ANNA UNIVERSITY, CHENNAI

UNIVERSITY DEPARTMENTS

M. Phil. ENGLISH

REGULATIONS – 2015

CHOICE BASED CREDIT SYSTEM

CURRICULUM & SYLLABI

SEMESTER I

S.NO.	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.	EL7101	English Language Teaching	PC	4	4	0	0	4
2.	EL7102	Research Methodology	PC	4	4	0	0	4
3.		Elective I	PE	4	4	0	0	4
4.		Elective II	PE	4	4	0	0	4
			TOTAL	16	16	0	0	16

S.NO.	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.	EL7211	Seminar	EEC	2	0	0	2	1
2.	EL7212	Project Work	EEC	32	0	0	32	16
			TOTAL	34	0	0	34	17

TOTAL CREDITS: 33

PROFESSIONAL CORE (PC)

S.No	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.		English Language Teaching	PC	4	4	0	0	4
2.		Research Methodology	PC	4	4	0	0	4

PROFESSIONAL ELECTIVES (PE)

S.No	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
ELECTIVES LANGUAGE GROUP									
1.	EL7001	Computer-Assisted Language Learning	PE	4	4	0	0	4
2.	EL7002	English for Specific Purposes	PE	4	4	0	0	4
3.	EL7003	English Language Teaching in India	PE	4	4	0	0	4
4.	EL7004	English Language Testing	PE	4	4	0	0	4
5.	EL7005	English through e-Learning	PE	4	4	0	0	4
6.	EL7006	Language and Media	PE	4	4	0	0	4
7.	EL7007	Language through Literature	PE	4	4	0	0	4
8.	EL7008	Linguistics	PE	4	4	0	0	4
9.	EL7009	Models of Language teaching	PE	4	4	0	0	4
10.	EL7010	Sociolinguistics	PE	4	4	0	0	4
11.	EL7011	Technology for English Language Teaching	PE	4	4	0	0	4
LITERATURE GROUP									
12.	EL7012	Canadian literature	PE	4	4	0	0	4
13.	EL7013	Contemporary American Literature	PE	4	4	0	0	4
14.	EL7014	Contemporary Indian Drama in English	PE	4	4	0	0	4
15.	EL7015	Gender in Literature	PE	4	4	0	0	4
16.	EL7016	Literary Criticism and Theory	PE	4	4	0	0	4
17.	EL7017	Modern Indian Drama in English Translation	PE	4	4	0	0	4
18.	EL7018	Myths and Legends	PE	4	4	0	0	4
19.	EL7019	Postcolonial Fiction	PE	4	4	0	0	4
20.	EL7020	South Indian Novels in Translation	PE	4	4	0	0	4
21.	EL7021	Translation: Theory and Practice	PE	4	4	0	0	4
22.	EL7022	Women in Literature	PE	4	4	0	0	4

EL7101	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 research scholars conversant with the theoretical foundations of English language teaching.

CONTENTS

UNIT I   HISTORY OF ELT   12
History of English language teaching- Palmer, Sweet, Hornby- Howatt-Approaches and methods in language teaching- Theories of first language acquisition- Behaviorism- Cognitivism – Communicative Competence- Current trends in ELT

UNIT II   SECOND LANGUAGE THEORIES   12
Theories of Second Language acquisition- Acquisition-Learning Hypothesis-Monitor Hypothesis-Natural Order Hypothesis-Input-Output Hypothesis- Affective-Filter Hypothesis- Applied Linguistics and Language Teaching- Discourse analysis- Contrastive analysis- Error Analysis

UNIT III   SYLLABUS DESIGN   12
Curriculum vs Syllabus-Principles of Syllabus Design- Types of Syllabus-Bangalore Project-English for Specific Purpose- EOP-EAP-EST-Business English- Bridge course Syllabus

UNIT IV   MATERIALS PRODUCTION   12
Principles and procedures of materials production- task vs activities-designing accuracy fluency tasks & activities- designing tasks & activities for developing the four language skills-designing lesson plans- designing grammar& vocabulary-Teaching Language &Literature

UNIT V   LANGUAGE TESTING   12
Assessment vs evaluation-principles of testing-formative assessment vs summative assessment-Norm-referenced and Criterion test-types of test-wash back effect in testing-feedback in testing-current trends in language testing-program evaluation-international language tests IELTS-TOEFL-BEC.

