Unit I:

A. Linguistics and Language Teaching.
B. Native and Second/Foreign Language Teaching.
C. Language skills-listening, speaking, reading and writing
D. Teaching of Language Skills.

Unit II:

B. Methods of Language Teaching II: Communicative Method.
C. Selection, Gradation and Presentation of Teaching Materials.
D. Contrastive analysis and language teaching.

Unit III:

A. Error Analysis; Stages in Error Analysis; Significance of Learners Errors.
B. Language Testing I: Types of Language Test; Qualities of a good Test-Reliability, Validity and Discrimination.
C. Language Testing II: Tests Designed for Different Purposes-Achievement Test, Aptitude Test, Proficiency Test and Diagnostic Test.
D. ICT (Information Communication Technology) in Language Teaching.

Recommended Books:
Unit I:

(A) Linguistics and Sociolinguistics.
(B) Scope, Goals of Sociolinguistics.
(C) Sociolinguistics and Sociology of language.
(D) Speech Community.

Unit II:

(A) Language: Standard language vs Dialect, Verbal Repertoire.
(B) Lingua Franca, Register, Style, Jargon
(C) Social Factors and Language: Age, Gender, Education, Ethnicity.
(D) Communicative Competence, Linguistic, Incompetence: Restricted code, Elaborated code.

Unit III:

(A) Language Contact: Multilingualism, Bilingualism.
(B) Borrowing, code-Mixing/Switching, diglosia.
(C) Pidgin, Creole, Koine.
(D) Language Planning Corpus, Status, Acquisition Planning.

Recommended Books:
Unit I:

A. Literature; Literary Text: Characteristics and Functions.
B. Language in Literature; Linguistic Approach to Literature.
C. Language and Style; Need for Stylistics.
D. Aims of Stylistics.

Unit II:

A. Principles of Stylistics; Data in Stylistics.
B. What is Style? Levels of Stylistics Analysis.
C. Methods and issues in Stylistic Analysis.
D. Stylistic Devices: Exercises.

Unit III:

A. Text as Discourse: Functional Categories of Style.
B. Coherence and Cohesion.
C. Stylistics as an Interdiscipline.
D. Text Analysis: Exercises.

Recommended Books:

Unit I:

A. Psycholinguistics and its Scope
B. Language Acquisition: First Language Acquisition and Second Language Acquisition
C. Child Language Studies: Dairy, Large Sample and Longitudinal
D. Child Language Acquisition: Stages

Unit II:

A. Theories of Language Acquisition Learning: Behaviorist, Mentalism
B. Critical Age Hypothesis
C. Language Comprehension
D. Language Production

Unit III:

A. TOT Phenomenon
B. Linguistic Relativity: Sapir Whorf Hypothesis
C. Human Brain: Location of Language
D. Discourse Analysis and Psycholinguistics

Recommended Books:

B. A. 6th (Semester)
Paper Code: LNB-655

Credits: 04
Marks: Sessional: 30
End-Semester: 70
Total = 100

Unit I:
A. Language Testing ; Aims and Scope
B. Language Teaching and Language Testing
C. Subjective and Objective Tests
D. Different Models of Objective Tests

Unit-II:
A. Requirements of a Test; Validity, Reliability and Discrimination
B. Test Designed for Different Purposes; Aptitude Test, Achievement Test and Proficiency Test
C. Computer Assisted Language Testing (CALT)
D. ‘Cloze’ Test and its Relevance

Unit-III:
A. Testing Listening Skill
B. Testing Speaking Skill
C. Testing Reading Skill
D. Testing Writing Skill

Recommended Books:
Unit I:
A. Domains of Lexicography and Lexicology
B. Dictionary Typology
C. Encyclopaedic Dictionaries and their Peculiarities
D. Lexicography: Theoretical and Practical

Unit II:
A. Components of Lexicography
B. Contents of Lemma
C. Microstructure.
D. Macrostructure

Unit III:
A. Arrangement of Entries
B. Bilingual Dictionaries
C. The Use of Computers in Lexicography
D. Problems in Lexicography

Recommended Books: