PROPOSED CURRICULUM OF ENGLISH

For

MS/M.PHIL IN ENGLISH LINGUISTICS AND LITERATURE (2 Years)

DEPARTMENT OF ENGLISH
ABDUL WALI KHAN UNIVERSITY MARDAN
(02 YEARS PROGRAM)
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INTRODUCTION OF THE PROGRAMME

M.Phil in English Linguistics and Literature was launched in 2013 with the intention to strengthen research culture and equip students with advanced concepts and specialist knowledge in linguistics and literature. Because of the importance of English in the economic and technological developments, English has been used as medium of instruction in the leading educational institution from the beginning of schooling in Pakistan. As a matter of fact there is lack of expert knowledge in language and literature, especially with reference to Khyber Pakhtunkhwa. The programme was primarily aimed at removing this deficiency. The programme offers opportunities for the students who hold first class degree and intermediate competence in the field of linguistics and literature achieved in BS and MA programmes. This programme inculcates sound communication skills, presentation skills, comprehension of the modern trends in linguistics/literature, creative originality, competence in responsible research and academic growth.

AIMS & OBJECTIVES

Aims

The programme aims to enable the students to:

• Demonstrate knowledge of advanced concepts in the selected fields of study i.e. either linguistics or literature
• Conduct innovative research in their selected area of study
• Apply their specialist knowledge for conducting research in Linguistics or literature

Objectives

In specific, the learners shall also be able to:

• Develop confidence, independence and the ability to critically evaluate and analyse knowledge in English studies
• Express ability to respond effectively to the changing demands of ELT, ESP, TESOL and teaching English Literature
• Use linguistic concepts and terminology with practical understanding
• Analyse individual texts and explore/establish comparison between them
• Trace and recognize the cross cultural influences in English language and literature teaching

Scope of Programme

Graduates of the programme not only upgrade their qualification but also develop skills in teaching, research and critical thinking that in turn create opportunities in finding jobs with intermediate to advanced level positions in teaching, media, multinational corporations and civil bureaucracy etc. The programme also helps in positive social transformation like democracy, modernization and globalization.
SCHEME OF STUDIES
FOR MS/M.PHIL IN ENGLISH LINGUISTICS AND LITERATURE

The students will study eight courses, four courses in each semester over a period of one year. They must study four core courses i.e. two in each semester. They can select two elective courses in each semester by selecting either from literature or linguistics group to complete their course work for M.Phil (24 credit hours). The students will be advised to select the elective courses that pertain to their individual research interest. Each course is of 3 CH i.e. 24CH in taught courses and 06 CH in thesis.

In the elective subjects, students in each semester, have to study TWO elective subjects from either Linguistics group ‘A’ or TWO subject from Literature group ‘B’ and then they would be free to choose research topic in either Literature or in Linguistics after the completion of course work i.e. 24 CH.

a. (NEW COURSES)

a. COMPULSORY/CORE COURSES FOR MS/M.PHIL

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<td>Title</td>
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<tr>
<td>Research Skills and Methodology</td>
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<td>Theories of Language</td>
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<td>Thesis Writing (20,000 – 25,000 Words)</td>
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b. ELECTIVE COURSES FOR MS/MPhil

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<td>1. Bilingualism</td>
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<td>3. Semantics and Pragmatics</td>
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<td>7. Genre Studies</td>
<td>7. English Language Teaching and Research</td>
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<td>11. Bibliography and Research</td>
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<td>5. Contemporary British Literature</td>
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<td>7. Women’s Writing/ Female Narratives</td>
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<td>8. Post Structuralism and Deconstruction</td>
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* = Each Subject has 03 Credit Hour

**DETAIL OF CORE COURSES**

**SEMESTER I**

**RESEARCH SKILLS AND METHODOLOGY (Qualitative)**

**Aims**
The aims of this course are to enable the student to:

- be familiar with selected research techniques and approaches within the qualitative research paradigm;
- develop understanding and skills of using appropriate tools for collecting data;
- develop an understanding of ways of analyzing and reporting qualitative data;
  - use QSR for analysis of data; and
- understand and use ethical issues at all stages of the research process.

