# 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.
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):

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

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:

<table>
<thead>
<tr>
<th>PROGRAMME EDUCATIONAL OBJECTIVES</th>
<th>PROGRAMME OBJECTIVES</th>
<th>PO 1</th>
<th>PO 2</th>
<th>PO 3</th>
<th>PO 4</th>
<th>PO 5</th>
<th>PO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Mapping of Course Outcome and Programme Outcome

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Course Name</th>
<th>PO01</th>
<th>PO02</th>
<th>PO03</th>
<th>PO04</th>
<th>PO05</th>
<th>PO06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Methodology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELT</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programme Elective I (One from list of electives I)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programme Electives II (One from list of Electives II)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
### SEMESTER I

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CATEGORY</th>
<th>PERIODS PER WEEK</th>
<th>TOTAL CONTACT PERIODS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EL5101</td>
<td>English Language Teaching</td>
<td>PCC</td>
<td>4 0 0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>EL5102</td>
<td>Research Methodology</td>
<td>PCC</td>
<td>4 0 0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Program Elective I</td>
<td>PEC</td>
<td>4 0 0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Program Elective II</td>
<td>PEC</td>
<td>4 0 0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>16 0 0</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

### SEMESTER II

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CATEGORY</th>
<th>PERIODS PER WEEK</th>
<th>TOTAL CONTACT PERIODS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EL5211</td>
<td>Seminar</td>
<td>EEC</td>
<td>0 0 2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>EL5212</td>
<td>Dissertation</td>
<td>EEC</td>
<td>0 0 32</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>0 0 34</td>
<td>34</td>
<td>17</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 33

### PROGRAM CORE COURSES (PCC)

<table>
<thead>
<tr>
<th>S.No</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CATEGORY</th>
<th>CONTACT PERIODS</th>
<th>L</th>
<th>T</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EL5101</td>
<td>English Language Teaching</td>
<td>PCC</td>
<td>4 4 0 0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>EL5102</td>
<td>Research Methodology</td>
<td>PCC</td>
<td>4 4 0 0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
## PROFESSIONAL ELECTIVES COURSES (PEC)

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

## EMPLOYABILITY ENHANCEMENT COURSES (EEC)

<table>
<thead>
<tr>
<th>S.NO</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>PERIODS PER WEEK</th>
<th>CREDITS</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture</td>
<td>Tutorial</td>
<td>Practical</td>
</tr>
<tr>
<td>1.</td>
<td>EL5211</td>
<td>Seminar</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>EL5212</td>
<td>Dissertation</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SUMMARY

### M.PHIL. ENGLISH (FT)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits per Semester</th>
<th>Credits Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1.</td>
<td>PCC</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>PEC</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>EEC</td>
<td>0</td>
</tr>
<tr>
<td>Total Credit</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
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

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 (50 marks)

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

EL5102 RESEARCH METHODOLOGY L T P C

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 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 – primary and secondary sources
UNIT II RESEARCH METHODS

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

UNIT IV DATA ANALYSIS AND INTERPRETATION

UNIT V PLANNING AND WRITING THE THESIS
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

EL5001 RESEARCH WRITING

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
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 research
  establishing 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

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

EL5002 ICT IN LANGUAGE TEACHING

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

UNIT II THEORETICAL PERSPECTIVES 12
UNIT III WEB TOOLS

UNIT IV PEDAGOGICAL IMPLICATIONS
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
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
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 an ESP program

UNIT I EVOLUTION AND CHARACTERISTIC FEATURES OF ESP


UNIT II NEEDS ANALYSIS

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

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


UNIT V EVALUATION AND ASSESSMENT


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)
REFERENCES

EL5004 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 IN INDIA 12
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 12

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
REFERENCES
7. Dheram, Premakumari. Promoting Learner Autonomy-A Teacher’s Reflections on ESL in India. Orient Longman Pvt. Ltd.: Hyderabad,

EL5005 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

UNIT I INTRODUCTION TO LANGUAGE TESTING 12
History of English Language testing—the pre-scientificera—the psychometric-structuralist era—the psycholinguistic-sociolinguisticera—modern trends in languagetesting-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 softests– test formats– test design and production–test ingoffour language skills – testing language in the classroom–testing language in a laboratory–testing English for specific purposes.
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
3. Collie, J. and Slater, S. Literature in the Language Classroom. Cambridge: Cambridge
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

Suggested Reading: Indian Writing in English – Srinivasa Iyengar

UNIT II INDIAN WRITING IN ENGLISH TRANSLATION
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
Gender stereotyping and gender discrimination, The politics of gender, Gender intertwined with class

Prescribed Texts:
Draupadi - Mahasweta Devi
Sea of Poppies – Amitav Ghosh

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

UNIT IV PARTITION
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
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


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

EL5008 LITERARY THEORY AND CRITICISM

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
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
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
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
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
9. www.brocku.ca/english.courses/4F70
10. www.vos.ucsb.edu/shuttle/theory.html

EL5009 SOUTH INDIAN NOVELS IN TRANSLATION
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 12
Mohammed Basheer - The Eye ofGod
Vasudevan Nair - SecondTurn.
UNIT IV  TELUGUNOVELS IN TRANSLATION 12
Krishna Rao - Puppets
Kesava Reddy - He Conquered the Jungle.

UNIT V  KANNA DANANOVELS IN TRANSLATION 12
U. R. Ananthamurthy - Bharathipura
Shrikrishna Alanahalli - Gendethimmma.

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: A 3 hour written exam (50marks).

REFERENCES

EL 5010  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 Madhu Kishwar

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

UNIT III  POEMS
Adrienne Rich
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: A 3-hour written exam (50marks).

REFERENCES
11. Showalter, Elaine. Feminist Criticism in the Wilderness. The New Feminist Criticism:

EL5011 CHILDREN’S LITERATURE

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.
- 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)
External: a 3 hour written exam (50 marks)
REFERENCES
7. Can we fly across Cultural Gaps on the Wings of Imagination? Ethnicity, Experience and Cultural Authenticity – Mingshui Cai

EL5012 APPLIED LINGUISTICS

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
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:
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

UNIT IV LANGUAGE PATHOLOGY
Issues in neurolinguistics; social and psychological factors in second language learning; language pathology and disorders- aphasia, anoma, 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
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

EL5013  SOCIOLINGUISTICS

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
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
Bilingualism, Trilingualism and multilingualism - Bilingualism and Biculturalism - Diglossia - Pidginisation and creolisation - Code-switching - Code mixing - Mother tongue influence/interference.

UNIT III  LANGUAGE VARIATIONS
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
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
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