

Analysis of English Language Syllabuses of Technology-Centric Universities of Bangladesh: Strengths, Weaknesses and Recommendations

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Abstract: This paper aims at analyzing *and evaluating* English *syllabuses of technology-centric universities of Bangladesh*. The findings are analyzed from the perspective of document analysis. To collect data six departmental syllabuses have been selected from six technology-centric universities in Bangladesh. From the data *it was found that the syllabuses were not sophisticated enough in terms of enhancing four language skills of the learners as the syllabuses do not cover four language skills equally. Reading and writing skills are the major focuses of the syllabuses. Little attention is paid to speaking and listening skills. On the basis of inadequacies of the syllabuses, several recommendations are made in order to develop the four English language skills of the learners, rather than focusing on merely reading and writing skills. All of the universities must provide language lab facilities so that the teachers can give importance to listening and speaking skills. Well-written aims and objectives must be included in the syllabuses. Teaching aids or materials, teaching methods and techniques, assessment techniques and reference books should be mentioned in the syllabuses for the guideline of the teachers.*

Keywords: English Language Syllabus, Technology University in Bangladesh, Language Skills, Strengths, Weaknesses.

INTRODUCTION

Background of the Study

English is extensively spoken all around the world. English has become the most important language for communicating among others [1]. Knowledge of the English language can generate numerous chances in this globalized world. Knowing English gives students the opportunity to enjoy their life and job [2-4, 1]. English language is also a part of the important tools in academic life for the engineering students. English language proficiency is proved to be noteworthy excellence of an engineering student's outstanding career. Because most of the books, magazines, journals, articles, technical papers, term papers and research reports in the world are written in English. In order to master the technology based knowledge and communicate with people from different countries, easily students must possess the English language proficiency.

The English language has always been a compulsory subject in the primary and secondary curriculum in Bangladesh [5-9]. The curriculum of the technology centric universities of Bangladesh is written

in English. The medium of instruction is also in English language in the universities of Bangladesh. The university faculty members conduct their lectures in English. That is why, the engineering students must have the English language ability to deal with the countless English lectures, term papers, tutorials, labs, projects, assignments, articles, journals etc. But in case of English language curriculum and teaching-learning process, the scenario is pitiable [10-14]. There are four basic language skills—listening, speaking, reading, and writing. But these four skills are not taught and learned adequately in the technology universities of Bangladesh. That is why; this research aims at analyzing and evaluating the present English language syllabuses of technology-centric public universities. This study finds out how much the syllabus is appropriate in teaching and learning English. This study also gives a thought to the shortcomings of the syllabuses. Finally, this study presents recommendations to make a better English syllabus for the learners of technology universities.

Rationale of the Study

English language course is launched in the technology universities of Bangladesh to boost up the understanding of the students regarding four language skills- reading, writing, listening and speaking. Most of the engineering students go abroad for higher studies and prospect career. That is why, they have to face several proficiency tests such as IELTS, TOEFL, SAT, LSAT, GMAT and GRE etc. Four language skills are scrutinized in the proficiency tests. English language skills play a vital role in these language proficiency tests. So, the syllabuses of English Language Course must be up to standard. This study endeavors to highlight a number of key literatures in relation to syllabus evaluation of English subject of the undergraduate program at technology universities in Bangladesh. The researchers try to expose the main issues with regard to syllabus development and process of syllabus evaluation in this research. The major rationale of this study is to arrive at conclusions that would contribute to the improvement of English language syllabuses at the technology-centric universities of Bangladesh.

Objective of the Study

The objective of the study is to make a comparative study among the four technology universities of Bangladesh based on the English language course syllabuses. This covers following issues: a) to identify the aims and objectives of the syllabus, b) to assess four language skills of the syllabus, c) to find out the strengths and weaknesses of the syllabus, d) to identify teaching learning methods of the syllabus, e) to evaluate assessment techniques of the syllabus, f) to weigh up language lab facilities of the universities, and g) to present recommendations to make a standard English syllabus.