**Contents**

- Introduction to qualitative methods in Applied Linguistics research
- Ethnography
- Narrative inquiry
- Action research
- Case study
- ‘Generic’ qualitative research
- Tools for research:
  - Interviews
  - Observation
- Document analysis
- Methods and tools for data management and analysis
- Grounded theory
- Content analysis
- Computer assisted analysis of qualitative data
• Ethical issues in qualitative research

**Recommended Reading**


**Case Study**


**DISCOURSE ANALYSIS**

**Aims**

Discourse analysis has been designed in such a manner that it aims at familiarizing the students with a variety of discourses and the study of these discourses. Moreover, it focuses on how to conduct discourse analysis in exploring and analyzing multifarious functions, dynamics and aspects of discourses. It is a theory and a research method, and it is also considered as a broader approach. Therefore, the students will be able to understand multiplicity and viability of discourse analysis in the field of linguistics and literature.

**Contents**

Discourse, functions of discourse, types of discourse, modes of discourse, discourse and context, discourse and ideology, discourse and power, introduction to discourse analysis, approaches to discourse analysis, discourse analysis as theory and method, toolkit in discourse analysis, application of discourse analysis on a text, discourse analysis of literary and non-literary genres, concepts and topics to be studied in discourse analysis, role and function of a discourse analyst, linguistic, social and academic significance of discourse analysis.

**Recommended Reading**

- Jan Blommaert (2005) Discourse
- Brown & George Yule (2007) Discourse analysis
- Paul Gee (2014) How to do discourse analysis toolkit
- Van Dijh (2008). Discourse and power
This course will introduce the learners to the field of literary theory, a central component of contemporary studies in English and world literature. As you progress through this course, you will gain knowledge of the various premises and methods available to you as a critical reader of literature. You will identify and engage with key questions that have animated - and continue to animate - theoretical discussions among literary scholars and critics, including issues pertaining to ideology, cultural value, the patriarchal and colonial biases of Western culture and literature, and more. The structure of this course is historically based, arranged as a genealogy of theoretical paradigms, beginning in the early 20th century - when literary theory first developed as a formal discipline - and following the evolution of literary theory into the present day.

Course Contents:
- What is Literary Theory?
- The Rise of Critical Theory in the 20th Century
- Theory before ‘theory’ – liberal humanism
- Form, Structure, and Signs
- Formalism
- Structuralism
- Post-structuralism and deconstruction
- Postmodernism
- Psychoanalytical criticism
- Feministic criticism
- Marxist criticism
- New historicism and cultural materialism
- Post-colonial criticism
- Nematology
- Eco criticism
- Semiotics

Reference books
- ‘Beginning Theory’, an introduction to literary and cultural theory by Peter Barry.
- Contemporary Literary TheoryG. Douglas Atkins; Laura Morrow. University of Massachusetts Press, 1989
THEORIES OF LANGUAGE

Aims

Contents

Recommended Reading

ELECTIVE COURSES GROUP-A
(LINGUISTICS)

SEMESTERI

1- APPROACHES TO FOREIGN/SECOND LANGUAGE LEARNING

Aims
On successfully completing this course, students will be able to:
• Compare L1 Acquisition and SLA.
• Analyse some of the difficulties of L2 learners.
• Recognize social and cultural influences on SLA.
• Discuss the contributions of SLA to teaching

Contents
The course explores similarities and differences in L1 Acquisition and SLA, building on 'First Language Acquisition’. It presents major issues in second language learning from psycholinguistic, social and cultural perspectives, such as ‘Contrastive Hypothesis’ and ‘Inter-language’; The morpheme studies; Theories of second language acquisition: Universal Grammar and second language acquisition; Effects of input on L2 learner development; effects of age on second language acquisition; Language processing and second language acquisition; Implications of the findings of second language acquisition research for the classroom teacher.