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. , H. G. Widdowson. **A History of English Language Teaching**. 2nd ed. Oxford: OUP, 2004.
2. Kumaravadivelu B, **Understanding Language Teaching *From Method to Post Method***, Routledge: 2009.
3. Richards, J. and Rodgers, S. **Approaches and Methods in Language Teaching.** Cambridge: CLT Library, 1986.
4. Tickoo, M.L. **Teaching and Learning English – A source book.** New Delhi: Orient Blackswan, 2003.

Attested

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

3

5. Prabhu, N.S. *Second Language Pedagogy*. Oxford: Oxford University Press, *1987*.
6. Halliday M.A.K. and Ruqaiya Hassan **Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective** OUP, 1989
7. Johnson,Keith. *Communicative Syllabus Design and Methodology*. Pergamon Institute of English, Oxford: Pergamon Press.1982.Print.
8. Yalden, Janice. **The Communicative Syllabus: Evolution, Design & Implementation**Pergamon Institute of English, Pergamon Press,1983
9. Brown, Gillian and George Yule. **Teaching the Spoken Language. An approach based on the analysis of conversational English** Cambridge Language Teaching Library. CUP: 1983
10. Allen J.P.B. and S. Pit Corder **Readings for Applied Linguistics**.Vols. 1-3 OUP: 1973
11. McArthur, Tom. **A Foundation Course for Language Teachers.** Cambridge Language Teaching Library, CUP: 1983
12. Holliday, Adrian. **Appropriate Methodology & Social Context**, Cambridge University Press 1994
13. Holliday, Adrian. Understanding Intercultural Communication: **negotiating** a grammar of culture, Routledge, 2013
14. Stern, H. H. **Fundamental Concepts of Language Teaching**Oxford Applied LinguisticsOUP, 1983
15. Brumfit, Christopher. **Problems and Principles in Language Teaching**.Pergamon Press, Oxford. 1980
16. Gokak,V. K **English in India: Its present and future**. Bombay: Asia Publishing House, 1964.

EL7102	RESEARCH METHODOLOGY	L T P C
		4 0 0 4

OBJECTIVES
- 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.
- To sensitize research scholars to an understanding of the rudiments of research in language teaching and literature

UNIT I   INTRODUCTION TO RESEARCH   12
The good researcher- nature of research inquiry-key concepts in research-the research process-choosing the appropriate research problem-arriving research question-formulating the research hypothesis- referencing skills-bibliography

UNIT II   RESEARCH METHODS   12
An introduction to research methods and traditions- epistemological enquiry-deductive -inductive-principles of ethnographic research- kinds of research-choosing a research method-referencing skills-Literature review-primary and secondary sources-ethical research- plagiarism-dos and don'ts.

UNIT III   DATA COLLECTION METHODS   12
Elicitation methods-interview- questionnaire-classroom observation and data collection-interview-sampling techniques-random sampling

UNIT IV   DATA ANALYSIS AND INTERPRETATION   12
Data analysis-qualitative data analysis-quantitative data analysis- statistical techniques -use of quotations-figures-charts-tables- interpretation of results and findings- mechanics of writing-use of abbreviations-acronyms- Use of SPS software for statistical analysis.

UNIT V   PLANNING AND WRITING THE THESIS   12
Planning the thesis-outlining –chapterization—drafting the thesis-writing the abstract

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.Print.
2. **MLA Handbook for Writers of Research papers**, 7th ed. New Delhi: East-West Press Pvt. Ltd., 2009. Print
3. Nickerson, T. Eileen. **The Dissertation Handbook, A Guide to Successful Dissertations.** 2nd ed. Dubuque, IA: Kendall/Hunt Publishing Company, 1993. Print.
4. Nunan, David. **Research Methods in Language Learning**, Cambridge: CUP, 2005. Print.
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. Dornyei, Zoltan. **Research Methods in Applied Linguistics**. OUP, Oxford: 2007.Print.
8. McNiff, Jean. **Action Research Principles and Practice**. Routledge, London: 1988.Print
9. Farhady and Hatch.**Research Design and Statistics. For Applied linguistics.** Massachusetts: NewBury House Publishers.1982.Print.
10. **Publication Manual of the American Psychological Association** Sixth Edition 2015.
11. Bateson, F.W. The Scholar Critic. Routledge, London: 1972

EL7001	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

EL7002	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. EssentialLanguage 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.