LITERATURE REVIEW

Every language has four skills: listening, speaking, reading and writing [15]. We have to master in four language skills if we want to achieve communicative competence in any languages. According to Harmer [16], productive skill is the language skill where the learners produce the language themselves while meaning is extracted from the discourse in receptive skill. Speaking and writing skills belong to productive skills. Reading and listening are considered as receptive skills.

A syllabus is the sub-part of curriculum. It is the arrangement of what is to be completed through teaching. According to Brumfit [17], a syllabus is the measurement of work of a particular class and it denotes the time in which this work has to be accomplished. Moreover, the syllabus is flexible and variable and it can merely indicate what is taught. Munby [18] introduced the notion of “needs analysis”

in the field of English for specific purposes (ESP). In order to achieve the aims of the syllabus, we should carry out a needs analysis as it can determine what topics might be included in the syllabus. The concept of needs analysis was further explained by Hutchinson and Waters [19]. Hutchinson and Waters [19] categorized needs into the learners’ necessities in regard to the “target needs” and “learning needs”. We should consider subjective needs, profile, age, language proficiency, mother tongue and academic and educational level of the learners.

METHODOLOGY OF THE STUDY

This study is characteristically qualitative. The qualitative approach can provide a convenient assessment of the relevant syllabuses. Qualitative paradigm is used by the researchers regarding the analysis of English language syllabuses of four technology universities of Bangladesh. Document analysis checklist as a research instrument is used in the study. Data has been collected from observation and analysis of each university syllabus. To collect data only one department has been selected from a university. The syllabuses have been collected from six universities- Mawlana Bhashani Science and Technology University (MBSTU), Bangladesh University of Textiles (BUTEX), Pabna University of Science & Technology (PUST), Rajshahi University of Engineering & Technology (RUET), Jessore University of Science and Technology University (JUST), Noakhali Science and Technology University (NSTU).

Analysis and Findings of the Study

Aims and Objectives of the English Syllabuses

Aims are general testimonials of what the learners will gain from the syllabus. Objectives of syllabus specify a particular skill that the learners will be able to perform when they leave the program. According to Ahmed & Ashrafuzzaman [20], the aims or objectives are absent in the syllabus of MBSTU. The aims and objectives of the running syllabuses of six technology universities are obscure. Well-written aims and objectives let the learners know about what is to be learned, and how assessment will occur throughout the semester. So, aims and objectives must be included in the running syllabuses of MBSTU, BUTEX, PUST, RUET, JUST and NSTU.

Contents of the Syllabuses

It is observed that the syllabuses of MBSTU, BUTEX, PUST, RUET, JUST, NSTU focus listening items to a limited extent. Ahmed & Ashrafuzzaman [20] conducted a study on English language syllabus of Mawlana Bhashani Science & Technology University. It was found by the researchers that reading and writing skills are given importance but listening skill is practiced partially. Speaking items are strongly focused by MBSTU and BUTEX whereas PUST and NSTU

cover speaking items partially. Writing item is also focused partially by NSTU. All of the six technology universities give importance to reading and writing skills.

Strengths of the Syllabuses

We see that the syllabuses of MBSTU, BUTEX, PUST, RUET, JUST and NSTU cover reading and writing items very strongly. Speaking items are strongly focused by MBSTU, BUTEX, RUET and JUST. Moreover, the English syllabuses of MBSTU, BUTEX, PUST, RUET, JUST and NSTU cover listening items to some extent. Mostly, the syllabuses cover communicative approach. Items of the syllabus encourage the students to use their cognitive abilities rather than imitating the items. Alduais [21] conducted a study on ESP (English for Special Purpose) materials for the students of Computer Science and Technology. According to him, Communicative Approach is widely used by the authors. The strengths of the syllabuses are mentioned below:

- The syllabuses of MBSTU, BUTEX, PUST, RUET, JUST, and NSTU cover four language skills.
- The syllabuses can assist learners to improve their communicative skills.
- The syllabuses can facilitate learners to boost up their presentation skills.
- The syllabuses can help learners enhance their public speaking abilities.
- The syllabuses can help learners to acquire a handsome score in the language proficiency tests, such as, IELTS, TOFEL, GRE, SAT etc.
- Grammatical items enhance the strength of the syllabus.
- The contents of the syllabus can be helpful for the learners in the way of developing their self-consciousness.

