REGULATIONS 2013

M.Phil. ENGLISH

SEMESTER I

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL 8101	English Language Teaching	4	0	0	4
2	EL 8102	Research Methodology	4	0	0	4
3		Elective I	4	0	0	4
4		Elective II	4	0	0	4
		TOTAL	16	0	0	16

SEMESTER II

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL8211	Project Work	0	0	32	16
2	EL8212	Seminar	0	0	2	1
		TOTAL	0	0	34	17

TOTAL CREDITS : 33

ELECTIVES
LANGUAGE GROUP

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1.	EL8001	Computer-Assisted Language Learning	4	0	0	4
2	EL8002	English for Specific Purposes	4	0	0	4
3	EL8003	English Language Testing	4	0	0	4
4	EL8004	English through e-Learning	4	0	0	4
5	EL8005	Language and Media	4	0	0	4
6	EL8006	Language through Literature	4	0	0	4
7	EL8007	Linguistics	4	0	0	4
8	EL8008	Models of Language teaching	4	0	0	4
9	EL8009	Sociolinguistics	4	0	0	4

LITERATURE GROUP

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1.	EL8010	Contemporary American Literature	4	0	0	4
2	EL8011	Contemporary Indian Drama in English	4	0	0	4
3	EL8012	Gender in Literature	4	0	0	4
4	EL8013	Literary Criticism and Theory	4	0	0	4
5	EL8014	Modern Indian Drama in English Translation	4	0	0	4
6	EL8015	Postcolonial Fiction	4	0	0	4
7	EL8016	South Indian Novels in Translation	4	0	0	4
8	EL8017	Translation: Theory and Practice	4	0	0	4

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8101   **ENGLISH LANGUAGE TEACHING (ELT)**   **L T P C**
                                                                          4 0 0 4

OBJECTIVES
- To familiarize researchers with the history of English language teaching-learning theories with the specific reference to current trends at various levels.
- To enable researchers to prepare lesson plans to teach skills and strategies.
- To make researchers conversant with principles and practices of testing and evaluation.

CONTENTS

UNIT I   ELT: AN OVERVIEW   12
Origin in English Language Teaching – ELT in India – Current Trends in ELT – Approach and methods in language teaching – Task, Direct method, Audio lingual method, Communicative language teaching, Multiple intelligences –   Task based language teaching – Activity based learning – Post methods.

UNIT II   THEORIES IN LANGUAGE LEARNING   12
Theories of first language acquisition – Behaviourism – Cognitivism – Humanism – Theories of Second Language Acquisition Krashen's hypotheses – Difference between   FLA and SLA – Learning styles and strategies.

UNIT III   SYLLABUS DESIGN   12
Needs Analysis – Designing Questionnaire – Principles of Syllabus Design – Types of Syllabus: Product and Process oriented syllabus – Grammatical – Functional-Notional Syllabus – Skill based Syllabus – Task-based Syllabus – English for Specific Purposes (ESP) - Remedial programme.

UNIT IV   MATERIALS PRODUCTION AND SKILLS TEACHING   12
Principles and procedures of materials production – Use of non-conventional materials – Language through literature – Teaching of language skills (LSRW) – Designing lesson plans – Fluency vs. Accuracy – Communicative competence – Classroom Observation – Micro Teaching.

UNIT V   LANGUAGE TESTING   12
Assessment and Evaluation – Features of a good test: reliability, validity, practicality, washback effect, – Formative and Summative evaluation – Types of testing – portfolio assessment.
                                                                TOTAL: 60 PERIODS

Teaching Methods
 Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
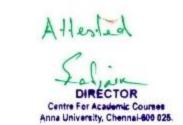External: A 3 hour written exam (50 marks)

REFERENCES
1. Howatt, A. P. R. and H. G. Widdowson. **A History of English Language Teaching**. 2nd ed. Oxford: OUP, 2004.
2. Kumaravadivelu B, **Beyond Methods: Macro Strategies for Language Teaching**, London: Yale University Press, 2003.
3. Richards, J. and Rodgers, S. **Approaches and Methods in Language Teaching.** Cambridge: CLT Library, 1986.
4. Shirin Kudchedkar (Ed.). **Readings in English Language Teaching in India.** New Delhi: Orient Blackswan, 2002.
5. Tickoo, M.L. **Teaching and Learning English – A source book.** New Delhi: Orient Blackswan, 2003.
6. Ur, Penny. **A Course in English Language Teaching.** Cambridge: CUP, 2012.
7. White R.V. **The ELT Curriculum:Design, Innovation and Management**. Oxford: Basil Blackwell Ltd.,1988.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8102	**RESEARCH METHODOLOGY**	**L T P C**
		4 0 0 4

OBJECTIVES

- To familiarize researchers to have a deeper understanding of the domain of research in language and literature related fields.
- To enable researchers to collect, to analyse and to make inference of the data collected and to apply various critical theories to literary field.
- To guide researchers to write their dissertation following MLA / APA style.

CONTENTS

UNIT I   PHILOSOPHY AND MEANING OF RESEARCH   12

Nature and inquiry in the physical and social sciences – temperament and qualities required of a researcher –identification of the research problem – writing the research question – framing the hypothesis – identifying the scope of the research – narrowing and broadening of the research area - arriving at the topic of research – identifying the type of research.

UNIT II   KINDS OF RESEARCH   12

Research methods in ELT – theoretical – basic – practical – applied – qualitative – quantitative – exploratory – case study – ethnography – action and literary research – review of literature – analysis.

UNIT III   LITERATURE SURVEY AND ANALYSIS   12

Data collection methods – classroom observation   – questionnaire – piloting – field study – interview - referencing skills – collection of primary and secondary sources – plagiarism – works cited vs. reference list.

UNIT IV   PLANNING THE THESIS   12

Chapterization – Language and Literature – writing the abstract – documentation-types.

UNIT V   DRAFTING THE THESIS   12

Planning and drafting a thesis – writing a research paper – mechanics of writing – addition of figures and tables – use of proofreading symbols.

TOTAL: 60 PERIODS

Teaching Methods

 Lectures, invited lectures, presentations, discussions.

