

DEPARTMENT OF ENGLISH
ANNA UNIVERSITY, CHENNAI

VISION

Our department creates, conveys and applies knowledge and language skills to help in the holistic development of individuals, expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life through its focus on teaching and learning, research and discovery, and outreach and collaboration.

MISSION

- To facilitate the acquisition of communication skills with a humanistic approach.
- To use innovative language teaching methods for teaching of language skills effectively.
- To instill a spirit of inquiry in the students
- To foster collaboration between academic and industrial communities for promoting research activities.
- To function as a resource centre as well as nodal centre for the language teaching departments of engineering colleges affiliated to Anna University Chennai.
- To develop the department as an international centre of excellence for language teaching.

PROGRESS THROUGH KNOWLEDGE

Attested


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

ANNA UNIVERSITY, CHENNAI
UNIVERSITY DEPARTMENTS
M.Phil. ENGLISH (FT)
REGULATIONS - 2019
CHOICE BASED CREDIT SYSTEM

1. PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):

- To provide training in Research Methodology as a pre PhD course
- To provide theoretical knowledge in advanced topics in English Language Teaching (ELT) and Literature
- To impart training to students specializing in the field of ELT, to use technology for effective analysis of data
- To train students to undertake research, so as to enable them to work on a research problem independently
- To prepare students to make effective presentations related to their chosen area of research and also publish research papers in reputed journals

2. PROGRAMME OUTCOMES (PO's):

PO #	Graduate Attribute	Programme Outcomes
1.	Theoretical Knowledge	A comprehensive understanding of the theories underlying ELT and Literature
2.	Critical Analysis	Ability to evaluate judiciously a theory or concept in ELT and a work literature thoroughly
3.	Use of Information and Communication Technology (ICT)	Ability to integrate technology and its tools effectively in research and in teaching thereafter
4.	Communicative Competence	Capability to share research outcomes, findings and their implications for the English Language classroom in the oral and the written mode
5.	Ethics in research and teaching	Adherence to ethical principles in research and teaching
6.	Life Long Learning	Continue professional development and learning as a life- long activity

3. PROGRAM SPECIFIC OUTCOMES (PSO's):

After completion of the M.Phil course in English, the students will display the following Programme Specific Outcomes.

- High motivation to conduct research
- Equipped with the required skills to carry out research at the doctoral level
- Ability to present and publish research in ELT and Literature
- Qualified to apply research solutions in the teaching of English as a Language for communication

4. PEO/ PO Mapping:

PROGRAMME EDUCATIONAL OBJECTIVES	PROGRAMME OBJECTIVES					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
I	✓	✓	-	-	✓	✓
II	✓	✓	✓	✓	-	✓
III	✓	-	✓	-	-	✓
IV	✓	✓	✓	✓	-	✓
V	✓	✓	✓	✓	✓	✓

Mapping of Course Outcome and Programme Outcome

		Course Name	PO01	PO02	PO03	PO04	PO05	PO06
Year 1	Semester 1	Research Methodology	✓	✓	✓	✓	✓	✓
		ELT	✓	✓	✓	✓	✓	✓
		Programme Elective I (One from list of electives I)	✓	✓	✓	✓	✓	✓
		Programme Electives II (One from list of Electives II)	✓	✓	✓	✓	✓	✓
	Semester 2	Seminar	✓	✓	✓	✓	✓	✓
		Dissertation	✓	✓	✓	✓	✓	✓

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UNIVERSITY DEPARTMENTS**

M. Phil. ENGLISH

REGULATIONS – 2019

CHOICE BASED CREDIT SYSTEM

CURRICULUM & SYLLABI

SEMESTER I

S.NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
1.	EL5101	English Language Teaching	PCC	4	0	0	4	4
2.	EL5102	Research Methodology	PCC	4	0	0	4	4
3.		Program Elective I	PEC	4	0	0	4	4
4.		Program Elective II	PEC	4	0	0	4	4
TOTAL				16	0	0	16	16

SEMESTER II

S.NO.	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			TOTAL CONTACT PERIODS	CREDITS
				L	T	P		
1.	EL5211	Seminar	EEC	0	0	2	2	1
2.	EL5212	Dissertation	EEC	0	0	32	32	16
TOTAL				0	0	34	34	17

TOTAL CREDITS: 33

PROGRAM CORE COURSES (PCC)

S.No	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.	EL5101	English Language Teaching	PCC	4	4	0	0	4
2.	EL5102	Research Methodology	PCC	4	4	0	0	4

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PROFESSIONAL ELECTIVES COURSES (PEC)