Weaknesses of the Syllabuses

It is observed that the syllabuses of MBSTU, BUTEX, PUST, RUET, JUST, and NSTU focus listening items partially. The English syllabuses of PUST and NSTU cover speaking items to some extent. Moreover, the syllabuses do not necessarily contribute to the development of speaking and listening skills as there is a lack of listening and speaking contents. Ahmed & Ashrafuzzaman [20] conducted a study on English language syllabus of Mawlana Bhashani Science & Technology University. It was found by the researchers that the syllabus does not necessarily contribute to the development of speaking and listening

skill as there is a lack of listening and speaking contents. The weaknesses of the syllabuses are mentioned below:

- Aims and goals are not found in the syllabuses.
- Objectives of the syllabuses are absent.
- Approaches and methods of teaching learning process are absent in the syllabuses.
- Assessment technique is not found in the syllabuses.
- The lack of listening and speaking items of the syllabuses is worth mentioning.
- Social English is absent in the syllabuses.
- Business English is not found in the syllabuses.
- There is a huge difference between ‘what the syllabuses present and what the students need’.

Teaching-learning Methods of the Syllabuses

It is found by the researchers that the teaching methods are absent in the syllabuses of different universities. According to Ahmed & Ashrafuzzaman [20], the syllabus of MBSTU does not specify any teaching method. So, several teaching methods such as Communicative Language Teaching Approach (CLTA), Grammar Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, Task Based Approach, Content Based Approach, Post Method Pedagogy etc. should be included in the syllabus.

Karim [22] made a study on English syllabus in higher secondary level in Bangladesh. According to Karim [22] “majority of the students have said that the medium of instruction in the English class is not exclusively English; the teacher does not involve them in any task; if the teacher involves the students in any task, he/she does not check their tasks and point out any errors and gives any instruction to overcome their mistakes; the students do not usually ask any question to the teacher and if they do, they do it in both English and Bangla; the teacher gives more importance to writing among all the four skills.” If things go on in this way the ultimate target of learning English cannot be achieved. Alduais [21] talks about the necessity of the teacher’s book as it guides the teacher in the way of teaching-learning process. Moreover, Alduais [21] also opines that pair and group working might be useful in different situations. According to Alduais [21], if teachers have the same L1 language of the learners, switching to the learners’ L1 language may be done in critical situations in classroom. The target of learning English at HSC and tertiary level can be achieved through proper teaching learning process.

