

**DEPARTMENT OF ENGLISH**

**UNIVERSITY OF KARACHI**

**BS PROGRAMME**

**REVISED SYLLABUS (2021)**

## **THE BS ENGLISH PROGRAMME: AN INTRODUCTION**

The new BS programme 2021 introduced at the Department of English, University of Karachi, pursues excellence in English Studies by creating and maintaining a culture of teaching, learning and research based on values of creativity, academic honesty, and collaboration among its faculty and students. It offers a wide range of courses in Literary Studies and Applied Linguistics with a curriculum aligned with international standards. The courses have been carefully designed to facilitate the students in firmly grounding themselves in the discipline both theoretically and practically. From a rigorous exposure to the English and the Western and World literary canon to the pragmatic necessities of language planning and policy making, the programme seeks to equip its scholars with a simultaneous awareness of English language in its aesthetic, cultural, scientific and pragmatic dimensions.

By offering a multidimensional expertise in the discipline of English, the BS programme seeks to provide an intellectual and cultural awareness to its participants regarding the role English as a language and culture plays in the makeup of the present local and global cultural environment. It aims at enabling its participants to instrumentalize their knowledge of the discipline in understanding their personal, social and cultural identities, thus combining and homogenizing the spirits of education in the humanities and the social sciences. The programme expects its graduates to constructively participate in a wide range of professional fields including (but not limited to) teaching, writing, research, educational management, translation, the civil services, advertizing, print and electronic media, banking and business etc., and is designed to impart necessary training and skills to this effect.

DEPARTMENT OF ENGLISH  
UNIVERSITY OF KARACHI  
SCHEME OF STUDIES FOR 4 YEAR BS PROGRAMME

BS FIRST YEAR  
SEMESTER I

EngLit 311	Introduction to Literature I: Plays and Poetry	3
EngLit 301	Subsidiary: Short Stories and Novels	3
		3
300.1	Islamic Studies	3
ENG 300.1	English Compulsory I: Language in Use	3

BS FIRST YEAR  
SEMESTER II

E-Ling 312	Introduction to Linguistics	3
EngLit 302	Subsidiary: Poetry and Essays	3
		3
300.2	Pakistan Studies	3
300.2	Urdu / Sindhi etc.	3

BS SECOND YEAR  
SEMESTER III

EngLit 411	Introduction to Literature II: Fiction and Essays	3
EngLit 401	Subsidiary: Plays	3
EngLit 421	Critical Approaches to Literature I	3
400.1	Basic Mathematics	3
ENG 400.1	English Compulsory II: Academic Reading and Writing	3

BS SECOND YEAR  
SEMESTER IV

E-Ling 412	Psycholinguistics and Neurolinguistics	3

EngLit 422	Critical Approaches to Literature II	3
EngLit 402	Subsidiary: Poetry and Novels	3
400.2 (E.S)		3
400.2 (C.A)		3

BS THIRD YEAR  
SEMESTER V

501	Environmental Sciences	3
EngLit 511	Poetry I: Late Medieval to the 17 <sup>TH</sup> Century	3
EngLit 521	Fiction I: The Early Novel Upto the 19 <sup>TH</sup> Century	3
EngLit 531	History of English Literature: Anglo Saxon Period to the Victorian Age	3
ELing 541	Sociolinguistics	3
Eling 551 Or EngLit 551	Language and Education OR American Literature I: Upto the 19 <sup>TH</sup> Century	3

BS THIRD YEAR  
SEMESTER VI

ENG 502	Communication Skills	3
EngLit 512	Poetry II: The 18 <sup>TH</sup> Century to the Romantics	3
EngLit 522	Drama: 16 <sup>TH</sup> to 20 <sup>TH</sup> Century	3
EngLit 532- A EngLit 532	Literature and Society (For students promoted from BS 2 <sup>ND</sup> Year only) Critical Approaches to Literature (For New students only)	3
E-ling 542	Phonology	3
E-Ling 552 Or EngLit 552	Translation: Theory and Praxis OR American Literature 2: Modern and Contemporary	3

BS FOURTH YEAR  
SEMESTER VII

(MAJOR: LITERATURE)

601	Introduction to Statistics/ Management	3
EngLit 611	Literary Theory and Criticism I: Traditional Literary Criticism	3
EngLit 621	Poetry III: From Victorian to the Modern	3
EngLit 631	Fiction 2: Modern and Contemporary British Novel	3
EngLit 641	Modern Literary Movements	3
EngLit 651	Research Methodology	3

BS FOURTH YEAR  
SEMESTER VIII

(MAJOR: LITERATURE)