EL7003	ENGLISH LANGUAGE TEACHING IN INDIA	L T P C
		4 0 0 4

OBJECTIVE
- To familiarize research scholars with the fundamental issues related to the teaching of English in India

UNIT I   ORIGINS OF ELT I INDIA

Origins of ELT in India- a critique of Macaulay's minutes-Babu English-the setting up of major universities in ore-independent India and the furthering of English language education in India-teaching of English after Independence-the setting up of Education Commissions-the Radhakrishnan Commission (1948)

UNIT II   EDUCATION COMMITTEES

English teaching after Independence-the various education commissions- the Kothari Commission (1964)- Ramamurthy Commission Report (1986)- the Acharya Committee report-(1990) the three language formula- National Curriculum Framework(2005)

UNIT III   TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

English as Second Language (ESL) at school (primary, secondary)- the ABL methodology-SarvaShikshaAbhiyan Scheme- the ESL syllabus in State Board schools – the Uniform Syllabus- The Central Board Secondary Education Project (1993-1998)

UNIT IV   INNOVATIONS IN SYLLABUS

The teaching of ESL at the tertiary level-General English syllabus in Arts & Science colleges-the Bangalore Project and the Task-based syllabus-curricular and syllabus innovations at the tertiary level.

UNIT V   SOCIO CULTURAL THEORY IN ELT

Issues related to the teaching of English in India-Sociocultural theory in language teaching-Vygotsky-ZPD-scaffolding-Bernstein-elaborate & restricted code-role of mother-tongue in the teaching of ESL-Bilingualism vs Immersion- Communicative language teaching in India-testing of English as a second language in India-A critique on English teaching policy in India.

Evaluation:

Internal(50 marks)
External950 marks)

Teaching Methods

Classroom lectures, guest lectures, seminar presentations

REFERENCES

1. Swain Merrill, Penny Kinnear and Linda Steinman. *Sociocultural Theory in Second Language Education An Introduction through Narratives.* **Orient Black Swan : 2012**
2. Braine, George**. *Nonnative Speaker English TeachersResearch, Pedagogy, and Professional Growth.***Routledge, 2010
3. Singh, V.D. *Language Learning, Teaching and Testing.A Companion*. Foundation Books: 2008
4. Long. H. Michael. ed. *Second Language Needs Analysis* CUP, Cambridge: 2005
5. Ghosh, Suresh Chandra**. *The History of Education in Modern India 1757-2012.***Orient Black Swan: Hyderabad, 2009
6. Dheram, Premakumari*Negotiating EmpowermentStudies in English Language Education*. Orient Longman Pvt. Ltd. Hyderabad: 2008
7. Dheram, Premakumari. *Promoting Learner Autonomy-A Teacher's Reflections on ESL in India.* Orient Longman Pvt. Ltd.: Hyderabad,
8. Altbach. G. Philip. inPawanAgarwal. *A Half-Century of Indian Higher Education*. Sage Publications, New Delhi: 2012.
9. Chaudron, Craig. *Second Language Classrooms. Research on teaching and Learning*. Cambridge Apllied Linguistics. CUP, Cambridge: 1988
10. Hinkel, Eli. Ed. *Culture in Second Language Teaching and Learning*. Cambridge Applied Linguistics. CUP, Cambridge: 1999.
11. Nagaraj, Geetha. *English Language TeachingApproaches, Methods, Techniques*. Orient Black Swan, Hyderabad: 2010.
12. Clark.L.John. *Curriculum Renewal in School Foreign Language* **Learning.** OUP: Oxford.1987.Print**.**
13. Sinha, Shoba. **Reading without Meaning: The Dilemma of Indian Classrooms.** *Language & Language Teaching. Vol: 1. No.1* June 2012.
14. Agnihotri, R.K. & A.L. Khannaeds .**ELT in India: Issues and Innovations** Studies in Second Language Acquisition OUP, New Delhi 1995
15. **Canagarajah, A.S. Resisting Linguistic Imperialism in English Teaching.** OUP, Oxford: 1990

8

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

EL7004   **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 –modern trends in language testing-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 – wash back 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 of 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)

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.