S.No	COURSE CODE	COURSE TITLE	CATE GORY	PERIODS PER WEEK			CONTACT PERIODS	CREDITS
				L	T	P		
1.	EL5001	Research Writing	PEC	4	0	0	4	4
2.	EL5002	ICT in Language Teaching	PEC	4	0	0	4	4
3.	EL5003	English for Specific Purposes	PEC	4	0	0	4	4
4.	EL5004	English Language Teaching in India	PEC	4	0	0	4	4
5.	EL5005	English Language Testing	PEC	4	0	0	4	4
6.	EL5006	Language Through Literature	PEC	4	0	0	4	4
7.	EL5007	Indian Writing in English	PEC	4	0	0	4	4
8.	EL5008	Literary Theory and Criticism	PEC	4	0	0	4	4
9.	EL5009	South Indian Novels in Translation	PEC	4	0	0	4	4
10.	EL5010	Gender in Literature	PEC	4	0	0	4	4
11.	EL5011	Children's Literature	PEC	4	0	0	4	4
12.	EL5012	Applied Linguistics	PEC	4	0	0	4	4
13.	EL5013	Sociolinguistics	PEC	4	0	0	4	4

EMPLOYABILITY ENHANCEMENT COURSES (EEC)

S.NO	COURSE CODE	COURSE TITLE	PERIODS PER WEEK			CREDITS	SEMESTER
			Lecture	Tutorial	Practical		
1.	EL5211	Seminar	0	0	2	1	2
2.	EL5212	Dissertation	0	0	32	16	2
TOTAL CREDITS					34	17	

PROGRESS THROUGH KNOWLEDGE SUMMARY

M.PHIL. ENGLISH (FT)				
	Subject Area	Credits per Semester		Credits Total
		I	II	
1.	PCC	8	0	08
2.	PEC	8	0	08
3.	EEC	0	17	17
	Total Credit	16	17	33 <i>Attested</i>

OBJECTIVES

- To familiarize the researchers with the history of English language teaching, learning theories and the current trends in language teaching
- To make them conversant with the theoretical foundations of English language teaching
- To enable them to prepare lesson plans and design tasks to develop language skills of the students
- To make them gain adequate knowledge in syllabus design and different types of tests.

UNIT I HISTORY OF ELT**12**

Origin of ELT (Howatt) – Major approaches and methods in language teaching – Theories of learning: Behaviorism, Cognitivism, Constructivism – Current trends in ELT

UNIT II SECOND LANGUAGE ACQUISITION**12**

Krashen's five hypotheses of second language acquisition: a) Acquisition-Learning Hypothesis, b) Monitor Hypothesis, c) Natural Order Hypothesis, d) Input Hypothesis, and e) Affective-Filter Hypothesis – Merrill Swain's output hypothesis – Richard Schmidt's noticing hypothesis – Applied Linguistics: Discourse analysis, Contrastive analysis, Error Analysis

UNIT III SYLLABUS DESIGN**12**

Curriculum versus Syllabus – Principles of Syllabus Design – Types of Syllabus – Bangalore Project by N.S. Prabhu on procedural syllabus – Bridge course Syllabus – English for Specific Purposes (ESP) – Types of ESP: English for Academic Purposes, English for Occupational Purposes, English for Science and Technology, and Business English

UNIT IV MATERIALS PRODUCTION**12**

Principles and procedures of materials production – task versus activity – designing accuracy/fluency tasks and activities – designing tasks for developing the four language skills – Writing lesson plans – designing grammar and vocabulary activities – teaching language through literature

UNIT V LANGUAGE TESTING**12**

Assessment versus evaluation – principles of testing – formative and summative assessments – norm-referenced and criterion-referenced tests – types of tests – wash back effect in testing – feedback in testing – current trends in language testing – program evaluation – international language tests: IELTS, TOEFL, and BEC.

TOTAL: 60 PERIODS**Teaching Methods**

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

Evaluation**Internal and External**

Internal: Two written tests – 50 marks (1st written test - 25 marks; 2nd written test – 25 marks)

External: Three hour written examination (50marks)

OUTCOMES

On completion of this course, learners will be able to

- Prepare lesson plans and design language tasks for developing language skills of the learners
- Utilize their knowledge about various approaches and methods of teaching to select the apt methods to suit the needs of their learners
- Understand different types of tests and design tests for evaluating the language proficiency of the learners

REFERENCES

1. Howatt, A. P. R., and H. G. Widdowson. **A History of English Language Teaching**. 2nd ed. Oxford: OUP, 2004.
2. Kumaravadelu 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.
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 Linguistics OUP, 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.

EL5102

RESEARCH METHODOLOGY

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OBJECTIVES

- To enable researchers to collect, to analyse and to make inference of the data collected and to apply various critical theories to literary fields.
- To guide researchers to write their dissertation following the MLA/APA style
- To sensitise 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 – primary and secondary sources

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UNIT II RESEARCH METHODS**12**

An introduction to research methods and traditions – epistemological enquiry – deductive - inductive – principles of ethnographic research – kinds of research – action research – case study – experimental/ ethnography – choosing a research method – 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 – software for statistical analysis (SPSS).

UNIT V PLANNING AND WRITING THE THESIS**12**

Mechanics of writing – literature review - planning the thesis-outlining –chapterization—drafting the thesis-writing the abstract - abbreviations-acronyms – referencing skills and bibliography

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.