602	Community Development	3
EngLit 612	Literary Theory and Criticism II: Modern and Contemporary Criticism	3
EngLit 622	Introduction to Postcolonial Theory and Literature	3
EngLit 632 Or EngLit 662 Or EngLit 672	TESL OR World Literature in Translation  OR Literary Pedagogy and Practicum	3
EngLit 642 Or EngLit 682 Or EngLit 692	Alternative Worlds: Literary Imaginations OR Pakistani Anglophone Literature OR Feminist Literature	3
EngLit 652 Or EngLit 662-A Or EngLit 672- A	Dissertation  OR Shakespeare  OR Contemporary Fiction	3

BS FOURTH YEAR  
SEMESTER VII

(MAJOR: APPLIED LINGUISTICS)

601	Introduction to Statistics/ Management	3
E-Ling 611	TESOL	3
E-Ling 621	Teaching Grammar and Vocabulary	3
E-Ling 631	Semantics	3
E-Ling 641 Or E-Ling 661 Or E- Ling 671	Interaction Analysis OR Multilingual Education in Postcolonial Context OR Language Education in Difficult Circumstances: A Critical Applied Linguistics Perspective	3
E-Ling 651	Research Methods in Applied Linguistics	3

BS FOURTH YEAR  
SEMESTER VIII

(MAJOR: APPLIED LINGUISTICS)

602	Community Development	3
E-Ling 612	Curriculum Design and Materials Development	3
E-Ling 622	Language Assessment and Programme Evaluation	3
E-Ling 632	Models of Discourse Analysis	3
E-Ling 642 Or E-Ling 662 Or E- Ling 672 Or E-Ling 682	Language and Identity: Gender, Class and Heritage OR ELT Practicum OR Lexical Studies OR Media Discourse Analysis	3
E-Ling 651 Or E-Ling 662-A Or E-Ling 672- A	Research Projects in Applied Linguistics OR Issues and Research in ELT OR World Englishes	3

**DEFICIENCY COURSES FOR BS III (NEW INTAKE)**

EngLit 311	Introduction to Literature I: Plays and Poetry	3
E-Ling 312	Introduction to Linguistics	3
EngLit 411	Introduction to Literature II: Fiction and Essays	3

**BS FIRST YEAR  
SEMESTER I**

**ENGLIT 311 INTRODUCTION TO LITERATURE I: PLAYS AND  
POETRY**

**OVERVIEW**

This introductory course combines reading a selection of well-known plays, and poems with training in writing academic essays about them. Students are expected to study selected plays and poems from the recommended list below.

**LEARNING OUTCOMES**

By the end of this course, students should be able to:

- read a variety of plays and poems independently and responsively.
- form an initial response about a literary text by previewing it.
- attend to the theme, structure, setting and characterization in a poem or a play as applicable.
- identify and appreciate the basic literary devices used in plays and poetry.
- develop an understanding of the central conflict or theme.
- identify major types of plays and poems

**TOPICS**

**Drama:**

1. Sophocles *Oedipus Rex*
2. Anonymous *Everyman*
3. William Shakespeare *Othello/ Macbeth/Julius Ceaser*
4. Eugene O'Neill *Ile*

**Poetry:** Elements and Forms of Poetry.

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abrams, M.H. (1985). *A Glossary of Literary Terms*. Rinehart and Winston Int.
- Atkin, Tamara. (2018). *Reading Drama in Tudor England: Drama, Reading And The Invention Of The Literary (Material Readings in Early Modern Culture)*. Taylor and Francis.
- Barnett, S. (2009). *A Short Guide to Writing about Literature*. Harper Collins.
- Billings, Joshua. (2021). *The Philosophical Stage: Drama and Dialectic in Classical Athens*. Princeton University Press.
- Boulton, M. (2010). *The Anatomy of Poetry (2<sup>nd</sup>ed.)*. Routledge & Kegan Paul.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. Routledge.
- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*. Harcourt Brace.
- Harris, Joseph. (2020). *The Work of Teaching Writing: Learning from Fiction, Film, and Drama*. Utah State University Press,.
- Jacobus, L.A. (2001). *Literature: An Introduction to Critical Reading*. Prentice Hall.
- Kennedy, X.J. (1994). *An Introduction to Poetry (8<sup>th</sup> Edition)*. Harper Collins.
- Kirszner & Mandell. (1997). *Literature – Reading, Reacting, Writing*. Harcourt Brace College Publishers.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. W.W. Norton Company.
- Palgrave, F.T. (1996). *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup> Edition)*. Oxford University Press.
- Trimmer, Joseph, F. (2011). *Writing with a Purpose (11<sup>th</sup> Edition)*. Houghton Mifflin Co.

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## ENGLIT301 SHORT STORIES AND NOVELS

### OVERVIEW

This introductory course is designed for the students taking up English as a subsidiary subject. It combines reading a selection of well-known short stories, plays, essays and poems with training in writing academic essays about them. Students are expected to study selected essays, short fiction, plays and poems from the recommended list below.