Evaluation

Internal and External

Internal: 2 written tests + assignments, seminars, Term paper, project (15+15+20 = 50 marks)

External: A 3 hour written exam (50 marks)

REFERENCES

1. Kothari, C.R. **Research Methodology.** Jaipur: New Age International, 1990.
2. **MLA Handbook for Writers of Research papers**, 7th ed. New Delhi: East-West Press Pvt. Ltd., 2009.
3. Nickerson, T. Eileen. **The Dissertation Handbook, A Guide to Successful Dissertations.** 2nd ed. Dubuque, IA: Kendall/Hunt Publishing Company, 1993.
4. Nunan, David. **Research Methods in Language Learning**, Cambridge: CUP, 2005.
5. Seliger, H.W. and Sohamy, Elana. **Second Language Research Methods**. Oxford: OUP, 1989.
6. Strunk, W. and E.B.White**. Elements of Style**, 4th ed. London: Longman, 1999.
7. ELT Research Journal: www.udead.org.tr/journal/index.php/elt
8. ELT Journal Oxford: http.//elt.oup.com
9. www.purdueowl.com

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8001   **COMPUTER-ASSISTED LANGUAGE LEARNING**   **L T P C**
                                                                                                                  4 0 0 4

OBJECTIVES

- To introduce researchers to technology assisted language learning
- To help researchers use computer and internet for effective learning and teaching of English

CONTENT

UNIT I   INTRODUCTION AND SCOPE OF CALL   12
CALL – CAI – Self-Access Learning – Computer Resources – Classroom Management – Scope and limitations of CALL – Different Terminologies – Typology – Distance Learning and E-Learning – Blended Learning.

UNIT II   DEVELOPMENT OF CALL   12
Evolution of CALL – Educational Technology – Historical Overview – Indian Scenario – Programmed Instruction – Language Lab – Media – Radio – Video – Internet – Mobile Assisted Language Learning

UNIT III   CALL – PRINCIPLES AND THEORIES   12
Individualized Learning and Self-Directed Learning – Different Approaches to CALL: Behaviorist – Structural – Cognitive – Integrated CALL.

UNIT IV   CALL AND INTERNET   12
Multimedia Language Lab – CALL in Web Resources – Blogs – Wikis – Moodles – Interactive Whiteboard – CALL Software Packages – Types of CALL activities.

UNIT V   CALL AND LANGUAGE SKILLS   12
Listening – Speaking – Reading – Writing – Grammar – Pronunciation – Vocabulary – Production of CALL –Based Teaching and Learning Material – uses of CALL in language classes.
                                                                              TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Atkinson and H. A. Wilson. **Computer- Assisted Instruction**, New York: Stanford University Academic Press, 1969.
2. Chapelle, A. Carol. **Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research**. Cambridge: CUP, 2001.
3. Egbert, Joy. **CALL Essentials: Principles & Practice in CALL Classrooms**, Virginia: TESOL, 2005.
4. Kenning, Marie-Madeleine. **ICT And Language Learning**, London: Palgrave Macmillan, 2007.
5. Kenning, M.J. and M. M. Kenning. **An Introduction to Computer Assisted Language Teaching**. Oxford: OUP, 1983.
6. Levy, M. **CALL: Context and Conceptualization.** Oxford: OUP, 1997.
7. Wasschauer, G. **Technological Change and The Future of CALL**, 2004.
8. The JALT CALL Journal

4

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8002   **ENGLISH FOR SPECIFIC PURPOSES**   **L T P C**
                                                               4 0 0 4

OBJECTIVES
- To help researchers assess the need of a specific group of learners
- To enable them to design effective courses in English for specific needs

CONTENTS

UNIT I   ESP – HISTORICAL AND THEORETICAL PERSPECTIVE   12
Definition of ESP – Classification of ESP – Varieties of English – Origin and development of ESP – Theories of learning – Approaches to language learning in ESP.

UNIT II   NEEDS ANALYSIS   12
Approaches to Needs Analysis – Methodology – Research Tools – Data collection – Learner Needs – Learning Needs – Target situation needs – Questionnaires – Formal and informal interviews – Observation.

UNIT III   COURSE DESIGN   12
Aim and objectives of a course - Need based Course Design – Definition – Difference between syllabus and curriculum – Parameters of Course Design – Approachs to Course Design – Types of Syllabus.

UNIT IV   METHODS AND MATERIALS   12
Instructional approaches in ESP – ESP Classroom – Classroom practice – Role of Learners and Teachers – Preparation of Lesson Plan – Role of Teaching/Learning Materials – Different types of materials: Conventional and Non-Conventional – Issues involved in ESP materials development – Teacher-generated materials – Learner-generated materials – Self-instructional learning materials / Self-access materials - Discourse analysis and genre analysis.

UNIT V   EVALUATION   12
Types of Evaluation – Assessment and Evaluation – Classroom Assessment – Continuous Assessment and Testing – Needs-related Testing – Large-scale Testing – Testing on a smaller scale – Self and peer evaluation – Tests as teaching cum learning activities – portfolio assessment.

                                                               TOTAL: 60 PERIODS

Teaching Methods
Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES
1. Dudley-Evans, T. *Genre analysis: A Key to a theory of ESP*? Iberica, 2.3-11, 2002.
2. Hutchinson, T and A. Walters, *English for Specific Purposes*, Cambridge: CUP, 1987.
3. Kennedy, Chris and Rod Bolitho. *English for Specific Purpose. Essential Language Teaching Series*. General Editor: Roger H. Flavell. London: Macmillan, 1984.
4. Miller, T. (Ed.), *Functional approaches to written text: classroom applications*, English Language Programs, United States Information Agency, pp.134-149, 1997.
5. Murcia, M. Celce (Ed.), *Teaching English as a second or foreign language,* 2nd ed., New York: Newbury House, 1991.
6. Robinson P. C. *ESP Today: A prentice Guide.* New York: Prentice Hall, 1991.
7. West, R. *Needs analysis in Language Teaching*. Language Teaching 27(1):1-9, 1994.
8. ESP: An International Research Journal.
9. The Asian ESP Journal.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8003	ENGLISH LANGUAGE TESTING	L T P C
		4 0 0 4

OBJECTIVES

- To familiarise researchers to the principles of language testing
- To enable researchers to design, develop and administer language tests

CONTENTS

UNIT I   INTRODUCTION TO LANGUAGE TESTING   12

History of English Language testing – the pre-scientific era – the psychometric-structuralist era – the psycholinguistic-sociolinguistic era – communicative language testing.