University Skills	MBSTU (Contents)	BUTEX (Contents)	PUST (Contents)	RUET (Contents)	JUST (Contents)	NSTU (Contents)
Listening	Partially focused Listening basics: Definition, types, models, and depth of listening; barriers to effective listening; strategies for effective listening; Listening in practice	Partially focused Recognizing sounds & words; Catching information; Finding central information in sentences; Listening at conference or seminar; Role- play dialogue; Answering questions; Note taking.	Partially focused IPA (International Phonetic Alphabet), pronunciation, dictation and detection from audio tape.	Partially focused Developing Listening Skill and Note Taking: Listening to Recorded texts and class lectures And learning to take useful notes based on listening	Partially focused Listening skill and note taking: Listening to recorded texts and class lectures and learning to take useful notes based on listening	Partially focused IPA, Transcription of utterance, Listening for Note Taking, Listening for specific details.
Speaking	Strongly focused English Phonetics:IPA transcription; intonation, Social English, Business English, Presentation: Planning, preparing, and giving a presentation, Making announcement: Formal, informal, impromptu, PSA, etc, Interpretation of Charts, Tables and Diagrams in a Concise and Meaningful Way	Strongly focused Effective Communication between speaker and listener, Techniques of description, Uses of Visual aids. Basic conversation, Speaking and context difference, Situational talks (formal, semi-formal, Public Speech, Talking with time reference, Describing things, people and places informal), IPA, Job Interview, Presentation.	Partially focused Presentation skills, greetings and self-introduction, describing events and persons, asking for advice and giving suggestions, accepting, refusing, and dialogue on recent topics.	Strongly focused Developing Speaking Skill: Oral skills including communicative expression for personal identification, , life at home, giving advice and opinion, instruction and directions, requests, complains apologies, describing people and places, narrating events. Presentation: Students need to present a presentation on a given topic either in a group or individually.	Strongly focused Developing Speaking Skill:Oral Skills including communicative expressions for personal identification, life at home, giving advice and opinion, instruction and directions, requests, complains apologies, describing people and places, narrating events. Presentation: Students need to present a presentation on a given topic either in a group or individually.	Partially focused Strategies for Presentation, Strategies for Conversing in formal situation, Informal Conversation, (debates, public speaking, casual dialogue etc.)
Reading	Strongly Focused a) Vocabulary (Synonym, Antonym, Idioms and Phrasal Verbs, etc.); Use of Dictionary. b) Skimming, Scanning,	Strongly focused Strategies of reading-skimming, scanning, predicting, inference: Analyzing and interpreting variety of	Strongly focused Reading: use of words in different parts of speech Reading comprehension, precise writing,	Strongly focused Skimming, Scanning, SQ3R	Strongly focused Developing Reading Skill: Strategies of Reading: Skimming, scanning, predicting. Inferencing, Analyzing	Partially focused Strategies for Reading, Skimming, Scanning;

	Predicting and Inferencing. c) Syntax d) Content Questions (Referential, Inferential, Giving Suitable Title to the Passage) e) Summary / Précis	texts; Practicing comprehension from literary and nonliterary texts. Technical literature, Books, Magazines, Scientific Journals etc.	vocabulary building, synonyms and antonyms, true-false (yes /no/not-given), answering questions.		and interpreting variety of texts, practicing comprehension from literary and nonliterary texts	Predicting & Inferencing, Receptive Reading and Reflecting Reading, Reading for Note taking and research etc.
Writing	Strongly focused Vocabulary Building, Review of Parts of Speech, Articles, Prepositions, Tense, Modals and Conditionals, Completion of Sentences, Joining Sentences, Transformation of Sentences, Framing Questions, Correction of Sentences, Summarizing, Paragraph writing, Essay writing (with and without clues), Scientific article writing, Letter/application writing, Preparing resume, Email, Memo.	Strongly focused Tense, article, preposition, subject-verb agreement, clause, conditional and sentence structure. Sentences, sentence variety, Generating sentences: Clarity and correctness of sentences, dialogue making, writing paragraphs, essays, reports, formal and informal letters.	Strongly focused Paragraph writing, amplification of ideas, structures and classifications, topic sentence, topic developer, topic termination, classification of paragraph	Strongly focused Formal letter, resume, paragraph, report, tender & schedule, APA style sheet, email writing, commercial correspondence, amplification, précis writing.	Strongly focused Developing Writing Skill: SEntences, Sentence variety, generating sentences, Clarity and correctness of sentences, linking sentences to form paragraphs, writing paragraphs, essays, reports, formal and informal letters	Partially focused Strategies for paragraph writing, essay writing, précis writing, Formal and informal letters.