Attested

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

9. Rowntree,Derek.*Assessing Students: How Shall we know them?*Routledge, London: 1987.Print.Digital Printing.2006.
10. *Black,Hillel. They shall not Pass* William Morrow and Co,New York: 1963.Print.
11. J.Charks, Alderson,Beretta,Alan*. Evaluating Second Language Education*.Cambridge: CUP, 1992.Print.
12. Assessment in Education
13. International Journal of Testing
14. Language Assessment Quarterly

EL7005	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).

Attested

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

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.

EL7006	**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.

EL7007   **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

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 INTHE 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.

12

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

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

EL7008	**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

ONTENTS

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

Attested

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

13

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)

EL7009   **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.

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.

Attested

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

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., 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

EL7010	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.

EL7011   TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING   L T P C
                                                                 4 0 0 4

OBJECTIVE
*   To make research scholars conversant with the fundamentals and implementation of ICT tools and technologies in the second language classroom which include podcasting, blogging, mobile technologies, and virtual learning classroom environment.

UNIT I   ORIGINS OF ICT
Origins of ICT- use of computers in language learning- fundamentals of e-learning-Computer – assisted language learning vs mobile learning-principles of ICT in language teaching-Behavioristic CALL-Communicative CALL-Integrative CALL

UNIT II   ICT TOOLS
Tools in ICT-blogs-VOIP-Skype-ASR (automatic speech recognition)-wikis-podcast-webcast—web quest-MOOCS- effect of multi-modal learning models on language teaching and learningiCALL-cyberspace navigation skills and exploration strategies.

UNIT III   TECHNOLGY ENABLED TECHING AND LEARNING
Use of multimedia to generate learning materials-multimedia writing materials-e-mail activities-discussion threads-on-line teaching modules-self-teaching models- virtual classroom-smart classrooms- language laboratories-self-access centres.

UNIT IV   CALL
Computers in language testing-CALT-online testing- features of online tests self-assessment-traditional testing methods-vs CALT

UNIT V   TECHNOLOGY IN LANGUAGE TESTING
Understanding use of technology in language education-technology in second language teaching and learning-challenges in the use of ICT in second language education

                                                         TOTAL: 60 PERIODS

Evaluation
Internal (50 marks)
External (50 marks0

Teaching Methods
Classroom lectures, guest lectures, seminar presentations

REFERENCES

1. Méndez-Vilas,et al.*Research, Reflections and Innovations in Integrating ICT in Education* Spain: FORMATEX ,2009,Print.
2. Kumar,Deepak, et al.(Eds.) *Education for the 21st Century - Impact of ICT and Digital Resources* IFIP 19th World Computer Congress, TC-3 Education, , Santiago, Chile.2006.
3. Yelland, Nicola et al, (Eds.) *Rethinking Education with ICT*Sense Publishers, 2008.Print.
4. Underwood, Jean.Digital Technologies: An Effective Educational Change Agent?Research on e-Learning and ICT in Education
5. **Karasavvidis,** Ilias, et al. (Eds.) *Technological, Pedagogical and Instructional Perspectives.* New York: Springer-Verlag. 2014. Print.

LITERATURE GROUP

EL7012	CANADIAN LITERATURE	L T P C
		4 0 0 4

OBJECTIVES
- To analyse the literary themes, techniques, historical points of contention present in modern Canadian writing.
- To know Canadian life and identity.
- To understand areas along the Canadian border as sites of cultural collaboration and friction.
- To develop skills in literary analysis , research , oral and written argument.