UNIT II   PRINCIPLES OF LANGUAGE TESTING   12

Fundamental features of tests – validity – reliability – practicality – types of validity and reliability – test methods and their effects – statistical and analytical techniques – criterion and norm-referenced testing – formative and summative tests – washback effect of tests – role of feedback in testing.

UNIT III   LANGUAGE TESTING: CONSTRUCTION AND EVALUATION   12

Purpose and kinds of tests – test formats – test design and production – testing the four language skills – testing language in the classroom – testing language in a laboratory – testing English for specific purposes.

UNIT IV   CURRENT TRENDS IN LANGUAGE TESTING   12

Recent trends in language testing – alternative approaches to testing language – testing students with limited proficiency in English – standardized international English language tests (IELTS, TOEFL) - portfolio assessment.

UNIT V   LANGUAGE TESTING IN INDIA   12

Second language testing – issues – recommendations – testing at the primary and the secondary level – the CBSE project – CCE (Continuous and Comprehensive Evaluation) – the Bangalore project – testing language at the tertiary level – testing in arts and science colleges and in engineering institutions.

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observation, item writing.

Evaluation

Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:

1. Bachman, L. *Fundamental Considerations in Language Testing*. Oxford: OUP, 1990.
2. Brown, Sally et al. **Assessing Students' Learning**. London: Routledge, 1997.
3. Brown, Sally and Angela Glasner (eds.). **Assessment Matters in Higher Education,** Buckingham: Open University Press, 1999.
4. Carroll, J. Brendan. **Testing Communicative Performance**: **An Interim Study**, Oxford: Pergamon Press, 1980.
5. Davies, Allan. **Assessing Academic English: Testing English Proficiency**, Cambridge: CUP, 2008.
6. Prabhu, N. S. *Second Language Pedagogy*, 4th ed, Oxford: OUP, 1987.
7. Hughes, A. *Testing for language Teachers*, Oxford: OUP, 2002.
8. Weir, Cyril. *Communicative Language Testing.* Exeter Linguistic Studies No. 11, University of Exeter, 1988.
9. Assessment in Education
10. International Journal of Testing
11. Language Assessment Quarterly

Attested

Sd/-
DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8004   **ENGLISH THROUGH E-LEARNING**   **L T P C**
                                                                                4 0 0 4

OBJECTIVES

- To help researchers to familiarize themselves with the electronic medium for learning, using and teaching language
- To enable researchers to understand the elements of e-learning and its tools

CONTENTS

UNIT I   INTRODUCTION   12
Definition – Scope and limitation of e-Learning – e-Learning: Benefits, Challenges, Opportunities and Resources – A Framework for Practice.

UNIT II   HISTORY OF E-LEARNING   12
Evolution of e-Learning – emergence of the Internet generation – New learning skills for the 21st century – current trends in e-Learning.

UNIT III   E-LEARNING THEORY   12
Self-directed learning – Socio-constructivism and online communities – Learning management systems –Types of e-learning: scenario-based, goal-based, problem-based, case-based and role-play-based learning – Blended learning.

UNIT IV   E-LEARNING SKILLS AND ROLES   12
Traditional study skills – Computer skills – e-Learning skills – Communication skills – Group and co-operative learning – Learning styles and strategies – Roles of teachers/ learners – Cognitive apprenticeship – Teaching of language skills.

UNIT V   ELEMENTS OF E-LEARNING   12
Elements of e-Learning – e-Learning environment: www, intranet, extranet, e-Learning materials – e-Learning technologies – Web pages – Discussion boards – e-mail communication – Blogs – Real-time conferencing – Wikis – Impact of evaluation – Online assessments: methods, practices, tools and feedback – e-moderation skills.

                                                                  TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. Creating virtual class room.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Clarke, Alan. **E-Learning Skills**. London: Palgrave Macmillan, 2004.
2. Dudeney, Gavin. **The Internet and the Language Classroom**. Cambridge: CUP, 2007.
3. Holmes, B. and J, Gardner. **E-Learning: Concepts and Practice**. London: Sage, 2006.
4. Khan, B. **Web-based instruction**. New Jersey: Edu. Tech. Publications, 1997.
5. MacDonald, Janet. **Blended Learning and Online Tutoring: A Good Practice Guide**. London, Gower, 2007.
6. Morrison, Don. **E-Learning Strategies: How to get Implementation and Delivery Right First Time**, London: Sage Publications, 2006.
7. Salmon, G. **E-moderating: Key to Teaching/ Learning**. London: Kogan Page, 2003.
8. Smith, David Gordon and Eric, Barber. **Teaching English with Information Technology: How to Teach English Using the Internet, Software and Email – For the Professional English Language *Teacher*.** London: Modern English Publications, 2007.

Attested

7

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8005   **LANGUAGE AND MEDIA**   **L T P C**
                                                                             4 0 0 4

OBJECTIVES
- To identify specific language needs for the media professionals
- To respond critically to advertisements in the media

CONTENTS

UNIT I   LANGUAGE AND MEDIA – AN INTRODUCTION   12
Introduction to media studies – mass media and mass communication – concepts and definition – texts and audiences – news and entertainment – information – Media awareness – Language needs of media professionals.

UNIT II   PRINT MEDIA   12
Historical overview of print media – Role of newspapers/ magazines in society – Critical analysis of print language – language of advertisements – print media, billboards and posters – Writing skills for print media – Feature writing for different fields.

UNIT III   RADIO   12
Evolution of radio, tape recorder and other devices – Types of radio – Interactive radio – The power of voice, pause and silence – imaginary audience – auditory imagination – Scripting a radio programme.

UNIT IV   TV AND FILMS   12
Historical development of Television and Films – Analysis of language and conventions of TV and films – Verbal and visual symbols – Critical analysis of the language of TV advertisements – TV/Movie genres – News – Talk Shows – Serials – Reality programmes – Rhetorical devices.