University	MBSTU (Contents)	BUTEX (Contents)	PUST (Contents)	RUET (Contents)	JUST (Contents)	NSTU (Contents)
Skills						
Listening	Partially focused					
Speaking	Strongly Focused	Strongly Focused	Partially focused	Strongly Focused	Strongly Focused	Partially focused
Reading	Strongly focused	Partially focused				
Writing	Strongly focused	Partially focused				

Teaching-learning Methods	
MBSTU	Absent
BUTEX	
PUST	
RUET	
JUST	
NSTU	

Assessment Techniques of the Syllabuses

The running syllabuses of MBSTU, BUTEX, PUST, RUET, JUST and NSTU do not specify any assessment techniques. According to Ahmed & Ashrafuzzaman [20], the syllabus of MBSTU does not mention how to assess the listening, speaking, reading and writing skills for the progress and final achievement test. So, different assessment techniques such as quiz, MCQ, assignment, presentation, practical, and viva must be included in the syllabus. Moreover, there are no common marking criteria to mark English scripts in higher secondary as well as tertiary level in Bangladesh. According to Khan [23], “At the Higher Secondary level, no explicit marking criteria for markers to grade English papers is set out anywhere within the syllabus.” So, the authority should include grading guides in the syllabus. However, there is a system of double marking to grade scripts in final achievement test. Scripts may be examined by third examiner to make the system more reliable and valid.

Language Lab Facilities

Language labs facilities are not available in all of the six technology universities. Rahman, Begum & Zinnah [13] opine that the teachers use limited range of latest technological materials in case of English Language teaching. Karim [22] conducted a study on English syllabuses in higher secondary level in Bangladesh. According to Karim [22], there should be a language lab in every college. Without having language lab facilities, a teacher is quite helpless to involve the students in listening practice. There may be practical examination in English in the final examination. Listening and speaking tests may be included in the H.S.C final examination. According to Ahmed & Ashrafuzzaman [20] language lab with latest technological equipments must be provided by the authority as there is no language lab facility in MBSTU. That is why, the facilitators cannot give equal emphasize on four language skills. Practicing listening skill is mere impossible without language lab. So, digital lab facilities such as scanner, recorder, smart board, sound system, speaker, listening device, computer with internet connection, microphone, projector, digital camera must be made available for the learners.

RECOMMENDATIONS FOR THE SYLLABUSES

The English syllabuses of all the technology centric universities focus listening items to some extent.

So, more listening items should be included in the English syllabus. Moll [24] made a research titled A Linguistic Needs Analysis for EFL at the university level. Moll [24] opined that the grammar items are more indicative of the progress in language acquisition than the listening items. So, grammar along with more listening and speaking items may be added in the English syllabuses. Reference materials and more suggested textbooks regarding reading and writing skills must be added in the English syllabuses of MBSTU, BUTEX, PUST, RUET, JUST and NSTU. Alduais [21] opines that the book might be very expensive for the learners coming from different regions of the country. The books may be referred in the syllabus considering the social class of the students. Social English is a part of everyday communication in English speaking environment. To live in a global society, the engineers from all over the world must have a good command in Business English. So, it is mandatory to add Social and Business English in the syllabuses.

Haider and Chowdhury [25] conducted a study of the present state of teaching and learning English at the secondary schools in Bangladesh. Some of the key recommendations that were recommended by the researchers include strengthening of the teacher development initiatives, redefining the entry and exit levels of the learners, providing alternative and supplementary instructional materials and reforming the assessment system.

However, the use teaching aids or materials such as scanner, recorder, smart board, sound system, speaker, listening device, computer with internet connection, microphone, projector, digital camera etc. should be mentioned in the syllabuses for the guideline of the teachers. Teaching learning methods are the guidelines for the teachers. So, several teaching methods and techniques such as Communicative Language Teaching Approach (CLTA), Grammar Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, The Silent Way, Community Language Learning, Suggestopedia, Task Based Approach, Content Based Approach, Post Method Pedagogy, group work, pair work, role play, debate, quiz should be mentioned in the syllabuses. Different assessment techniques and explicit grading criteria must be included in the syllabuses. The English syllabus that is followed at higher secondary level in

Bangladesh has several gaps. Khan (1999) investigated the effectiveness of the writing component of the Higher Secondary Certificate (HSC) English syllabus in Bangladesh. The HSC English syllabus does not specify aims or assessment procedures. Khan [23] also opined that the findings of the study exposed a gap between

students' needs and what the HSC writing syllabus contains and its concrete execution in the classroom. So, the concerned authority must give an attention to improve the English syllabus at higher secondary and tertiary level in Bangladesh.