EL5001**RESEARCH WRITING**


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Course Description

This course is designed to familiarise students with the methods and techniques of research writing, focusing on formulating the research question, developing a thesis statement, writing a critical review of existing literature and presenting one's original research along with analysis and findings.

OBJECTIVES

- To enable researchers to become familiar with the language of research writing
- To help researchers present their research reports in a clear and concise language

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UNIT I Types of Research writing

- Descriptive –Definition, Survey, Report
- Analytical – Analytical, Argumentative / Persuasive / Critical, Compare contrast, Cause Effect, Interpretative
- Intervention – Experimental, Quasi Experimental, Problem Solution

UNIT II Planning the writing

- The language of research writing
- Formulating the research question – Identifying gaps in existing research; formulating a question;evaluating the research question
- The thesis statement / The Hypothesis – Types of hypothesis
 - ✓ Simple hypothesis
 - ✓ Complex hypothesis
 - ✓ Working / research hypothesis
 - ✓ Null hypothesis
 - ✓ Alternative hypothesis
 - ✓ Logical hypothesis
 - ✓ Statistical hypothesis
- Research paper outline - design of research vs design of the dissertation

UNIT III Writing the research paper / dissertation (Introduction and Literature Survey)

- Abstract – Summarising the dissertation in the abstract
- Introduction – Establishing the scope, context and significance of the research undertaken, summarising the current understanding and background of the topic, stating the aims and objectives of the research in the form of the research problem and the research question to be answered, explaining the theoretical and methodological approach to be adopted, defining the conceptual boundaries of the study by establishing the delimitations of the research
- Review of Literature – Chronological, thematic, methodological organization of existing literature; Summary, synthesis and critical evaluation of existing literature; contextualizing the research question within the literature review

UNIT IV Writing the research paper / dissertation (Reporting the actual research)

- Body – Converting research material into coherent writing comprehensible to the reader; presenting one's experiment, analysis, findings and inferences in an organized manner
- Using charts, graphs, tables – Description of visual material; interpretation of the material; correlating visual and text material
- Findings and Conclusion – presenting findings that are
 - ✓ grounded in the data collected from the research
 - ✓ analysed from relevant theoretical perspectives
 - ✓ contributory to the existing body of researchestablishing the limitations of the study and suggesting the scope for future research
- References – Listing primary sources, secondary sources, background material, using different citation styles
- Appendices

UNIT V Revising / Editing / Proofreading the research paper

- Revising the dissertation considering larger issues such as audience, focus and organization
- Editing the dissertation to improve style, flow of ideas, consistency of arguments, paragraphs and transitions
- Proof reading for grammar, spelling, punctuation, typographical and formatting errors

Attested
TOTAL : 60 PERIODS

Teaching Methods

Lectures, Invited Lectures, Seminars, Discussions, Classroom writing activities, practise writing.

OUTCOMES

At the end of the course learners should be able to

- formulate a clear research question and evaluate it
- develop a thesis statement based on the research question
- draw up a clear plan and outline of the thesis
- critically review existing literature in the field of research
- present one's own research with clear and coherent arguments, supported by evidence
- list one's findings in the order of importance
- edit and proof read one's own thesis

Evaluation

Internal Only (100)

This is an activity based course in which students practice various aspects of research writing. These writing samples can be collected as a portfolio and evaluated along with an internal test and project and the consolidated mark can be taken as the final mark.

Portfolio: sample research questions, hypotheses, critical literature reviews, and analysis of sample research papers written by students are collected as a portfolio and evaluated (50)

Written Test: (25)

Project: Mini research paper (25)

REFERENCES

1. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup And William T. Fitzgerald The Craft of Research, Fourth Edition, University of Chicago Press, 2016
2. Steven D. Krause The Process of Research Writing, Eastern Michigan University, Version 1.0, Spring 2007
3. Kate L Turabian A Manual for Writers of Research Papers, Theses and Dissertations, Chicago Style for Students and Researchers, 7th Edition, University of Chicago Press, 2007

EL5002

ICT IN LANGUAGE TEACHING

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OBJECTIVES

The course aims

- To help learners understand the basics of different types of technology utilised in education
- To make them critically evaluate various technologies for classroom teaching
- To train them to plan instructional activities that integrate technology
- To discuss key issues related to the use of technology in education

UNIT I EVOLUTION OF EDUCATIONAL TECHNOLOGY

12

Defining educational technology & various terminologies – ICT, TALL, TELL, Technology mediated instruction – Origin & Evolution of educational technology – audio materials – video in class – language laboratory – computer aided language learning - multimedia laboratory.

UNIT II THEORETICAL PERSPECTIVES

12

Technology mediated language learning theories – Role of computer in language learning – CMC – Socio cultural approach – Vygotsky– Cognitive theory, Constructivism – Social constructivism - Interaction approach – Experiential learning – Dual coding – David Crystal, Chapelle.