UNIT I   INTRODUCTION TO GENDER ISSUES IN CANADA.   12
Books recommended
- Ian Brown – Look and See (2005)
- Carol Shield – After words to Dropped Threads (2001)

UNIT II   THE IMMIGRANT EXPERIENCE   12
Books Recommended
- Thomas Chandler Halliburton – The English In America (1851)
- Catharine Parr Traill – The Tell Tale (1818)

UNIT III   THE CONFEDERATION POETS   12
Books Recommended
- Isabella Valancy Craw Ford – Malcolm's Katie (1987)
- Bliss Carman – Low Tide On Grand Pre (1887)

UNIT IV   REGIONALISM   12
Books Recommended
- Margaret Lawrence – The Diviners (1974)
- Rudy Wiebe – The Mad Trapper (1980)

Attested

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

UNIT V   POST COLONIALISM: BORDERS AND BORDER LANDS.   **12**

Books Recommended
- Thomas kings – Borders (1993)
- Clark Blaise – Resident Alien (1986)

Teaching Methods
Lectures, discussions, in – class work, group work,workshops,and peer – reviews.
Evaluation
Internal: two written tests + assignments, seminars, project

(15+15+20 = 50 marks)

External: A three hour written exam   (50 marks)

REFERENCES
- Archi Bald Lampman – The Railway Station (1900)
- Louis Hemon - Maria chao Delaine (2008)
- Dorothy Livesay – Day And Night (2010)
- Gabrielle Roy – The tin Flute (1947)

EL7013   **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

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.
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

EL7014   **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

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).

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.

EL7015   **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

UNIT I   ESSAYS   **12**
J.S. Mill
Elaine Showalter Madhu Kishwar

UNIT II   NOVELS   **12**
Margaret Atwood D.H. Lawrence Arundhati Roy Eudora Welty

UNIT III   POEMS
Adrienne Rich

Attested

12

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

20

UNIT IV   PLAYS

Vijay Tendulkar   -
Henry Ibsen   -
Subjection of Women (Chapter 3) Feminist Criticism in the Wilderness Off the Beaten Track.
The Edible Woman
Sons and Lovers
The God of Small Things;
The Optimist's Daughter.
Snapshots of a Daughter-in-law
Kanyadaan;
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).

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

EL7016   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

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

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

EL7017	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

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 Sriranga   12

Janamejaya, Chandrasekhar Kambar   Listen
Siri Sampige

UNIT III   HINDI DRAMA   12

Dharam Vir
Mohan Rakesh   The Blind Age One
Day in Ashadha

UNIT IV   MARATHI DRAMA
Vijay Tendulkar Satish Alekar

The
Vultures
Mahapoor

12

UNIT V   BENGALI DRAMA
Badal Sircar Mahasweta Devi

Evam   Indrajit
Mother of 1084

12

TOTAL: 60 PERIODS

EL7018   **MYTHS AND LEGENDS**   **L T P C**
                                                                      4 0 0 4
OBJECTIVES
- To familiarize researchers with myths and folktales from around the world.
- To help researchers read and understand the symbolic language of mythology.
- To help researchers appreciate the universality of the basic truths embedded in mythology.

UNIT I   UNDERSTANDING MYTHOLOGY
The world of myths – definitions – different narrative forms – theories and approaches used in reading mythology: euhemeristic / rationalistic approach, linguistic approach, psychological approach, cultural / ethnological / sociological / anthropological approach – Mythology and history – Myths and archetypes – Hero, trickster, mother figure

UNIT II   CREATION MYTHS
Types of creation myths – Creation myths from various parts of the world – Indian, Chinese, Greek, Egyptian, Mesopotamian, Australian aboriginal, Native American, Mayan, Inuit, African,

UNIT III   JOURNEY MYTHS
The journey – The quest – Indian journey myths – Nachiketa, Ramayana and Mahabharata – Other journey myths – Mesopotamian, Greek (Orpheus, Iliad and Odyssey), Sumerian (Gilgamesh), Japanese, Mongolian, Norse, Mayan, Yoruba, Bi Norse, Mayan, Arthurian (quest for the Grail)

UNIT IV   HERO / HEROINE MYTHS
The Hero – characteristics – The monomyth – The quest for self - Heroic legends – King Arthur, King Vikramaditya, Prometheus, Nibelungenliad, Heroines – Inanna, Gwendolen, Cordelia, Amazon women