1. Theories of Acquisition
   1.1 Second language acquisition theory: generative perspective
   1.2 What is the logical problem of foreign language learning?
2. Syntax
   2.1 Language Universals
   2.2 The role of the head initial / head final parameter in the acquisition of English relative clauses
   2.1 Properties of the pro_drop parameter
   2.2 The adjacency condition on case assignment
3. Semantics / pragmatics
   3.1 Interlanguage and pragmatic word order
   3.2 How do learners resolve linguistic conflicts?
4. Lexicon
4.1 Canonical typological structures and ergativity in English L2 Acquisition

4.2 Semantic theory and L2 lexical development

5. Phonology
   5.1 A constructivist perspective on non-native phonology
   5.2 Stress assignment in interlanguage phonology

6. Implications for ELT
   6.1 Similarities and differences between LIA and SLA
   6.2 Implications for ELT

**Recommended Reading**

2- LANGUAGE IN EDUCATION (TEFL)

Aims and Objectives
The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future leaders in the TESOL profession.

- By the end of the courses the students will be able to:
- Compare the language policy of their country with other countries and understand its implications for the teaching of English, national and local languages
- Develop a range of perspectives to review the language in education situation in a country and its possible impacts on access, equity, poverty alleviation etc.
- Make informed choices for school/institutional level policies and practices

Contents
- Place of language in Education for All
- Medium of instruction in bilingual/multilingual communities
- Bilingual education programs
- Role of majority and minority languages
- Linguistic rights
- Language and literacy

Methodology
Reading seminars led by the tutor and/or students, country case studies

Recommended Reading

3- SEMANTICS AND PRAGMATICS

Aims
In this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Contents
- Speech act theory – complex speech acts
- Felicity conditions
- Conversational implicature
- The cooperative principle
• Conversational maxims
• Relevance
• Politeness
• Phatic tokens
• Deixis

Recommended Reading
• Leech, G.N (1983) Principles of Pragmatics, Longman
• Verscheuren, J. (1999) Understanding Pragmatics, Arnold

4- TRANSLATION STUDIES

Aims
After completing the course students will be able to understand the complexities of translation from one language to the other—in this case from English to Urdu and from Urdu to English—through studying translations. They will be expected to demonstrate their knowledge and skills in Translation.

Contents
• Language, culture and society
• The concept of universe of discourse
• Linguistic relativity
• Semantic competence
• Comparative Morphology, Syntax, and Semantics
• Translatability, Expressibility and Effability

Recommended Reading
5- SOCIOLINGUISTICS

6- PSYCHOLINGUISTICS

7- GENRE STUDIES

8- PHONETICS & PHONOLOGY

9- CRITICAL DISCOURSE ANALYSIS

Aims
The course introduced the students to the analysis of discourse in sociocultural and sociopolitical perspective.

Contents
• Discourse as a social and political enterprise
• Different Approaches to CDA.
• Common Features of CDA
• Fairclough’s critical discourse analysis

Recommended Reading

10-LOGIC AND CRITICAL THINKING

11-BIBLIOGRAPHY AND RESEARCH (Quantitative)

Aims
The aims of this course are to enable the student to:
• Be familiar with selected research techniques and approaches within the quantitative research paradigm;
• Develop an understanding of basic concepts underlying the use of statistics;
• Develop an understanding of ways of constructing, analyzing and reporting quantitative data;
• Use SPSS for analysis of data; and
• Understand and use ethical issues at all stages of the research process.

Contents
• The Logic of Quantitative Research
• Definitions and approaches, surrounding quantitative research
• Examine the philosophical issues, concepts and debates that underpin a quantitative approach
• Consider some of the key differences between a quantitative and qualitative approach
• The logic of induction/deduction in social science research

Experimental Design
• Components of Experimental Design
• Internal validity/threats to internal validity
• Ruling out Alternative Explanations
• Types of Experimental Designs
• Issues in Experimental design—methodological, practical and ethical

Sampling and Survey Design
• Survey design and different types of surveys
• Sampling: the need for it, different techniques of sampling
• Sample/population
• Probability sampling/different types
• The construction of questionnaires

Introduction to Statistics and SPSS
• Descriptive Statistics
• Inferential Statistics