UNIT III WEB TOOLS**12**

Web tools – Social media in education – Learning Management Systems – elearning – MOOCs – Mobile assisted learning – Learning Apps – Blended learning - Self-directed learning – Search engines - Telecommunications

UNIT IV PEDAGOGICAL IMPLICATIONS**12**

Authoring tools – Cognitive tools – Project based / Problem based / Game based learning – Virtual learning environments - Teaching language skills with technology – Lesson plan integrating technology – Pedagogy driven technology

UNIT V TECHNOLOGY AND TESTING**12**

Computers in language testing – Online testing – Self assessment – Types of online tests – Reliability & Validity in Online testing - Issues & ethics in using technology in education - Plagiarism

TOTAL: 60 PERIODS**Teaching Methods**

Lectures, Invited Lectures, Seminars, Online discussions, Classroom Observations, Teaching Practice.

LEARNING OUTCOMES

By the end of the course, learners will be able to

- Operate various software and technology apps and use them to access, generate and present information effectively.
- Use technology to communicate, collaborate, conduct research and solve problems.
- Apply technology resources and other media formats equitably, ethically and legally.
- Plan and deliver short instructional lessons that integrate a variety of software, applications and tools.

Evaluation Internal and External

Internal (50 % weightage)

(a) Written Test (50 marks)

(b) Reading Journal: A Reading Journal is a student's personal record containing written, reflective response to material he or she has read. There should be a minimum of four entries. (10 marks)

(c) Presentation : Presenting any new technology you had learnt during the course and how it can be integrated in the language teaching. (15 marks)

(d) Assignment: Designing a lesson plan for a technology integrated lesson to teach any one of the language skills / grammar / vocabulary (15 marks)

(e) Blog entry: Making weekly blog posts and commenting on others' posts. (10 marks)

External: A 3 hour written exam (50% weightage)

REFERENCES

1. Chapelle. C. Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research. Cambridge: Cambridge University Press, 2001.
2. Thorne, Kaye. Blended Learning: How to Integrate Online and Traditional Learning. London: Kogan Page, 2003.
3. Ghizlandi, Patrizia (ed.) elearning – Theories, Design, Software and Applications. Croatia: In Tech, 2012.
4. Mason, Robin and Frank Rennie. Elearning: The Key Concepts. New York: Routledge, 2006.
5. Smith, B. Computer Mediated Negotiated Interaction and Lexical Acquisition. Studies in Second Language Acquisition. (2004) 26, 365-398.

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[Signature]

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OBJECTIVES

- To develop an understanding about various aspects of ESP
- To learn how to analyse needs of learners, their target situation and their learning context
- To design and evaluate materials for a ESP program

UNIT I EVOLUTION AND CHARACTERISTIC FEATURES OF ESP 12

Defining ESP –ESP vs EGP - Classification of ESP –Characteristics of ESP - Origin and development of ESP -Critical perspectives on ESP – Notions of Genre – Discourse analysis – Social constructionism - Enculturation

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 – Anna University KELT project

UNIT III SYLLABUS DESIGN 12

Syllabus vs Curriculum – Types & Formats of syllabus – Approaches to Course design – Designing a course based on the needs – Project – Designing a tentative syllabus for a short ESP course

UNIT IV METHODS AND MATERIALS 12

Design of teaching materials – Conventional & Non conventional materials – Teacher-generated, learner generated & self-instructional materials – Issues in Materials Design – Lesson plan – Design and delivery - TESP vs TEGP methodology - Instructional approaches in ESP - ESP Classroom

UNIT V EVALUATION AND ASSESSMENT 12

Course Evaluation - Types of Evaluation – Guidelines for Evaluation – Use of reflective tools like IPSRT– Evaluation vs Assessment – Types of Assessments – Formative, Summative & Process Assessment – Embedded Assessments - Measuring Learning Outcomes

TOTAL: 60 PERIODS**Teaching Methods**

Lectures, Invited Lectures, Seminars, Discussions, Classroom Observations, Teaching Practice.

LEARNING OUTCOMES

On completion of this course, learners should be able to

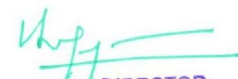
- Demonstrate an understanding of English for Specific Purposes and its theoretical underpinnings
- Comprehend the role of needs analysis of target situation and its impact while designing a course
- design materials and evaluate them
- Understand the various aspects of evaluation and assessment

Evaluation Internal and External**Internal (100 marks)**

Reading Journal: A Reading Journal is a student's personal record containing written, reflective response to material he or she has read. There should be a minimum of four entries. (20)

Project :Designing a syllabus for a short ESP course (6 weeks) – Syllabus should be designed based on the target situation analysis and needs analysis. Methodology adopted and types of materials should also be briefly discussed. (30)

Written Test (50)

External: A 3 hour written exam (100 marks)*Attested*


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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. Paltridge, Brian and Sue Starfield (Ed.) **The Handbook of English for Specific Purposes**. UK: John Wiley & Sons, 2013.
4. Basturkmen, Helen. **Developing Courses in English for Specific Purposes**. New York: Palgrave Macmillan, 2010.
5. Belcher, Diane. (ed.) **English for Specific Purposes in Theory and Practice**. Ann Arbor, M.I: University of Michigan Press, 2009.
6. Swales, John. **Episodes in ESP**. Oxford: Pergamon Press, 1985.