University Skills	MBSTU	BUTEX	PUST	RUET	JUST	NSTU
Listening	More items may be added	More items may be added	More listening contents must be added	Listening contents must be added	More listening contents must be added	More listening contents must be added
Speaking	More speaking activities may be added	More speaking activities may be added	More Speaking activities must be added	More speaking activities may be added		More Speaking activities must be added
Reading	Reference materials may be enriched.	Reference materials must be enriched.				
Writing	Reference materials must be enriched; Social & Business English may be added.	Reference materials must be enriched; Social & Business English may be added.	Reference materials must be enriched; Social & Business English may be added.	Reference materials must be enriched; Social & Business English may be added.	Reference materials must be enriched; Social & Business English may be added.	Reference materials must be enriched; Social & Business English must be added.

CONCLUSION

A syllabus should be unambiguous and comprehensible for both the teachers and the learners. It should be very clear for the teachers and the learners. The running syllabuses of technology univerties of Bangladesh are inadequate to fulfill the target. It was found by the researchers that the syllabuses were not sophisticated enough in terms of enhancing four language skills of the learners. Syllabuses do not cover four language skills equally. Reading and writing skills are the major focus of the syllabuses. Little attention is paid to speaking and listening skills. Curriculum or syllabuses should be constructed focusing on four basic skills which can guide students to represent themselves in global platform. Aims, goals, objectives, contents, teaching methods, assessment techniques and reference books should be instructed precisely in the syllabus.

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Appendices
Mawlana Bhashani Science & Technology University (MBSTU)
Department of

Course Title: Communicative English

COMMUNICATION BASICS

- Definitions, types, modes, and models of communication
- Communication competence

LISTENING

- Listening basics: Definition, types, models, and depth of listening; barriers to effective listening; strategies for effective listening
- Listening in practice

Basic Grammar

Sentence sense, Tense, Subject verb agreement, Rules of Using the correct form of the verb, Preposition, Phrasal verbs, Idioms of phrase etc.

Speaking Skill: English Phonetics: IPA transcription; intonation, Social English, Business English, Presentation: Planning, preparing, and giving a presentation, Making announcement: Formal, informal, impromptu, PSA, etc , Interpretation of Charts, Tables and Diagrams in a Concise and Meaningful Way

Reading Comprehension

- a) Vocabulary (Synonym, Antonym, Idioms and Phrasal Verbs, etc.); Use of Dictionary.
- b) Skimming, Scanning, Predicting and Inferencing.
- c) Syntax
- d) Content Questions (Referential, Inferential, Giving Suitable Title to the Passage)
- e) Summary / Précis

Development of Writing

Vocabulary Building, Precise/ Summarizing, Paragraph writing, Essay writing (with and without clues), Scientific article writing, Letter/ application writing, Preparing resume, Email, Memo.

English language proficiency test: Introduction to TOFEL and IELTS.

Translate Bangla Passage into English & from English into Bangla.

Recommended References

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Bangladesh University of Textiles (BUTEX)

Department of.....

Course Title: Business and Communicative English

Language: Its function as a primary means of communication to the technologist; writing, speaking, listening and reading; difference between written and spoken language. Language appropriate to task. Planning-format, paragraph heading, context, vocabulary etc.

Listening, understanding and speaking Skill: Effective Communication between speaker and listener, Techniques of description, Uses of Visual aids.

Reading skill: Technical literature, Books, Magazines, Scientific Journals etc.

Definition of Communication:

Sender- Message + Encoding- Medium- Receiver + Decoding – Feed back

Different types of Communication:

- Intrapersonal Communication
- Interpersonal Communication
- Small group Communication
- Organizational Communication
- Intercultural Communication
- Mass Communication etc.