Quantitative Analysis with Descriptive Statistics
• Kinds of variables and levels of measurement
• Different techniques of presenting quantitative data
• Data summary measures
• Frequency Distribution
• Measures of Central Tendency and Dispersion
• Measures of Normality
• Percentages/proportions
• Index/rate

Quantitative Analysis with Measures of Association
- Relationships
  • Nature
  • Direction
  • Analysis
- Measures of Association
  • Correlation
  • Scatter plots
- Quantitative Analysis with Descriptive Statistics, How to interpret Group differences?
  • T-test
  • Analysis of Variance (ANOVA) for Group Comparison
  • Predictions about Relationships in the Real World
- Regression Analysis
  • Simple Linear Regression
  • Multiple regression

Recommended Reading

1- SHAKESPEARE STUDIES

Shakespeare Studies:

Rationale:
Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare’s works. His history plays are not generally anthologized except for the Henry plays where in the great Sir John Falstaff appears. His poems ought to have a separate Course. A comedy or any drama, for that matter, may be replaced by another one keeping its suitability and the scope of the Course in view.

Shakespeare, of course, is such a comprehensive artist who compels reader store ad all of his works and resists selections.

Butsuch voluminous poet and dramaticist would demand four to five courses for extensive reading which cannot be part of our M.A. English program. Hence the given list of plays is considered as proper selection for this course.

Suggested Primary Reading:
1. Macbeth / King Lear (Any one of the two)
2. Hamlet / Othello (Any one of the two)
3. A Midsummer Night’s Dream
4. *The Tempest*

**Suggested Secondary and Specific Reading:**
1. Barber, C.L. *Shakespeare’s Festive Comedy*. Princeton: 1959
7. Elliot, G. R. *Flaming Minstrel*. Durham, NC, 1953

**2- ROMANTIC AESTHETICS**

**Rationale:**
The scope of this course does not admit the first Romantic Movement of the giants like Spenser, Sidney and Shakespeare etc. This is also worth mentioning that the romantic literature in fact, starts from the graveyard school of the 18th century primarily known for its classic taste. Poets like Goldsmith and Gray are justifiably known as precursors of romanticism. However, the scope of this course does not admit them as part of its reading as well. The period of romantic aesthetics covered under this course starts from 1789 with the advent of Blake’s work. This is the romantic revival period in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lambetc. established its immenseliterary and prosaic richness. The course is designed keeping in view the different tastes of the romantic revival period that savours best with the poems selected for it. However, the final selection will be up to the University or the teachers concerned.

**Suggested Primary Reading:**
4. Shelley: ““Hymn to Intellectual Beauty”, Lines from Prometheus Bound
5. Lord Byron: Don Juan: selections

**Suggested Secondary and Specific Reading:**

3. AMERICAN LITERATURE-I (NOVAL & SHORT STORY)

**American Literature – I (Novel and Short Story):**

*Rationale:*
This coursesurveys the origins of American literary movements with referencetotherepresentativewriterschosen. Itssetssomedirectiontothe studyofspecifictrendsintheAmericanShortStoryandNovel. AL–I stresses the diversity and uniqueness of the American character and experience, and the foundational voices of self-acclaimed Puritan holiness alongwiththerevolutionaryexpansionsoftheso-called patriots. Italso highlights various phases of the AmericanRenaissance, Romantic awareness and Transcendentalism, the Civil War and scientific progress, dreams ofAmerican success, and several voices of social protest.

**NOTE:** The teachers must feel free to pick on their choices within their academic conditions and constraints.

**Suggested texts**

**American Novel:**
- William Faulkner, *Light in August/ABSOLAMABSOLAN*
- Earnest Hemingway, *A Farewell to Arms*
- Tony Morrison, *Beloved*
- Steinbeck The Grapes of Wrath

**American Short Story:**
- Earnest Hemingway, “The Too Big Hearted Rivers”
- Harriet E Wilson, “A Friend for Nig” from *Our Nig*

