubiquitous learning
 - Gaming
 - Personalized learning
 - Redefinition of learning spaces
 - Teacher-generated open content
 - Smart portfolio assessment
 - Teacher managers/mentors
 - Social Networking Platforms

Unit-4: KSA-based ICT Research in Language Education

8

Learning Outcomes

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

- a. describe the KSA-based ICT Research in Language Education
- b. explain sociological consideration and psychological factors in Language Research

Content:

- Reading, writing, speaking, listening
- 21st Century Skills
- Sociological Consideration
- Psychological Factors

Unit-5: Scopes of Language Research with ICT

8

Learning Outcomes

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

- a. explain scopes of Language Research with ICT
- b. explain Prime concern of First language, Second language and Foreign language research with ICT

Content:

- Planning, designing and conducting language research with ICT
 - Problem Identification
 - Literature Review
 - Sampling, Instrument and Data analysis
 - Generating implications

- Prime concern of First language research with ICT
- Prime concern of Second language research with ICT
- Prime concern of Foreign language research with ICT
- Research on Language teaching-learning with ICT
- Language Research and e-learning

6. Instructional Strategies

- Lecture
- Group Discussion
- Reading
- 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

Muka_ovský, Jan (1970), "Standard Language and Poetic Language" in *Linguistics and Literary Style*, ed. Donald C. Freeman. New York: Holt, Rinehart and Winston.

Scott, Michael (1999), *WordSmith Tools (Version 3.0)*. Oxford: Oxford University Press.
Widdowson, H. G. (1975), *Stylistics and the teaching of literature*. Harlow: Longman.

Yin, R. K. (2003), *Case study research: Design and methods*. Third edition. Thousand Oaks, CA: Sage.

Petermode, U. F. &Ibeh, J. (1992), *Research methods in education*. Lagos, Nigeria: Johnson Publishing.

Kern, R., &Warschauer, M. (2000). Introduction: Theory and practice of networkedbased language teaching. In M. Warschauer& R. Kern (Eds.), *Network-based Language Teaching* (pp.1-19). Cambridge: Cambridge University Press.

Van der Linden, E. (1993). Does feedback enhance computer-assisted language learning? *Computers and Education*, 21(1/2), 61-66.

Stoks, G. (1993). Integrating new technologies into the modern language curriculum. *CALICO Journal*, 11(1), 76-93.

Barnbrook, Geoff (1996), *Language and Computers*. Edinburgh: Edinburgh University Press.

1. Course Number and Title: LE-522: Curriculum and Language Education

2. Credit Hours: 4

3. Course Description:

This is a Curriculum related Language course for the students of Language Education. This course comprises of a detailed discussion of curriculum relating language education at different level. It also focuses on the contemporary curriculum styles used in language teaching-learning highlighting four skills of language.

4. Course Objectives

The objective are to help learners to:

- a. Students will understand and comprehend the relation of curriculum and language studies.
- b. Students will develop in depth knowledge of contemporary curriculum design practice in Language Education.
- c. Students will develop profound understanding of Knowledge, Skills and Attitude applicable in developing curriculum for language teaching-learning.
- d. Students will be able to plan and design curriculum in the field of language teaching and learning.

5. Course Content

Contact Hours

Unit 1: Curriculum and Language Education

5

Learning Outcomes

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

- a. define curriculum and language education
- b. explain the relationship of curriculum and language education
- c. analyze the scope and focus of curriculum and language education
- d. discuss different types of curriculum and their features used for language education

Content:

- Definition of curriculum and language education
- Theoretical aspects of curriculum and language education
- Scope of curriculum and language education
- Focus of curriculum and language education
- Variation of curriculum and language education
- Advancement of Language Education Need Based Curriculum

Unit 2: KSA in Language Education: History, Concept, Theory, Application, Pros and Cons.