Significance of Communication:

Special significance of Communication incorporate and multi-national business organizations.

Use of Communication by Management:

- Written notice
- Face-to-face conversation
- Group meeting
- Seminar/conferences

Organizational Communication Net-work:

- Vertical Communications – Down-ward Communication and up-ward Communication
- Horizontal Communication

Systems of Communication:

- Stimulus to Communication
- Communication Components

Letter Writing:

Drafting private letters, Applications, Letters of complaint, Letters to the press, Apology and Explanation, Request letters, Recommendation Letters, Making Invitation Cards (Formal /Informal), Email, Business letters- Planning your letters, Selecting formats, Using short-cuts, Evaluating letters.

Characteristics of Business letters:

Kinds of letter, purpose of letters, Functions of a First, Middle and Last Paragraph(s), Characteristics and drafting process of Positive letters, Negative letters, persuasive letters, Routine letters and Memos.

Report Writing:

Types of report, Characteristics and importance of different types - Purpose – Scope – different styles of writing reports. The process of preparing informal and formal reports, Drafting reports, Progress reports, Technical reports, Industrial reports etc.

Proposals:

For new equipment, Increasing production, Description of visits, Experiments etc.

Procedure of Meeting:

Notice, Agenda, Minutes

Explaining:

Process explaining, Complaining, Reporting damage etc.

Communicative English (Practical)

Grammar: Tense, article, preposition, subject-verb agreement, clause, conditional and sentence structure.

Developing Reading Skill: Strategies of reading-skimming, scanning, predicting, inference: Analyzing and interpreting variety of texts; Practicing comprehension from literary and nonliterary texts.

Developing Writing Skill: Sentences, sentence variety, Generating sentences: Clarity and correctness of sentences, dialogue making, writing paragraphs, essays, reports, formal and informal letters.

Listening in practice: Recognizing sounds & words; Catching information; Finding central information in sentences; Listening at conference or seminar; Roll- play dialogue; Answering questions; Note taking.

Developing Speaking Skill: Basic conversation, Speaking and context difference, Situational talks (formal, semi-formal, informal), Public Speech, Talking with time reference, Describing things, people and places

Pronunciation Practice: IPA transcription.
Visual description.

Job Interview: Preparation, Attitude, Gesture, Posture, Greetings & Behaviour, Dress code, Facing the board

Presentation: Objective, Structure of Presentation, Creating effective slides, Time Budgeting, Satisfying the audiences

Rajshahi University of Engineering & Technology (RUET)

Department of

Course Title: Technical English

Grammar: Properties of English Grammar, IPA Corrections, Construction of Sentences

Vocabulary: scientific terms, phrases & Idioms, group verbs, prepositional phrases

Reading Comprehension: Techniques of reading: skimming, scanning, SQ3R

Writing: formal letter, resume, paragraph, report writing, tender & schedule, APA style sheet, email writing, commercial correspondence, amplification, précis writing.

Developing Listening Skill and Note Taking: Listening to Recorded tests and class lectures and learning to take useful notes based on listening

Developing Speaking Skill: Oral skills including communicative expression for personal identification, , life at home, giving advice and opinion, instruction and directions, requests, complains apologies, describing people and places, narrating events.

Presentation: Students need to present a presentation on a given topic either in a group or individually.

Pabna University of Science & Technology (PUST)

Department of

Course Title: Fundamental English

This course aims at developing the four basic skills of English language: listening, speaking, reading and writing. It focuses on practical communication skills along with reading ability, grammar, study skills and writing.