**Suggested Reading:**

**4- PAKISTANI LITERATURE IN ENGLISH**

**5- CONTEMPORARY BRITISH LITERATURE**

**6- CONTEMPORARY AMERICAN LITERATURE**

**7- WOMEN’S WRITING/ FEMALE NARRATIVES**

**8- POST STRUCTURALISM AND DECONSTRUCTION**

1. Post- Structuralism Introduction
2. Signification
3. Difference
4. Writing
5. Transcendental Signified
6. Text
7. Discourse
8. Ideology
9. Simulacrum/ Simulation
10. Rhizome
11. How it all got started
12. The Big Names in Post-Structuralism
   - Paul de man
   - Gayatri Chakravorty Spivak
   - Lacan
   - Roland Barthes
   - Michel Foucault
   - Jean Baudrillard
   - Homi K Bhabha
   - Judith Butler
13. What does Post-Structuralism think of Literature, Authors, and Readers?
   - What is Literature?
   - What is an Author?
   - What is a Reader?
14. How it all went down?
15. Derrida Presents “Structure, Sign and Play in the Discourse of the Human Sciences”.
   - 1967- Jacques Derrida’s ‘of Grammatology’
   - 1968- Roland Barthes’ ‘The Death of the Author’
   - 1972- Jacques Derrida’s ‘Margins of Philosophy, Dissemination and Position’
   - 1975- Michel Foucault’s ‘Discipline and Punish: The Birth of the Prison’
   - 1981- Jean Baudrillard’s ‘Simulacra and Simulation’
   - 1982- Paul de Men’s ‘Allegories of Reading: Figural Language in Rossean, Rilke, Nietzsche, and Proust’
- 1989- Homi K Bhaba’s ‘The Commitment to Theory’
- 1990- Judith Butler’s ‘Gender Trouble: Feminism and the Subversion of Identity’.

**9- MODERN CRITICAL TRENDS AND THEORIES**

1- Animal Studies
2- Cultural Studies
3- Deconstruction
4- Digital Humanities
5- Disability Studies
6- Eco Criticism
7- Ethnic Studies
8- Feminist Theory
9- Formalism
10- Hermeneutics
11- Marxism
12- Narrative Theory
13- New Criticism
14- New Historicism
15- Post-Colonial Theory
16- Post- Structuralism
17- Psychoanalysis
18- Queen Theory
19- Reader-Response Theory
20- Semiotics
21- Structuralism
22- Textual Criticism
SEMESTER – II

1- BILINGUALISM

Aims
• To determine the nature of language change and multilingualism
• To understand the nature of languages in contact situation
• To understand different types of bilingualism and their functions in society

Contents
• Importance of the Study of Bilingualism
• Reasons/Causes of Bilingualism
• Bilingualism around the world and in Pakistan - a typology
• Language Contact & Consequences – Borrowing, Convergence, Semilingualism
• Language Choice (Diglossia; Polyglossia; Code-Switching)
• The Politics of Bilingualism and Bilingual Education.

Recommended Reading

2- ENGLISH FOR SPECIFIC PURPOSES (ESP)

Aims
The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting. Another aim is to examine classroom practices for effective ESP instruction.

Course Objectives:
By the end of the course, students will:
• Develop an understanding of the major issues of concern for ESP practitioners;
• Become aware of the methods currently practiced in the teaching of ESP;
• Be able to conduct needs analysis of the students they are designing the syllabus for;
• Be able to adapt or create authentic ESP material in a chosen professional or occupational
area.

Course Contents:
- Introduction to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives)
- Course and Materials: evaluation, design and development
- Assessment of ESP
- Evaluation of ESP programs
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

Recommended Reading

3 - LANGUAGE AND GENDER

Aims
The goals of this course are to:
- Introduce students to a wide range of linguistic analyses of language used by and used about women and men
- Examine models of explanation for gender differences
- Enable students to explore gender in the structure and use of language at different levels of linguistic analysis (speech style/pronunciation, vocabulary, sentence construction, discourse) and in different social and cultural contexts.

Contents
This course explores:
- The relationships between language, gender, and society: In what ways do men and women use language differently? How do these differences reflect and/or maintain gender roles in society? Understand the primary linguistic approaches to the topic of gender and language...
• Appreciate the past history of the subject as well as the present issues and controversies which dominate the field.
• While the course takes primarily a linguistic perspective, it will also draw on insights from anthropology, sociology, psychology, and women's studies.