EL5004

ENGLISH LANGUAGE TEACHING IN INDIA

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OBJECTIVE

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

UNIT I ORIGINS OF ELT IN INDIA

12

Origins of ELT in India- a critique of Macaulay's minutes-Babu English-the setting up of major universities in pre-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

12

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

12

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

12

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

12

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.

TOTAL: 60 PERIODS

Evaluation:

Internal(50 marks) External (50 marks)

Teaching Methods

Classroom lectures, guest lectures, seminar presentations

Attested


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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 Teachers Research, 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 Empowerment Studies 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. in Pawan Agarwal. A Half-Century of Indian Higher Education. Sage Publications, New Delhi: 2012.
9. Chaudron, Craig. Second Language Classrooms. Research on teaching and Learning. Cambridge Applied 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 Teaching Approaches, 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. Khanna eds. 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

EL5005

ENGLISH LANGUAGE TESTING

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OBJECTIVES

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

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 kind of soft tests—test formats—test design and production—test in four language skills—testing language in the classroom—testing language in a laboratory—testing English for specific purposes.

Attested

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)

UNITV 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 =50marks). External:A3hour written exam (50marks).

REFERENCES

1. Bachman, L. *Fundamental Considerations in Language Testing*. Oxford: OUP,1990.
2. Brown,Sallyetal.*Assessing Students' Learning*.London:Routledge,1997.
3. Brown, Sallyand Angela Glasner(eds).*Assessment Matters in Higher Education*, Buckingham: Open University Press,1999.
4. Carroll, J. Brendan.*Testing Communicative Performance: An Interim Study*, Oxford: PergamonPress,1980.
5. Davies, Allan. *Assessing Academic English:Testing English Proficiency*, Cambridge: CUP, 2008.
6. Prabhu,N.S.*Second Language Pedagogy*, 4thed, 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. Rowntree,Derek.*Assessing Students: How Shall weknowthem?* Routledge,London: 1987.Print.DigitalPrinting.2006.
10. *Black, Hillel.They shall not Pass* William Morrowand 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

PROGRESS THROUGH KNOWLEDGE

EL5006

LANGUAGE THROUGH LITERATURE

L T P C
4 0 0 4

OBJECTIVES

- To help the researchers understand the features of literature and use it for language teaching
- To familiarize them with different approaches to using literature in language classes and the major criteria for selecting literary texts to use them in class
- To give adequate practice in writing lesson plans and in designing language activities based on literary forms like poetry, fiction and drama

UNIT I USING LITERATURE IN LANGUAGE CLASSES 12

Definitions of literature - the reader and the text - literary competence and grammatical competence – distinct features of the language of literature – reasons for using literature as a resource in language class– preparing a lesson plan for different genres of literature

- UNIT II APPROACHES TO USING LITERATURE IN LANGUAGE CLASSES 12**
Approaches: language-based approach, literature as content, literature for personal enrichment – stylistics for making meaningful interpretations of a literary text – literary meta-language to identify distinctive features in a literary text – criteria for selecting literary texts
- 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 oral skills - problems of students when using a play.
- UNIT V LANGUAGE THROUGH FICTION 12**
Distinctive features of a short story - lesson plan for using a short story - activities for using 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

OUTCOMES

On completion of this course, learners will be able to

- Design language activities and lesson plans for developing both receptive and productive skills
- Make use of their knowledge about various features of literature to create a favourable atmosphere for the acquisition of language skills
- Select appropriate literary texts based on criteria for effective teaching and learning of English

Evaluation

Internal and External

Internal: 2 written tests – 50 marks (1st written test - 25 marks; 2nd written test – 25 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.

Attested


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OBJECTIVES

- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts
- To expose students to the artistic and innovative use of language employed by the writers
- To acquaint the students with the eminent Indian writers in English

UNIT I INTRODUCTION

12

Rise of the Indian writing in English – Nativity in Indian Writing in English and the Problems of Expression - Decolonization - Counter Discourses –Partition Literature – Myth and Literature.