1. **Reading:** Reading comprehension, precise writing, vocabulary building, synonyms and antonyms, use of words in different parts of speech, true-false (yes /no/not-given), answering questions.
2. **Grammar-** Parts of speech (changing), different types of sentences, tense, right forms of verbs, verb conjugation, transformation of sentences, appropriate preposition, idioms and phrase, voice, narration, correction of sentences, WH question
3. **Writing:** Paragraph writing, amplification of ideas, structures and classifications, topic sentence, topic developer, topic termination, classification of paragraph
4. **Essay Writing-** Essay with hints and without hints, free hand essay writing on current issues, components of an essay
5. **Letter Writing-** Job application, resume, formal and informal letter.
6. **Report writing-** Technical report, and newspaper report.
7. **Listening:** IPA (International Phonetic Alphabet), pronunciation, dictation and detection from audio tape.
8. **Speaking:** Presentation skills, greetings and self-introduction, describing events and persons, asking for advice and giving suggestions, accepting, refusing, and dialogue on recent topics.

Books Recommended:

1. S. M. Amanullah, *Mastering English Language Skills*.
2. Ann Baker, *Ship or Sheep*.
3. S. M. Amanullah, *A Guide to Correct Speech*.
4. Shirley Taylor, *Model Business Letters, E-mails and Other Business Documents* by.
5. Prof Jahurul Islam, *A Handbook of Paragraph Writing*.
6. G. Brown and G. Yule, *Teaching the Spoken Language*.
7. Harmer, J. (2007). *The Practice of English Language Teaching*. Cambridge, UK: longman.
8. A. Alderson, and T. Lurich, *Listening*.
9. Prof MdAtaulHaque, Prof Jahurul Islam, DrBinoy Barman, *Friends' Language: Grammar, Reading Comprehension, Writing Composition*.
10. Cambridge English for Engineering Students.
11. M. Imhoof, *From Paragraph to Essay*.
12. R. Mackin, & A. P. Cowie, *Oxford Dictionary of Current Idiomatic English*.
13. R. Murphy, *Intermediate English Grammar*.
14. P. C. Das, *Applied English Grammar and Composition*.
15. A. vs Hornby, *The Oxford Advanced Learner's Dictionary*.
16. Prof Jahurul Islam, *ABC of English Grammar*.
17. R. Quirk, *A University Grammar of English* by.
18. Michael A. Pyle and *et al*, *TOEFL (Grammar Edition)*.
19. Cambridge Preparation Materials for IELTS (Cambridge University Press).

Jessore University of Science and Technology

Department of

Course Title: Developing English Skills

Basic Grammar: Tense, Article, Preposition, Subject Verb Agreement, Clause, Conditional and Sentence Structure

Vocabulary Building: Correct and Precise Diction, affixes, Level of appropriateness, Colloquial and standard, Informal and formal

Developing Reading Skill: Strategies of Reading: Skimming, scanning, predicting, Inferencing, Analyzing and interpreting variety of texts, practicing comprehension from literary and nonliterary texts

Developing Writing Skill: Sentences, Sentence variety, generating sentences, Clarity and correctness of sentences, linking sentences to form paragraphs, writing paragraphs, essays, reports, formal and informal letters

Listening skill and note taking: Listening to recorded texts and class lectures and learning to take useful notes based on listening

Developing Speaking Skill: Oral Skills including communicative expressions for personal identification, life at home, giving advice and opinion, instruction and directions, requests, complaints, apologies, describing people and places, narrating events.

Presentation: Students need to present a presentation on a given topic either in a group or individually.

Noakhali Science and Technology University

Department of

Course Title: English Language

1. Grammar: Parts of Speech, (Classification and Usage), Tense, Sentence, Gerund-Participle-Infinitive, Clauses, Phrase, Conditionals, Transformation of Sentence, Modal Verbs, Causative Verbs, Problem Verbs, Inversion
2. Reading: Strategies for Reading, Skimming, Scanning; Predicting & Inferencing, Receptive Reading and Reflecting Reading, Reading for Note taking and research etc.
3. Writing: Strategies for paragraph writing, essay writing, précis writing, Formal and informal letters.
4. Listening: IPA, Transcription of utterance, listening for Note Taking, Listening for specific details.
5. Speaking: Strategies for Presentation, Strategies for Conversing in formal situation, Informal Conversation, (debates, public speaking, casual dialogue etc.)