UNIT V   ONLINE MEDIA   12
Principles and functions of online media – Writing for blogs, websites, wikis, chat, discussion board, email – Net English – Linear & non-linear writing – Features of Internet writing – Discussion board – Social networking sites – Tweet – Synchronous and asynchronous communication – Analysis of samples of Journalistic writing.

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice, field visit, workshop, seminar, campus newsletters, short film making.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Crystal, David. **Language and Internet**. Cambridge: CUP, 2001.
2. Evans, Harold. **Essential English for Journalists**, **Editors and Writers**. London: Random House, 2000.
3. Graddol, David and Sharon, Goodman. **Redesigning English: new texts, new identities**. London: Routledge, 1996.
4. Hudson, Gary and Sarah, Rowlands. **Broadcast Journalism Handbook**. London: Pearson Education Limited, 2007.
5. Kenning, Marie-Madeleine. **ICT and Language Learning: From Print to the Mobile Phone**. London: Palgrave, 2007.
6. Sherman, Jane. **Using Authentic Video in the Language Classroom**. Cambridge: CUP, 2003.
7. Stovall, James Glen. **Writing for Mass Media**. London: Allyn and Bacon, 2001.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-800 025.

EL8006   **LANGUAGE THROUGH LITERATURE**   **L T P C**
                                                                  4 0 0 4

OBJECTIVES
- To help researchers understand the features of each genre of literature for effective language use
- To sensitize researchers to the usefulness of literature for language teaching

CONTENTS

UNIT I   USING LITERATURE IN THE LANGUAGE CLASSROOM   12
Definition of literature – distinctive features of the language of literature – the reader and the text – literary competence and the language classroom – rationale for literature in the language classroom – preparing a lesson plan for different genres of literature.

UNIT II   APPROACHES TO USING LITERATURE IN THE LANGUAGE CLASSROOM   12
An overview – a language-based approach – stylistics in the classroom – the role of meta language – three models – literature for personal enrichment.

UNIT III   LANGUAGE THROUGH POETRY   12
Poetry in the language class – formal features of poetry – Poetry for developing oral skills – teaching poetry at different levels – lesson planning – activities for teaching language through poetry.

UNIT IV   LANGUAGE THROUGH DRAMA   12
Distinctive features of plays – the language of the play – the performance of the play – reasons for using plays in language class – plays to improve students' oral skills – problems of students when using a play.

UNIT V   LANGUAGE THROUGH FICTION AND PROSE   12
Distinctive features of a short story – planning a lesson for use with the short story – activities for use with a short story – differences between the novel and the short story – practical problems when using a novel.

                                                                  TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. Demonstrations, workshop, seminar.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES
1. Brumfit, C.J. and Carter, R. (eds.) *Literature and Language Teaching*. Oxford: Oxford University Press, 1986.
2. Carter, Ronald. (ed.). *Language and Literature*, London: Allen and Unwin, 1983.
3. Collie, J. and Slater, S. *Literature in the Language Classroom.* Cambridge: Cambridge University Press, 1987.
4. Hill, J. **Using Literature in Language Teaching**. London: Macmillan, 1986.
5. Lazar, Gillian. **Literature and Language Teaching**. Cambridge: CUP, 1993.
6. Maley, Alan and Alan Duff. *Drama Techniques in Language Learning*. Cambridge: CUP, 1982.
7. Ramsaran, S. *Poetry in the Language Classroom*, ELT Journal 37, 1, 1983.
8. Simpson, Paul. *Language through Literature*. New York: Routledge, 1993.
9. Wessels, C. *Drama*. Oxford: Oxford University Press, 1987.
10. Widdowson, H.G. *Stylistic of Teaching of Literature.* London: Longman, 1975.
11. Journal of Language and Linguistic studies – Vol. No.1. April, 2005

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8007   **LINGUISTICS**   **L T P C**
                                                                                             4 0 0 4

OBJECTIVES
- To enable researchers to understand the nature of human language
- To help them learn the different levels of description of a language such as phonology, morphology, syntax and semantics

CONTENTS

UNIT I   LINGUISTICS: AN OVERVIEW   12
Characteristics of human language – definitions of linguistics – approaches to linguistics: traditional, structural, cognitive – branches of linguistics: contrastive linguistics, psycholinguistics.

UNIT II   PHONOLOGY   12
Phonetics – phonology – phonemes and allophones – principles of phonemic analysis – phonological rules and representations.

UNIT III   MORPHOLOGY   12
Morphology: Morphs and morphemes – allomorphism – inflection and derivation – morphology and grammar – word-building processes.

UNIT IV   SYNTAX   12
Traditional, structural, transformational-generative, and communicative grammar– IC analysis.

UNIT V   SEMANTICS AND STYLISTICS   12
Word meaning: connotative and denotative – Text and discourse – Semantics and Pragmatics – variety in languages – styles – kinds of meaning.

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (50+15+15+20).
External: A 3 hour written exam (50 marks)

REFERENCES:
1. Catford, J.C. *Practical Introduction to Phonetics*. Oxford: Clarendon Press, 1988.
2. Corder, S.P. *Introducing Applied Linguistics*. Harmondsworth: Penguin, 1973.
3. Cruttenden, Alan. *Gimson's Pronunciation of English*, 5th ed, London: Edward Arnold, 1994.
4. Katamba, F. *Morphology.* New Delhi: Macmillan, 1993.
5. Leech, G.N. *Principles of Pragmatics*. London: Longman, 1983.
6. Lyons, J. *Introduction to Theoretical Linguistics*. Cambridge: CUP, 1968.
7. Verma, S.K. and N. Krishnaswamy. *Modern Linguistics – An Introduction*. New Delhi: OUP, 1989.
8. Yule, George. *The Study of Language*, Cambridge: CUP, 1999.
9. Applied Linguistics (Oxford)

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8008   **MODELS OF LANGUAGE TEACHING**   **L T P C**
                                                                          4 0 0 4

OBJECTIVES
- To help researchers understand the four major family models of teaching.
- To enable them apply the models to language and literature teaching.
- To foster the spirit of building a model of teaching of their own.