Suggested Reading: Indian Writing in English – Srinivasa Iyengar

UNIT II INDIAN WRITING IN ENGLISH TRANSLATION

12

Forms and types of Translation, Language and culture, Problems of literary translation, Loss and gain in translation, techniques, Strategies and procedures in translation

Prescribed Texts:

One Part Woman – Perumal Murugan
Imaginary Maps – Mahasweta Devi

Suggested Reading: Translation Studies – Susan Bassnett

UNIT III GENDER AND CASTE

12

Gender stereotyping and gender discrimination, The politics of gender, Gender intertwined with class

Prescribed Texts:

Drapadi - Mahasweta Devi
Sea of Poppies – Amitav Ghosh

Suggested Reading: What is Gender?: Sociological approaches – Mary Holmes

UNIT IV PARTITION

12

Displacement, Refugee, Identity, Psychological scar, Economic consequences

Prescribed Texts:

The Refugee – Asif Currimbhoy (one-act play)
Ice Candy Man – Bapsi Sidhwa

Suggested Reading: The Other Side of Silence: Voices from the Partition of India – Urvashi Butalia

UNIT V SOCIAL REALISM

12

Social conditions and injustice, Class discrimination, Disharmony in society, Technique and Style

Prescribed Texts:

A Fine Balance – Rohinton Mistry
The Ministry of Utmost Happiness – Arundhati Roy

Suggested Reading: Major Trends in the Post-Independence Indian English Fiction – B.R. Agrawal & M.P.Sinha

Note: The students can read the books mentioned as 'suggested reading' in order to familiarize themselves with the key concepts of the respective unit.

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. Deshmane, Chetan, ed. *Muses India: Essays on English-Language Writers from Mahomet to Rushdie*. Jefferson, NC, and London: McFarland & Co., 2013.
2. Devy, G. N. *After Amnesia: Tradition and Changes in Indian Literary Criticism*. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Iyenger, K R S. *Indian Writing in English*. New Delhi. Sterling Publisher, 1984.
4. Ansani, Shyam M. *New Dimensions of Indian English Novels*, Delhi: Doaba House, 1987.
5. Jain, Jasbir. *Beyond Postcolonialism: Dreams and Realities of a Nation*, Jaipur: Rawat Publications, 2006.
6. Jha, Gauri Shankar. *Current Perspectives in Indian English Literature*. New Delhi, Atlantic Publishers, 2006.
7. Mehrotra, Arvind Krishna (Ed.) *A Concise History of Indian Literature in English*, Ranikhet: Permanent Black, 2010.
8. Bell, Roger. T. *Translation and Translating: Theory and Practice*, London: Longman, 1991.
9. Kuhiwczak, Piotr and Karin Littau. *A Companion to Translation Studies*, Clevedon: Multilingual Matters Ltd., 2007.
10. Verghese, Paul. C. *Essays on Indian Writing in English*. New Delhi: N.V. Publications, 1975.

EL5008

LITERARY THEORY AND CRITICISM

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 LITERARY GENRES

12

Literary Genres – Poetry – Epic, Sonnet, Ballad, Elegy etc.; Drama – Comedy, Tragedy, Tragic-comedy etc.; Novel – Historical, Epistolary, Picaresque etc.; Literary terms – image, metaphor, symbol, myth, irony.

UNIT II CLASSICAL

12

Western – Aristotle, Longinus, Horace
Indian Poetics – Rasa, Dhvani, Tolkappiyam, Tagore
Suggested Books:
An Introduction to English Criticism – Birjadish Prasad
Indian Literary Criticism: Theory and Interpretation – G.N Devy

UNIT III ROMANTIC AND MODERN THEORIES

12

Romanticism, Structuralism, New Criticism
Suggested Books:
An Outline History of English Literature –W.H.Hudson
From the New Criticism to Deconstruction: the Reception of Structuralism and Post-structuralism – Art Berman

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UNIT IV MODERN AND POSTMODERN THEORIES I 12
 Deconstruction, Marxism, Feminism
 Suggested Books:
 Introduction to Marxism – Ernest Mandel
 Towards a Feminist Poetics – Elaine Showalter

UNIT V MODERN AND POSTMODERN THEORIES II 12
 Postmodernism, Postcolonialism, Ecocriticism, Reader- Response Criticism
 Suggested Books:
 Literary Theory: a Complete Introduction – Sara Uptone

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)

(One of the assignments – a practical criticism of any creative work in which the students apply any of the theories)

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



EL5009 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 TAMILNOVELSINTRANSLATION 12
 Krithika - Vasaveswaram Raghavan -Chudamani Yamini, Neela Padmanabhan - Generations

UNIT III MALAYALAMNOVELSINTRANSLATION Attested 12
 Mohammed Basheer - The Eye of God
 Vasudevan Nair - Second Turn.


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UNIT IV TELUGUNOVELSINTRANSLATION 12
Krishna Rao -Puppets
Kesava Reddy -He Conquered the Jungle.

UNIT V KANNADANOVELSINTRANSLATION 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 =50marks). External:A3hour written exam (50marks).

REFERENCES

1. Bassnett, Suran. and Harish, Trivedi. **Post Colonial Translation Theory and Practice**, New York: Routledge, 1999.
2. Cronin, Michael.**Translation Identity**,NewYork: 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, SharleneNagy, **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**. NewYork: Routledge, 2001.
8. Venuti, Lawrence. **The Translator's Invisibility A History of Translation**.2nded. New York: Routledge, 2008.