**Recommended Reading**


**4- LANGUAGE, CULTURE AND IDENTITY**

**Aims**

• To develop a better understanding of what constitutes identity and how it is related to language and culture
• To re-conceptualizeviews oflanguage, literacy and cultural practices within different contexts
• To value diversity and reject discrimination

**Contents**

• Relationship between language and culture
• Role of language and culture in the formation of identity
• Types of identity: Religious; Ethnic; Linguistic; Cultural; National
• The issue of identity in multicultural societies
• Identity Crisis
• Language Attitudes
• Ethnic conflicts
• Linguistic conflicts
• Problems of linguistic inequality
• Linguistic imposition
• Culture shock

**Recommended Reading**


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**5. WORLD ENGLISHES**

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**6- CORPUS LINUISTICS**

**Objectives**

After completing this course the scholars will:

- know how to use machine-readable corpora
- know how to interpret corpus data
- know how corpora are compiled
- be familiar with a particular method for doing linguistic research
- know how to implement corpus methods in language teaching/learning
- know how to use corpora in English language research
- have increased insight into the English language and how it is used

**Course Content**

Introducing corpus linguistics: Historical Perspective and theoretical frameworks. Corpus design and types of corpora, Data capture and mark-ups, Corpus annotation and Making statistic claims etc.

Role Of Corpus Linguistics in investigating the use of language features: Corpora in lexicographic and lexical studies, Corpora in grammatical studies, Corpora in diachronic studies, Corpora in language variation research, Corpora in sociolinguistic studies, Corpora in EAP, Corpora in language education, Corpora in literary and stylistic studies, Corpora in critical discourse analysis, Corpora in contrastive and translation studies.

Different Types of Corpora: British National Corpus, The American National Corpus, Guangzhou Petroleum English Corpus, HKUST Computer Science Corpus, CPSA (Corpus of Professional Spoken American English), MICASE (Words of English spoken in the academic domain), BROWN Corpus, LOB Corpus, FROWN Corpus, FLOBCorpus, London-Lund Corpus (LLC), Lancaster/IBM Spoken English Corpus (SEC), Cambridge and Nottingham Corpus of Discourse in English (CANCODE), Santa Barbara Corpus of Spoken American English (SBCSAE) and Wellington Corpus of Spoken New Zealand English (WSC).

Using Corpus tools for the purpose of language analysis: Using computer software like Word-Smith, AntConc, Sketch engine etc for language analysis in terms of Concordances, Wordlists, Collocations and keywords etc.

**Recommended Readings**


**Semester II**

**7-English Language Teaching & Research**

**AIMS**

Foundation method course for English Teachers who want to learn or improve their English teaching as Second/Foreign Language. Course contents include: guiding principles and methodology in a variety of approaches to the teaching of second languages, specifically in developing auditory comprehension and oral production, teaching reading and writing; impact of culture, heritage, socioeconomic level and educational background on language and literacy development as well as human development processes and variations. Also included are skills in motivation, communication, and classroom management.

The course will also supports and develops investigation and research within the area of second or foreign language teaching. Research of both a quantitative and qualitative (including ethnographic) orientation is of interest to the journal, which as a matter of policy publishes work related to the teaching of any second language, not just English. A wide range of topics in the area of language teaching is covered, including: programme; syllabus; materials design; methodology; the teaching of specific skills and language for specific purposes.
Contents
Basic theoretical concepts and principles underlying major approaches and methods to L2/FL teaching: from traditional to contemporary knowledge understanding of the basic tenets/techniques of major approaches/methods to L2/FL teaching roles of teacher and student in L2/FL language teaching and learning methods and techniques of teaching L2/FL languages.