7

Learning Outcomes

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

- a. correlate KSA and the curriculum of Language Education
- b. explain the importance of KSA in developing the curriculum of Language Education
- c. analyze the context of KSA within the country and in global perspective in the curriculum of language education
- d. discuss the implementation of KSA in developing the curriculum of Language Education
- e. implement KSA in developing the curriculum of Language Education

Content:

- History of applying KSA in Language Education
- Development of KSA in Language education
- Context of KSA within the country and in global perspective
- Implementation of Knowledge in Language education
- Implementation of Skill in Language education
- Implementation of Attitude in Language education

Unit 3: Developing Curriculum of Primary Level Language Education 8**Learning Outcomes**

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

- a. compare and contrast Competency based curriculum and KSA in language education
- b. explain the scope and focus of KSA in Curriculum of primary level education for Listening and Speaking
- c. analyze the features of KSA in Curriculum of primary level education for Reading and writing

Content:

- Competency based curriculum and KSA
- KSA in Curriculum of primary level education for Listening
- KSA in Curriculum of primary level education for Speaking
- KSA in Curriculum of primary level education for Reading
- KSA in Curriculum of primary level education for Writing

Unit 4: Developing Curriculum of Secondary Level Language Education 5**Learning Outcomes**

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

- a. correlate the existing curriculum for language education in secondary level and KSA in language education
- b. explain the scope and focus of KSA in Curriculum of secondary level education for Listening and Speaking
- c. analyze the features of KSA in Curriculum of secondary level education for Reading and writing

Content:

- Curriculum for language education in secondary level
- KSA in Curriculum of secondary level education for Listening
- KSA in Curriculum of secondary level education for Speaking
- KSA in Curriculum of secondary level education for Reading
- KSA in Curriculum of secondary level education for Writing

Unit 5: Developing Curriculum for Language Education at Tertiary Level 5**Learning Outcomes**

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

- a. explore and discuss the dimensions of existing curriculum for language education in tertiary level and KSA in language education

- b. explain the scope and focus of KSA in Curriculum of tertiary level education for Listening and Speaking
- c. analyze the features of KSA in Curriculum of tertiary level education for Reading and writing

Content:

- Dimensions of curriculum for language education in tertiary level
- KSA in Curriculum of tertiary level education for Listening
- KSA in Curriculum of tertiary level education for Speaking
- KSA in Curriculum of tertiary level education for Reading
- KSA in Curriculum of tertiary level education for Writing

Unit 6: Curriculum and 21st Century Skills: LE Perspective

5

Learning Outcomes

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

- a. explain curriculum and language education in 21st century from LE Perspective
- b. explore the trending need of the curriculum of language education in 21st century
- c. analyze the relationship of critical thinking, creative thinking and language education
- d. correlate collaborative learning to the curriculum of language education
- e. discuss different features of communication and information literacy used for language education from 21st century LE Perspective

Content:

- Language Education Curriculum in 21st century: LE Perspective
- Critical thinking
- Creative thinking
- Collaborative learning
- Communication
- Information Literacy

Unit-7: Material Development

5

Learning Outcomes

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

- a. identify Skill Based materials
- b. explain the process of Combining skills, ICT and process for material Development

Content

- Skill Based materials
- ICT based Materials
- Process and Product based Materials
- Combining skills, ICT and process for material Development

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

Hampel. Regine and Stickler. Ursula (2015) "Research Based Pedagogies and Reflective Practices" in Developing Online Language Teaching, ed. Hayo Reinders. The Open University, UK.

Adams and S. Brindley (eds) (2007) "Teaching Secondary English with ICT" in Learning and Teaching with Information and Communications Technology. The Open University, UK.

Tinio. Victoria L. (2002), ICT in Education, United Nations Development Programme, Bureau for Development Policy, New York.

Organisation for Economic Co-operation and Development Report (2001), Schooling for Tomorrow, Learning to Change: ICT in Schools, Centre for Educational Research and Innovation

Monteith. Moira(eds) (2007) "Teaching Secondary English with ICT" in Learning and Teaching with Information and Communications Technology. The Open University, UK.

Thomas J. Tobin, B. Jean Mandernach and Ann H. Taylor (2015) Evaluating Online Teaching: Implementing Best Practices. Jossey-Bass, San Francisco.