EL5010

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

J.S. Mill
Elaine Showalter MadhuKishwar

UNIT II NOVELS

Margaret Atwood D.H. Lawrence Arundhati Roy Eudora Welty

UNIT III POEMS

Adrienne Rich

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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.

Snap shots of a Daughter-in-law Kanyadaan;

A Doll's House

UNIT V SHORT STORIES

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 =50marks). External:A3hour written exam (50marks).

REFERENCES

1. Cameron, Deborah. *The Debate on Sexist Language. In Feminism and Linguistic Theory.* London:Macmillan, 1994.
2. Cody, Gabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Voll, New York: CUP,2007.
3. Cody, Gabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Voll, New York: CUP,2007.
4. Davis, Kathy etal(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:PlutsPress, 2000.
9. Millet, Kate. *Sexual Politics.* London:Virago,1977.
10. Rich, Adrienne. *When We Dead Awaken.* National Council of eachers 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 etal. *Feminisms: An Anthology of Literary Theory and Criticism.* New

EL5011

CHILDREN'S LITERATURE

L T P C
4 0 0 4

OBJECTIVES

- To introduce the students to the academic study of children's literature.
- To enable the students to understand the theory and practice of children's literature. *Attested*
- To make the students familiar with the underlying themes and issues in children's literature

UNIT I INTRODUCTION TO CHILDREN'S LITERATURE 12
Historical and social background of children's literature, kinds of children's literature, children's literature around the world, marking the boundaries, adult authors and children writers.

Suggested Reading: An Introduction to Children's Literature – Peter Hunt

UNIT II FAIRY TALES (RETELLING) AND CULTURE 12
Multicultural literature, Cultural Specificity, Ethnic Perspectives, Multiple Perspectives, Stereotyping and Representation

Prescribed Texts:

Rapunzel – Chloe Perkins
Little Red and the very Hungry Lion – Alex T. Smith
The Ghananian Goldilocks – Tamara Pizzola

Suggested Reading: Multicultural Literature for Children and Young Adults: Reflections on Critical Issues - Mingshui Cai

UNIT III FANTASY NOVELS AND SUPERHEROES 12
Superheroes, Culture and Identity, Mythology and Vision, Mystery and Metamorphosis, Entertainment

Prescribed Texts:

Harry Potter and the Deathly Hallows - J. K. Rowling
The Death and Life of Superman: A Novel – Roger Stern

Suggested Reading: The Superhero Reader – ed. Charles Hatfield, Jeet Heer Kent Worcester

UNIT IV NATIONALITY AND CULTURE 12
Stereotyping, Identity, Mythology, Ethnicity

Prescribed Texts:

Amarchitrakatha
Manga comics

Suggested Reading: India's Immortal Comic Books: Gods, Kings and Other Heroes – Karline McLain

UNIT V CHILDREN'S LITERATURE AND ISSUES 12
Multiculturalism, Influence of digital world, Violence, Child abuse

Prescribed Texts:

Somewhere Among – Annie Donwerth – Chikamatsu
The Bomb and the General – Umberto Eco (translated by Eugenio Carmi)

Suggested Reading: Multicultural Children's Literature: A Critical Issues Approach – Ambika Gopalakrishnan

Note: The students can read the books mentioned as 'suggested reading' in order to familiarize themselves with the key concepts of the respective unit.

TOTAL: 60 PERIODS

Teaching Methods

Lectures, invited lectures, presentations, discussions

Evaluation Pattern

Internal: 2 written tests + assignments, seminars, term paper, project (15+15+20 = 50 marks) *attested*
External: a 3 hour written exam (50 marks)

REFERENCES

1. Hunt, Peter. (1999) Understanding Children's Literature. Routledge, London and New York, Second Edition.
2. Egoff, Sheila, et al. Only Connect: Readings on Children's Literature 3rd ed. Toronto: OUP, 1996.
3. Ewers, Hans-Heino. Fundamental Concepts of Children's Literature Research: Literary and Sociological Approaches. Tr. William J. McCann. New York: Routledge, 2009.
4. Butler, Charles. Ed. Teaching Children's Fiction. New York: Palgrave Macmillan, 2006.
5. Russell, David L. Literature for Children: a Short introduction. Pearson, New York: 2012.
6. The Complexity of Cultural Authenticity in Children's Literature: Why the Debates Really Matter – Kathy G. Short & Dana L. Fox
7. Can we fly across Cultural Gaps on the Wings of Imagination? Ethnicity, Experience and Cultural Authenticity – Mingshui Cai
8. Barker, Martin. Comics: Ideology, Power and the Critics. Manchester: Manchester University Press, 1989.

EL5012

APPLIED LINGUISTICS

L T P C
4 0 0 4

OBJECTIVES

- To enable researchers to develop an awareness of the various sub-disciplines in the field of Applied Linguistics.
- To enable students to understand theoretical foundations of language and its practical applications and also to differentiate various models and recent findings in the field.