- Principles of language teaching and language development
- Approaches, methods, and techniques: The past and the present
- Teaching across age and proficiency levels
- Interactive language teaching
- Second language evaluation and assessment
- Developing listening & speaking skills
- Developing literacy & reading skills
- Developing writing skills; integrating four language skills
- Teaching grammar and vocabulary
- Focus on the learner: Learning styles, learning strategies
- Curriculum materials, lesson planning, and classroom management
- Standard-based learning; Sociocultural, political, & institutional contexts technology in teaching L2
- Exploring topics for research in ELT

Recommended Books:

8. GLOBALIZATION AND SPREAD OF ENGLISH
9- CROSS CULTURAL COMMUNICATION

Aims
The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.

Contents
- Introduction to Intercultural Communication
- Theoretical perspectives that help to explain interactions between members of different cultures.
- Current literature and prevailing concepts in the field of cross-cultural communication
- Principles to improve intercultural communication.
- Strategies to avoid communication breakdown among people of diverse cultures
- Cultural diversity
- Influence of culture on communication
- Anxiety in Intercultural Encounters
- Barriers to Intercultural Communication
- Sources of Intercultural Miscommunication
- Strategies to improve Intercultural Communication
- Cross-cultural adaptation
- Multicultural Collaboration

Recommended Reading

10-RHETORIC AND PERSUASION
11- PSYCHOANALYTICAL CRITICISM

Semester II

1- MODERN AND CONTEMPORARY POETRY:
Rationale: This course aims to enable students to critically read and analyze poetry from the War and Post World War II era and Modern and Contemporary times. Students will examine the poetic response to developments in British and European history. They will also identify elements of poetic experimentation in form, style and theme.
Suggested Texts

- Ted Hughes: The Full Moon and Freedom, That Morning Her Husband
- Seamus Heaney: A Constable Calls, Mid-Term Break, Personal Helicon
- Andrew Motion: Lines, Foundations, Ann Frank Huis
- Sylvia Plath: Morning Song, Ariel, Poppies in October
- Elizabeth Jennings: Military Service

Suggested Secondary Reading:

2. Blair, John G. *The Poetic Art of W. H. Auden*

2- MODERN FICTION:

Rationale:
This course introduces students to the Modern English Novel so that they can read it in its historical context of development. They will also be able to identify and respond to elements of literary experimentation in the field of prose writing and novel.

Suggested Primary Reading:

1. James Joyce: *Portrait of the Artist as a Young Man*
2. D.H Lawrence: *Women in Love*
3. Joseph Conrad: *Lord Jim/ Heart of Darkness*
4. Iris Murdoch: *Under the Net*
5. Norine Govdimer: *July’s People*

Suggested Secondary Reading:


3- MODERN DRAMA

Rationale:
Ibsen’s inclusion in this course of Reading is because of his role as a pioneer of the Modern Drama and his profound genius to substantiate human experience. Strindberg and Pirandello have a vivid disapproval of the conventional morality and religion – an accepted vogue of their
times. They are radicals in form and philosophy of art. Anouilh plays are centered around family-in-crises and help shape and define the contemporary dramatic concerns. Brecht was devoted to the Marxist ideas and was inspired by human sentiment. In our final choice, the play by Osborne, the conflict of the diverse cultural backgrounds rises to pinnacle. These dramatists possibly represent the modern, western, and continental dramatic perspective in its all true forms and themes. The readers of this course will definitely get interested in finding what are the dominant dramatic traditions in the history of Western drama and performance and how did modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions?

**Suggested Texts (Any 4)**
- Henrik Ibsen: *The Wild Duck*
- Tennessee Williams: *A Streetcar Named Desire*
- Jean Anouilh: *The Thieves Carnival*
- Bertolt Brecht: *Mother Courage and Her Children*
- John Osborne: *Look Back in Anger*
- Churchill Caryl: *Top Girls*

**Suggested Secondary Reading:**

**Suggested Reading, Specific and General:**

4- AMERICAN LITERATURE (AL) – II (DRAMA & POETRY)

**Rationale:**
American Literature (AL) – II is an extensive course in terms of its components and scope. Much of it builds on understanding the traditions of American literary sensibility discussed in American Literature (AL) – I. Generally speaking, AL has stressed the diversity and uniqueness of American character and experience. This course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, Existentialism, Absurdism, Postmodernism, etc. as they influence multiple trends in American
nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-classequations reinterpreting the central meaning of America and the changing social and economic values. Basically there may be several ways to access AL, but whether we follow simple chronology or connect through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