CONTENTS

UNIT I   INTRODUCTION TO MODEL BUILDING   12
Definition of a model, features of a model, syntax, social system, principles of reaction, support system, effects of the model

UNIT II   INFORMATION PROCESSING FAMILY   12
Inductive thinking, Concept attainment, Picture-word inductive, Scientific Inquiry, Inquiry Training, Mnemonics, Synectics, Advance organizers

UNIT III   SOCIAL FAMILY   12
Partners in learning: Positive interdependence and structured Inquiry, Group investigation, Role playing, Jurisprudential

UNIT IV   PERSONAL FAMILY   12
Non-directive teaching, Enhancing self-esteem, First generation learner model

UNIT V   BEHAVIOUR FAMILY   12
Mastery learning, Outcome Based instruction, Direct instruction, Simulation, Social learning, Programmed instruction – Models to Second Language Teaching Education: Apprentice – expert model – Rationalist model – case study model – Integrated model.

                                                                 TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES
1. Hill, J. and Flynn, K. *Classroom Instruction that Works with English Language Learners*, Alexandria: ASCD, VA., 2006.
2. Joyce. B, Weil, M and Calhoun, E. *Models of Teaching*, 8th ed, New Delhi: Prentice-Hall Ltd.,
3. 2009.
4. http://www.edtech.vt.edu/edtech/id/models/index.html
5. http://www.nclrc.org/essentials/whatteach/models.htm
6. http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf

EL8009   **SOCIOLINGUISTICS**   **L T P C**
                                                                       4 0 0 4

OBJECTIVES
- To enable the researchers to appreciate the social dimension of language
- To help them examine the interplay between social factors and language use

CONTENTS

UNIT I   INTRODUCTION TO SOCIOLINGUISTICS   12
Aims and problems in Sociolinguistics – Dialectology – Rhetoric – Sociology of language – Ethnography of communication – Verbal and non-verbal communication – Language and worldview – Whorfian Hypothesis.

UNIT II   LANGUAGES IN CONTACT   12
Bilingualism, Trilingualism and multilingualism – Bilingualism and Biculturalism – Diglossia – Pidginisation and creolisation – Code-switching – Code mixing – Mother tongue influence/ interference.

UNIT III   LANGUAGE VARIATIONS   12
Functional language types – Standard language – Classical language – Dialect, Accent, idiolect, register – Restricted and elaborated codes – Interlanguage – Native and non-native varieties – Language and Gender.

UNIT IV   SPEECH ACT THEORIES   12
Speech situation – Speech event, Setting and participants – Small group interaction – Language in face-to-face communication – Speech functions – Referential, expressive, connotative and phatic – Language and Social inequality – power structure and language – Social functions of language.

UNIT V   LANGUAGE POLICY AND PLANNING   12
Language and nation – Language and ethnicity – Language planning in India – English in India.
                                                                    TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. workshops, analysis of samples of language in use.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Chakladar, Snehamoy. *Sociolinguistics: A Guide to language problems in India*. Mittal Publications, 1990.
2. Hudson, R.A. *Sociolinguistics*. 2nd ed. Cambridge: Cambridge University Press, 2001.
3. Hymes, Dell. *Language in Culture and Society*. New York: Harper and Row, 1964.
4. Milroy, Lesley. and Matthew, Gordon. *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell, 2003.
5. Patnaik, D. P. *Multilingualism in India, Multilingual Matters,* London, 1990.
6. Pride, J. B. and J. Holmes eds. *Sociolinguistics*. Harmondsworth: Penguin, 1972.
7. Trudgill, Peter*. Sociolinguistics*. 4th ed, Harmondsworth: Penguin, 2001.
8. Wardhaugh Introudction to Sociolinguistics. Blackwell: Journal of Sociolinguistics Wieley-Blackwell, 2000.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

EL8010   **CONTEMPORARY AMERICAN LITERATURE**   **L T P C**
                                                                  4 0 0 4

OBJECTIVES
- To help students examine and appreciate contemporary American literature
- To help students approach contemporary American literature from ecological, feminist, postmodern and South Asian perspectives

CONTENTS

UNIT I   ECOLOGICAL POETRY   12
A. R. Ammons   -   Garbage
Gary Snyder   -   Turtle Island

UNIT II   SOCIAL DRAMA   12
David Mamet   -   Oleana
Sam Sheppard   -   Buried Child
August Wilson   -   The Piano Lesson

UNIT III   POSTMODERN FICTION   12
Thomas Pynchon   -   Vineland
John Barth   -   The Last Voyage of Somebody the Sailor

UNIT IV   FEMINIST FICTION   12
Alice Walker   -   The Color Purple
Toni Morrison   -   Beloved.

UNIT V   CHINESE AMERICAN FICTION   12
Maxine H Kingston   -   The Woman Warrior
Amy Tan   -   The Joy Luck Club

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Amend, Allison. *Multicultural Voices Asian American Writers.* New York: Chelsea House Publishers, 2010.
2. Bigsby, C. W. E. **A Critical Introduction to Twentieth Century Drama**. Vol.3. Cambridge: CUP, 1985.
3. Davies, Carole Boyce. *Black Women Writing and Identity: Migrants of the Subject.* London: Routledge, 1994.
4. Hoffman, Daniel (ed.) *Harvard Guide to Contemporary American Writing*. Cambridge: Harvard University Press, 1979.
5. Beach, Christopher. *The Cambridge Introduction to Twentieth Century American Poetry.* Cambridge: CUP, 2003.
6. Cheung, King-Kok. *An Interethnic Companion to Asian American Literature.* New York: CUP, 1997.
7. David, Todd E., and Kenneth Womack. *Postmodern Humanism in Contemporary Literature and Culture***:   *Reconciling the void.* New York: Palgrave Macmillan, 2006.
8. Gatta, John. *Making Nature Sacred Literature, Religion and Environment in America from the Puritans   to the present.* New York: OUP, 2004.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

9. Hendin, Josephine G. *A concise companion to postwar American literature and culture.* Malden: Blackwell Publishing Ltd., 2004.
10. Hunter, Gordon. *American Literature, American Culture.* New York: OUP, 1999.
11. Oh, Seiwoong. *Encyclopedia of Asian – American Literature.* New York: Facts on file An Imprint of Infobase Publishing, 2007.
12. Philips, Jery., Michael Anesko, and Karen Meryens. *Contemporary American Literature (1945 – Present).* New York: Chelsea House Publishers, 2010.
13. Robinson, Marc. *The American Play 1787-2000.* London: Yale University Press, 2009.
14. Whitson, Kathy J. *Encyclopedia of feminist literature.* London: Greenwood Press, 2004.
15. Worley, Demetrica .A and Jesse Perry. *American Literature: An Anthology.* 2nd ed. London: NTC Publishing Group, 1998.
16. http://www.colorado.edu/English/amlit/contemp.html
17. http://usinfo.state.gov/products/pubs/oal/amlitweb.htm#modern