UNIT I APPLIED LINGUISTICS: AN OVERVIEW

12

Background and Scope of Applied Linguistics-Relationship between theoretical and applied linguistics- Theoretical foundations and practical applications- branches of applied linguistics-Stephen Pit Corder-(I Seminal Works –Contrastive Analysis, Error Analysis) an- Introducing Applied Linguistics)

UNIT II LANGUAGE LEARNING AND TEACHING:

12

Linguistics and language teaching- First and second language learning; language acquisition in multilingual settings; behaviouristic and cognitive theories of language learning; social and psychological aspects of second language acquisition; methods, materials and teaching-aids in language teaching; Computer Assisted Language Teaching (CALT); types of tests and their standardization.- Stephen Krashen- (Seminal work- Second language Acquisition and second language learning)

UNIT III LEXICOGRAPHY & TRANSLATION

12

Lexicography-Making of a Dictionary: Linguistics and lexicography, dictionary entries— arrangement of information; meaning descriptions. Types of dictionaries-Definition and Methods of translation-theories of translation-problems in translation- translation and transcreation; types of translation— simultaneous interpretation, machine aided translation, media translation J.C.Catford(Seminal Work- A Linguistic theory of translation)

UNIT IV LANGUAGE PATHOLOGY

12

Issues in neurolinguistics; social and psychological factors in second language learning; language pathology and disorders- aphasia, anomia, and dyslexia; stuttering; use of linguistics in diagnosis and prognosis of language disorders- therapeutic intervention.-Harry Whitaker- (Seminal work-Brain and Language)

UNIT V STYLISTICS**12**

Nature and Scope – relationship of language to literature-style and function-stylistic devices-stylistics analysis of literary texts-Methods of Stylistic Analysis- Geoffrey Leech- Seminal Work –(Style in Fiction.)

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. Stern.H.H.2001.Fundamental Concepts of language Teaching.OUP,Oxford.
2. Corder, S.P. Introducing Applied Linguistics.Harmondsworth: Penguin, 1973.
3. Turner,G.W. :1973,Stylistics,Pelican Publications.
4. Landan S.I 1989.Dictionaries- The Art and Craft of Lexicography, Cambridge University Press-CUP.
5. Catford,J.C.1965.Linguistics Theory of Translation, London University Press.
6. Ahlsen,E.2006.Introduction to Neurolinguistics. John Benjamins.
7. Cook. G, 2003.Applied linguistics.UK: Oxford University Press.

EL5013**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

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 world view-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

Attested
[Signature]

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Teaching Methods

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

Evaluation

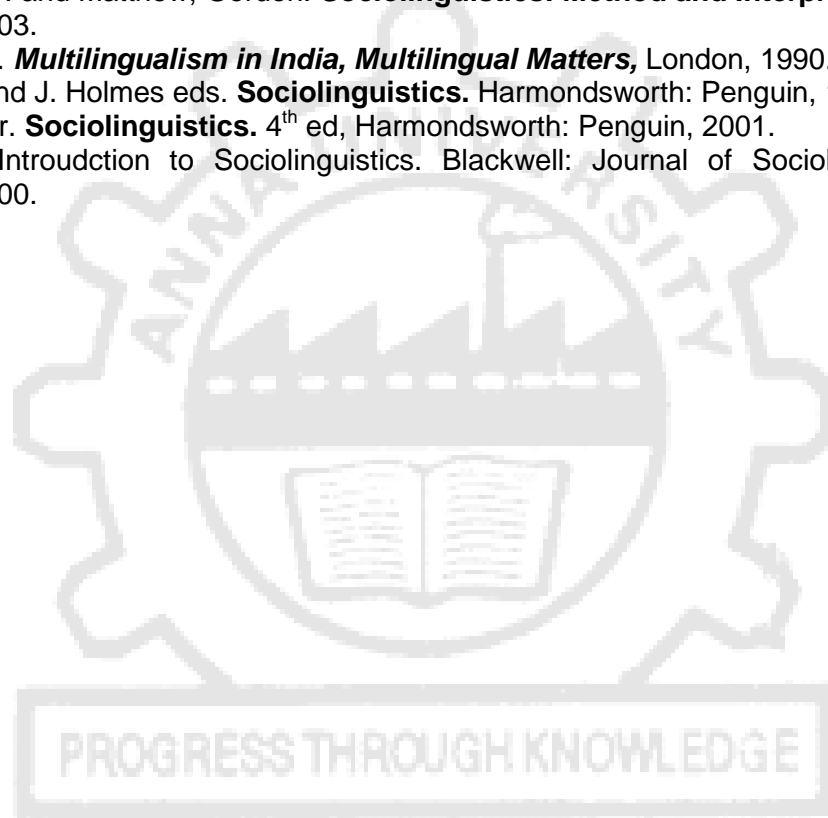
Internal and External

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 Introduction to Sociolinguistics. Blackwell: Journal of Sociolinguistics Wiley-Blackwell, 2000.



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