**Suggested Texts:**
- Wallace Stevens, Selections
- William Carlos Williams or Ezra Pound, Selections
- Langston Hughes, Selections
- Sylvia Plath or Adrienne Rich, Selections

**Suggested Texts: (plays: any 4)**
- Eugene O’Neill, *Long days journey into night*
- Arthur Miller, *The Crucible*
- Edward Albee, *Who’s Afraid of Virginia Woolf?*
- Sam Shepard, *The Buried Child*
- David Mamet, *American Buffalo*
- August Wilson, *Piano Lesson or Fences*
- Lorraine Hansberry, *A Raisin in the Sun*
- Marsha Norman, *Night, Mother*
- Besides, if possible, some of the representative plays and poems of other minorities in America from any Norton or Heath Anthology of American literature

**General Resources on Genres (poetry):**
- Bloom, H. *Figures of Capable Imagination*, 1976

**General Resources on Genres (drama):**
- Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway*, 1982-85

### 5- WORLD LITERATURE IN TRANSLATION

**Rationale:**
This course is an inter-genre course and offers an exposure to some Classics in World Literature, both in theme and form. The global perspective will not only make for an intrinsically rewarding experience but will also give depth to students’ grasp of literature translated into English. They will be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.

**Suggested Primary Reading:**
1. Basho (Japanese): Selections of Haiku (at least 5)
2. Albert Camus (French and Algerian): *The Outsider*
3. Cervantes, M (Spanish): *Don Quixote* (Part 1-Book 1&2)
4. Kafka, Franz (German): *Metamorphosis*
5. Homer (Roman): Selections from “The Iliad” and “The Odyssey”
6. Dostoevsky (Russian): *Crime and Punishment*
7. Rumi (Persian): Selections from the Mathnavi: (Divan & Discourse; The Song of the Reed / The Artists)
8. Iqbal, M (Indo-Pakistani): Selections from JavaidNama: The Spirit of Rumi Appears
10. Frederico Garcia Lorca (Spanish): *Blood Wedding*

**Suggested Secondary Reading:**

**6. POSTCOLONIAL STUDIES**

**Rationale:**
This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by post-Colonial literary studies. They will be able to identify the common thematic concerns and stylistic features in the cross continental voices of the empire. They will also be able to recognize post-colonial literature and criticism as a distinct and significant addition to English literary studies.

**Suggested Primary Reading:** (choose any 5)

1. Chinua Achebe: *Things Fall Apart*
2. Bapsi Sidhwa: *Ice Candy Man*
3. Nadeem Aslam: *Season of the Rain Birds*
4. Arundhati Roy: *The God of Small Things*
5. Hanif Kureishi: *My Son the Fanatic*
6. Frantz Fanon: “On National Culture” from *The Wretched of the Earth*
7. Edward Said: “Introduction” to *Culture and Imperialism*
8. Gauri Viswanathan: “The Beginning of British Literary Study in British India” from *The Masks of Conquest*
10. Ngugi wa Thiong’o: “On The Abolition of the English Department”
11. Derek Walcott: The Schooner Flight / A Far Cry from Africa / A Lesson for This Sunday
12. Ben Okri: *An African Elegy*
14. Wole Soyinka: *Brother Jero*
Suggested Secondary Reading:

7. AFRICAN AMERICAN LITERATURE

8. LATIN AMERICAN LITERATURE

9. PSYCHOANALYTICAL LITERARY CRITICISM

RESEARCH WORK SEMESTER—III & IV

THESIS/DISSERTATION WRITING

Rational:
This is a one-year (2 semesters, can be extended to 4 semesters) writing process comprised of 06CH. It is serious and focused research work that includes writing and composing dissertation of about 20,000 to 25,000 words on the topic selected by the scholars and finalized by their respective supervisors. Details regarding research at M.Phil level may be connected back to the training received by these candidates through the courses offered during their course work.