EL8011	CONTEMPORARY INDIAN DRAMA IN ENGLISH	L T P C
		4 0 0 4

OBJECTIVES
- To enable students to appreciate Indian plays in English and to form critical opinions of plays on their own
- To sensitize students to using Indian drama in English for the development of communication skills of learners

CONTENTS

UNIT I   INDIAN ENGLISH DRAMA   12
Growth and Development – Problems – Pioneers – Techniques – Stage History – Theatre Groups – Foreign Collaboration – Theatre Festivals.

UNIT II   HISTORICAL DRAMA   12
Asif Currimbhoy   -   Goa,
Gurcharan Das   -   Larins Sahib

UNIT III   MYTHICAL DRAMA   12
Girish Karnad   -   The Fire and the Rain
Mahesh Dattani   -   Tara

UNIT IV   FEMINIST DRAMA   12
Dina Mehta   -   Brides Are Not For Burning
Manjula Pamanabhan   -   Harvest

UNIT V   DIASPORIC DRAMA   12
Uma Parameshwaran   -   Rootless but Green are the Boulevard Trees
Rana Bose   -   The Death of Abbie Hoffman

                                                                    TOTAL: 60 PERIODS

Teaching Methods
Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

REFERENCES:
1. Bhatta, S. K. *Indian English Drama: A Critical Study*. New Delhi: Sterling Pub, 1987.
2. Balme, Christopher B. *Decolonizing the Stage: Theatrical Syncretism and Postcolonial Drama*. Oxford:OUP, 1999.
3. Chaudhuri, A. K. *Mahesh Dattani: An Introduction*. New Delhi: Foundation Books, 2005.
4. Devy, G. N. *In Another Tongue Essays on Indian English Literature.* New York: Peter Lang, 1993.
5. Dodiya, Jaydipsingh. *Indian English Drama: Critical Perspectives*. New Delhi: Sarup and Sons, 2000.
6. Gilbert, Helen and Joan Tompkins. *Postcolonial Drama: Theory, Practice, Politics*. London: Routledge, 1996.
7. Khatri, Chhote Lal and Kumar Chandradeep. (ed.) *Indian Drama in English: An Anthology of Recent Criticism*. Jaipur: Book Enclave, 2007.
8. Mehrotra, Aravind Krishna. *A Concise History of Indian Literature in English.* New York: Palgrave Macmillan, 2009.

EL8012	GENDER IN LITERATURE	L T P C
		4 0 0 4

OBJECTIVES
- To sensitize students to the portrayals of women in literature by both men and women
- To help students develop awareness of differences in the expectations and experiences of women

CONTENTS

UNIT I   ESSAYS   12
J.S. Mill   -   Subjection of Women (Chapter 3)
Elaine Showalter   -   Feminist Criticism in the Wilderness
Madhu Kishwar   -   Off the Beaten Track.

UNIT II   NOVELS   12
Margaret Atwood   -   The Edible Woman
D.H. Lawrence   -   Sons and Lovers
Arundhati Roy   -   The God of Small Things;
Eudora Welty   -   The Optimist's Daughter.

UNIT III   POEMS   12
Adrienne Rich   -   Snapshots of a Daughter-in-law

UNIT IV   PLAYS   12
Vijay Tendulkar   -   Kanyadaan;
Henry Ibsen   -   A Doll's House

UNIT V   SHORT-STORIES   12
Mahashewta Devi   -   Draupadi
Jai Nimbkar   -   The Childless One

                                                                                        TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

Attested

Saljin

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

REFERENCES

1. Cameron, Deborah. *The Debate on Sexist Language. In Feminism and Linguistic Theory*. London: Macmillan, 1994.
2. Cody, Cabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Vol I, New York: CUP, 2007.
3. Cody, Cabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Vol II, New York: CUP, 2007.
4. Davis, Kathy et al (eds). *Handbook of Gender and Women's Studies*. London: Sage Publications, 2006.
5. Franie, Peter. *The Oxford Guide to Literature in English Translation.* New York: OUP, 2000.
6. Goodman, Lizbeth. **Literature and Gender: An Introductory Textbook**. London: Routledge, 1996.
7. Gilbert, Sandra M. & Susan Gubar (eds). *The Norton Anthology of Literature by Women*. New York: Norton, 1985.
8. Madsen, Deborah L. *Feminist Theory and Literary Practice.* London: Pluts Press, 2000.
9. Millet, Kate. *Sexual Politics*. London: Virago, 1977.
10. Rich, Adrienne. *When We Dead Awaken*. National Council of Teachers of English, 2011.
11. Showalter, Elaine. *Feminist Criticism in the Wilderness. The New Feminist Criticism: Essays on Women, Literature and Theory*. London: Virago, 1986.
12. Warhol, Robyn et al. *Feminisms: An Anthology of Literary Theory and Criticism*. New Jersey: Rutgers University Press, 1997.

EL8013	LITERARY CRITICISM AND THEORY	L T P C
		4 0 0 4

OBJECTIVES

- To introduce the researcher to a variety of Western and Indian approaches to literary theory and criticism
- To encourage the researcher to apply different critical approaches to various forms of literature from India and the West

CONTENTS

UNIT I   THEORY OF LITERATURE   12
Literary Genres – Poetry, Drama, and Novel – Literary terms – image, metaphor, symbol, myth, irony – literary schools and their influences.

UNIT II   CLASSICAL, NEO-CLASSICAL, ROMANTIC CRITICISM   12
Aristotle – Longinus – Horace.

UNIT III   MODERN AND POST- MODERN CRITICISM   12
Structuralism – Deconstruction– Post-Marxism – Cultural Materialism and New Historicism – Post-colonialism – Hermeneutics and Reader-Oriented Criticism – Feminist Criticism.