UNIT V   MODERN MYTHS
Myth making in modern times – Tarzan, Phantom, Mandrake, Lord of the Rings, Superman, Spiderman, Star Wars, Harry Potter – Urban legends – Internet urban legends

TOTAL: 60 PERIODS

Teaching Methods
Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice, 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. Abrams, M. H. "Archetypal Criticism." *A Glossary of Literary Terms*. Fort Worth: HBJ, 1993.
2. Bates, Roland. *Northrop Frye*. Toronto: McClelland and Stewart, 1971.
3. Frye, Northrop. "The Archetypes of Literature." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. 1445 - 1457
4. Knapp, Bettina L. "Introduction." *A Jungian Approach to Literature*. Carbondale and Edwardsville: Southern Illinois University Press, 1984. ix - xvi
5. Leitch, Vincent B. "Northrop Frye." The Norton Anthology: Theory and Criticism. Ed. Vincent B. Leitch. New York: Norton, 2001. 1442 – 1445
6. "Carl Gustav Jung." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. 987 - 990
7. Segal, Robert A. "Introduction." *Jung on Mythology*. Princeton: Princeton University Press, 1998. 3 - 48
8. Sugg, Richard P., ed. Jungian Literary Criticism. Evanston, Ill.: Northwestern University Press, 1992. (439 pgs.)
9. Walker, Steven F. *Jung and the Jungians on Myth*. New York: Garland Publishing, 1995. 3 – 15
10. Frazer, James. *The Golden Bough*. Internet Sacred Text Archive
11. Campbell, Joseph. *The Hero with a Thousand Faces*. Joseph Campbell Foundation & New World Library, 2008.

EL7019	**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

UNIT I   POSTCOLONIAL CRITICISM ANDTHEORY   12

Orientalism - Nation and Narration - Subject and   theOther - 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 |

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'sStudies.** 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.

EL7020	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

UNIT I   TRANSLATION THEORY   12
Language, Literature and Translation.

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

Attested

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

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.

PROGRESS THROUGH KNOWLEDGE

EL7021　　　　　　　**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

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.

27

Attested

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

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 andPerspective**. 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.
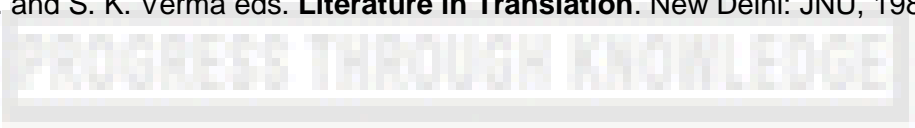
EL7022	WOMEN IN LITERATURE	L T P C
		4 0 0 4

OBJECTIVES
- Introduces the students to representative works by and about women from various literary perspectives.
- Develops the ability to identify motifs, themes and stereotypical patterns in literature.
- Students will learn how gender roles develop and change and how women's views reflect in their writing.

UNIT I   An interdisciplinary introduction to gender and women' studies.   12

Gender in everyday life – emphasis on intersections of gender, race, class and nation – addressing historical and contemporary debates.

28

UNIT II   Feminist Theory   **12**
Definition – the goals of feminism – the origin of the feminist movement –types of feminism
Books recommended
   - Dorothy Smith –The conceptional practices of power: A Feminist Sociology of Power.
   - Sandra Harding -Discovering Reality.

UNIT III   WOMEN IN SHAKESPEARE   **12**
Presentation of women – types of female roles in Shakespearean dramas.
Books recommended
   - Hamlet
   - Macbeth

UNIT IV   WOMEN IN TWENTIETH CENTURY   **12**
Books recommended
   - Margaret Atwood - The Handmaid's Tale
   - Toni Morrison – Beloved

UNIT V   WOMEN IN INDIAN FICTIONS   **12**

Books recommended
   - Shashi Deshpande – That Long Silence
   - Anita Desai – Cry , The Peacock

Teaching Methods
Lectures, invited lectures, presentations,

Evaluation
Internal: Three written tests + assignments, seminars and project (50 marks)
External: A three hour written exam (50 marks)