UNIT IV   ECOCRITICISM   12
Nature and culture – Nature in Literature – Environmental literature.

UNIT V   INDIAN POETICS   12
The nature of creativity, imagination and invention – aspects of modern literature – Rasa and Dhvani – Tamil poetics – Tholkappiyam – on diction and, syntax (trans. S.Illangkumaran) Tagore – A.K.Ramanujam – Ancient Tamil Poetics.

TOTAL: 60 PERIODS

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-800 025.

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. David Lodge and N. Wood (eds.) *Modern Criticism and Theory: A Reader*. London: Longman, 1999.
2. Garrard, Greg. *Ecocriticism*. London: Routledge, 2004.
3. Glotfelty, C and H. Fromm (eds.). *The Eco-criticism Reader: Landmarks in Literary Ecology*, Athens:University of Georgia Press, Athens, 1996.
4. Indra, C. T and Meenakshi, Sivaraman (eds.). *Post-Coloniality: Reading Literature, New Delhi: Vikas, 1990.*
5. Mills, Sara and L. Pearce et al. *Feminist Readings/ Feminists Reading,* London: Harvester Wheatsheaf, 1989.
6. Sethuraman, V. S. (ed.) *Contemporary Criticism*, New Delhi: Macmillan India, 1989.
7. Sethuraman, V. S. *Indian Aesthetics: An Introduction*. New Delhi: Macmillan, 1992.
8. Wellek and Warren. *Theory of Literature*, London: Pelican Books, 1963.
9. www.brocku.ca/english.courses/4F70
10. www.vos.ucsb.edu/shuttle/theory.html

EL8014	MODERN INDIAN DRAMA IN ENGLISH TRANSLATION	L T P C
		4 0 0 4

OBJECTIVES
* To introduce the students to regional drama in English translation
* To help them understand the difficulties in translating Indian plays in English and encourage them to undertake translation of drama into English

CONTENTS

UNIT I   INDIAN DRAMA   12
History, Regional drama, Indian drama in English translation, Theatre movements, Western influence, Indigenous drama, Post-Independence Indian Drama, Drama Criticism

UNIT II   KANNADA DRAMA   12
Sriranga   – Listen
Janamejaya, Chandrasekhar Kambar – Siri Sampige

UNIT III   HINDI DRAMA   12
Dharam Vir   – The Blind Age
Mohan Rakesh   – One Day in Ashadha

UNIT IV   MARATHI DRAMA   12
Vijay Tendulkar   – The Vultures
Satish Alekar   – Mahapoor

UNIT V   BENGALI DRAMA   12
Badal Sircar   – Evam Indrajit
Mahasweta Devi   – Mother of 1084

TOTAL: 60 PERIODS

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

TEXT BOOKS:
1. Deshpande, G. P. *Modern Indian Drama* ed, New Delhi: Sahitya Akademi, 2000.
2. Kambar, Chandrasekar. *Modern Indian Plays* ed. Vol.1 and 2. New Delhi: National School of Drama, 2000.

REFERENCES:
1. Dalmia, Vasudeva. **Poetics, Plays, and Performances: The Politics of Modern Indian Theatre**. New Delhi, OUP, 2006.
2. Kastuar, Jayant. **Indian Drama in Retrospect**. Gurgaon: Hope India, 2007.
3. Lal, Ananda. **The Oxford Companion to Indian Theatre**. New Delhi: OUP, 2004.
4. Mukherjee, T. **Staging Resistance: Plays by Women in Translation**. New Delhi: OUP, 2005.
5. Reddy, K V, and R K Dhawan (eds.) **Flowering of Indian Drama: Growth and Development**. New Delhi: Prestige, 2005.
6. Talwar, Urmil., and Bandana Chakrabarty. (eds.) **Contemporary Indian Drama: Astride Two Traditions**. Jaipur: Rawat, 2005.
7. Tiwari, S. **Contemporary Indian Dramatists**. New Delhi: Atlantic Publishers, 2007.

EL8015   **POSTCOLONIAL FICTION**   **L T P C**
                                                                        4 0 0 4
OBJECTIVES
- To enrich researchers with a knowledge of postcolonial theory and criticism
- To create awareness among students about the various postcolonial perspectives to literary studies, especially, postcolonial fiction

CONTENTS

UNIT I   POSTCOLONIAL CRITICISM AND THEORY   12
Orientalism – Nation and Narration – Subject and the Other – the Marginalized – Subaltern – Diaspora – (Fanon) – Post-Colonialism.

UNIT II   THE SELF-REFLECTIVE NOVEL   12
   Jean Rhys   -   Wide Sargasso Sea
   J.M. Coetzee   -   Foe

UNIT III   FEMINIST NOVEL   12
   Chitra Banerjee Divakaruni - The Palace of Illusion
   Manju Kapur   -   Difficult Daughters

UNIT IV   DIASPORIC NOVEL   12
   Jhumpa Lahiri   -   The Namesake
   Amulya Malladi   -   Serving Crazy with Curry

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

UNIT V   SOCIOPOLITICAL NOVEL   12

Sashi Tharoor   -   The Great Indian Novel
Salman Rushdie   -   Midnight's Children

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20= 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES

1. Ashcroft, W.D., G. Griffith and H. Tiffin, (eds.) **Key Concepts in Postcolonial Studies**, London: Routledge, 1998.
2. Ashcroft, W.D., G. Griffith and H. Tiffin, (eds.) **Postcolonial Studies Reader**, London: Routledge, 1995.
3. Ashcroft, W.D., G. Griffith and H. Tiffin, **The Empire Writes Back**, London: Routledge, 1989.
4. Azim, Firdous. **The Colonial Rise of the Novel**. London: Routledge, 1993.
5. Barker, Francis and Peter Hulme. **Colonial Discourse: Postcolonial Theory**, New York: Manchester Univ.Press, 1994.
6. Bassnett, Suran and Harish Trivedi. **Post Colonial Translation Theory and Practice.** New York: Routledge, 1999.
7. Cronin, Michael. **Translation Identity.** New York: Routledge, 2006.
8. Davies, Kathy. Mary Evans and Judith Lorber. **Handbook of Gender and Women's Studies.** London: SAGE Publications Ltd., 2006.
9. Gandhi, Leela. **Postcolonial Theory**. New York: Colombia University Press, 1998.
10. Hesse-Biber, Sharlene Nagy (ed). **Handbook of Feminist Research Theory and Praxis.** London: SAGE Publication Ltd., 2007.
11. Juneja, Om. P. **Postcolonial novel: Narratives of Colonial Consciousness.** New Delhi: Creative Books 1995.
12. Lal, Malashri., Shormishtha Panja., and Sumanya Satpathy. **Signifying the Self Women and Literature.** New Delhi: Macmilan, 2007.
13. Lazarus, Neil. **The Cambridge Companion to Postcolonial Literary Studies.** Cambridge: CUP, 2004.
14. Loomba, Anita. **Colonialism / Post-colonialism**, London: Routledge, 1998.
15. Mukerjee, Meenakshi. Twice born Fiction.?
16. Munday, Jeremy. **Introducing Translation Studies Theories and Application.** New York: Routledge, 2001.
17. Venuti, Lawrence. **The Translator's Invisibility A History of Translation.** 2nd ed. New York: Routledge, 2008.

EL8016   SOUTH INDIAN NOVELS IN TRANSLATION   L T P C
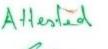**4 0 0 4**

OBJECTIVES

- To help students understand and appreciate Indian novels translated into English
- To make the students examine the different problems of translating Indian novels into English

CONTENTS

Attested

[signature]

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

UNIT I TRANSLATION THEORY 12
Language, Literature and Translation.

UNIT II TAMIL NOVELS IN TRANSLATION 12
Krithika - Vasaveswaram
Raghavan - Chudamani
Yamini, Neela Padmanabhan - Generations

UNIT III MALAYALAM NOVELS IN TRANSLATION 12
Mohammed Basheer - The Eye of God
Vasudevan Nair - Second Turn.

UNIT IV TELUGU NOVELS IN TRANSLATION 12
Krishna Rao - Puppets
Kesava Reddy - He Conquered the Jungle.

UNIT V KANNADA NOVELS IN TRANSLATION 12
U.R. Ananthamurthy - Bharathipura
Shrikrishna Alanahalli - Gendethimma.

TOTAL: 60 PERIODS

Teaching Methods
Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests, assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Bassnett, Suran. and Harish, Trivedi. **Post Colonial Translation Theory and Practice**, New York: Routledge, 1999.
2. Cronin, Michael. **Translation Identity**, New York: Routledge, 2006.
3. Davies, Kathy., Mary, Evans. and Judith, Lorber. **Handbook of Gender and Women's Studies.** London: SAGE Publications Ltd., 2006.
4. Hesse-Biber, Sharlene Nagy, **Handbook of Feminist Research Theory and Praxis**. London: SAGE Publication Ltd., 2007.
5. Lal, Malashri., Shormishtha, Panja., and Sumanya, Satpathy. **Signifying the Self Women and Literature**, Delhi: Macmilan, 2007.
6. Lazarus, Neil. **The Cambridge Companion to Postcolonial Literary Studies**, Cambridge: CUP, 2004.
7. Munday, Jeremy. **Introducing Translation Studies Theories and Application**. New York: Routledge, 2001.
8. Venuti, Lawrence. **The Translator's Invisibility A History of Translation**. 2nd ed. New York: Routledge, 2008.

EL8017 TRANSLATION: THEORY AND PRACTICE **L T P C**
4 0 0 4

OBJECTIVES
• To expose students to the history and principles of translation
• To train students in translation practice
• To encourage students to undertake translation of plays from Tamil into English

20

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-600 025.

CONTENTS

UNIT I   HISTORY AND THEORIES OF TRANSLATION   12
The Roman period – The Renaissance – 18th, 19th, and 20th century views on translation – Bible translators – Wycliffe, Tyndale – Machine translation – Translation as an art and science – post-colonialism and translation.

UNIT II   LINGUISTIC ASPECTS OF TRANSLATION   12
Language and culture – decoding and recoding – problems of equivalence – loss and gain – untranslatability – collocation – structure of language – semantic categories – evaluating language – scale of linguistic intensity – register – code – varieties of interference.

UNIT III   PROBLEMS AND ISSUES IN TRANSLATION   12
Translations of prose, poetry, drama, fiction – Translations of scientific, technical, and legal texts – metaphor and other figures of speech – idioms – colloquialism.

UNIT IV   TRANSLATION METHODS   12
Word for word, literal, faithful and semantic translations – adaptation, free and idiomatic translation – paraphrase – transcreation.

UNIT V   TRANSLATION PRACTICE   12
Analysis of a translation from Tamil to English – short pieces (3-4 pages) of prose, poetry, drama, and fiction – Translating a Tamil drama into English (minimum twenty – thirty pages) .
TOTAL: 60 PERIODS

Teaching Methods
Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

Evaluation

Internal and External
Internal: 2 written tests, assignments, seminars, project (15+15+20 = 50 marks).
External: A 3 hour written exam (50 marks).

REFERENCES:
1. Bassnett-McGuire, Susan. **Translation Studies**. New York: Routledge, 1991.
2. Catford, J. **A Linguistic Theory of Translation**. Oxford, OUP, 1965.
3. Frenz, H. "**The Art of Translation**." **In Comparative Literature: Method and Perspective**. Ed. N P Stallknecht and Horst Frenz. Carbondale: Univ of Illinois Press, 1971.
4. Kotari, Rita. **Translating India**. New Delhi: Foundation Books, 2006.
5. Mukerjee, T. (ed.) **Translations: From Periphery to Centrestage**. New Delhi: Prestige, 1998.
6. Mukerjee, Sujit. **Translation as Discovery**. New Delhi: Allied Publishers, 1981.
7. Nida, E A. and C R Taber. **Theory and Practice of Translation**. Leiden: E J Brill, 1969.
8. Savory, Theodore. **The Art of Translation**. London: Cape, 1957.
9. Steiner, G. After Babel: **Aspects of Language and Translation**. Oxford: OUP, 1997.
10. Talgeri, P. and S. K. Verma eds. **Literature in Translation**. New Delhi: JNU, 1988.

Attested

DIRECTOR
Centre For Academic Courses
Anna University, Chennai-800 025.