### LEARNING OUTCOMES



By the end of this course, students should be able to:

- read a variety of short stories and novels independently and responsively.
- form an initial response about a literary text by previewing it.
- attend to the theme, structure, setting and characterization in a story as applicable.
- identify and appreciate the basic literary devices used in fiction.
- develop an understanding of the central conflict or theme.
- Identify major types of short stories and novels.

## TOPICS

### A. Novels (Any 2)

- Austen, Jane *Pride and Prejudice*
- Eliot, George *The Mill on the Floss*
- Golding, William *Lord of the Flies*

### B. Short Story

- O. Henry *The Gift of the Magi*
- Saki *The Lumber Room*
- D.H. Lawrence *Odour of Chrysanthemums*
- Mansfield, Catherine *Miss Brill*
- Gordimer, Nadine *Once Upon A Time*
- Maugham, Somerset *The String of Beads*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abrams, M.H. (1985). *A Glossary of Literary Terms*. New York: Rinehart and Winston Int.
- Barnett, S. (2009). *A Short Guide to Writing about Literature*. New York: Harper Collins.
- Boulton, M. (2010). *The Anatomy of Poetry (2<sup>nd</sup> ed.)*. New York: Routledge & Kegan Paul.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. London: Routledge.
- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*. New York: Harcourt Brace.
- Jacobus, L.A. (2001) *Literature: An Introduction to Critical Reading*. New Jersey: Prentice Hall.
- Kennedy, X.J. (1994). *An Introduction to Poetry (8<sup>th</sup> Edition)*. New York: Harper Collins.

- Kirszner & Mandell. (1997). *Literature – Reading, Reacting, Writing*, New York: Harcourt Brace College Publishers.
- Palgrave, F.T. (1996). *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup> Edition)*. Oxford: Oxford University Press.
- Trimmer, Joseph, F. (2011) *Writing with a Purpose (11<sup>th</sup> Edition)*. New York: Houghton Mifflin Co.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. New York: W.W. Norton Company.

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**BS FIRST YEAR  
SEMESTER II**

**E-LING 312      INTRODUCTION TO LINGUISTICS**

**OVERVIEW**

This introductory course is specifically designed to provide students sufficient exposure to Linguistics, as the scientific study of language, by introducing them to some of the major linguistic schools of thought. Besides introducing students to the linguistic schools of thought, the course also deals with the key concepts in both theoretical and applied linguistics along with a brief introduction to the sub-fields within each.

**LEARNING OUTCOMES**

The course will enable students to:

- utilize the background knowledge of the basic concepts of linguistics to understand and appreciate the diversity and scope of this discipline;
- display a clear understanding of the difference between theoretical and applied linguistics;
- apply the knowledge of phonology, morphology, syntax, and semantics in their use of language.
- make an informed choice with regard to specialization in this field in the final year.

**TOPICS**

- Significance and scope of Linguistics
- Theoretical vs. Applied Linguistics
- **A brief Introduction to the Core Components in Theoretical Linguistics**
  - Phonology

- Morphology
- Syntax
- Semantics
  
- **A brief Introduction to the Sub-fields in Applied Linguistics**
  - Psycholinguistics
  - Neurolinguistics
  - Sociolinguistics
  - Pragmatics
  - Stylistics
  - Anthropological Linguistics
  - Ecolinguistics
  - Queer Linguistics
  - Corpus Linguistics
  - Computational Linguistics
  - Forensic Linguistics
  - Educational Linguistics & Language Pedagogy
  
- **Major Linguistic Schools of Thought:**
  - Historicism
  - Structuralism
  - Functionalism
  - Generativism
  - Cognitivism

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Aitchison, J. (2010). *Teach yourself linguistics*. McGraw Hill.
- Bauer, L. (2007). *The linguistics student's handbook*. Edinburgh University Press.
- Farmer, A.K., Demers, R.A. (2010). *A linguistics workbook: Companion to linguistics*. (6<sup>th</sup> edition). The MIT Press.
- Finch, G. (2003). *How to study linguistics: A guide to understanding language*. (Second edition). Palgrave Macmillan.
- Fromkin, V. A., Rodman, R., & Hymas, M. (2002). *An introduction to language*. (7<sup>th</sup> edition). Heinley.
- Finegan, E. (2004). *Language: Its structure and use*. (4<sup>th</sup> edition). Wadsworth: Thomson.

- Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction*. Cambridge University Press.
- Yule, G. (2017). *The study of language*. (6<sup>th</sup> edition). Cambridge University Press

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## ENGLIT 302 POETRY AND ESSAYS

### OVERVIEW

The course is designed for the students taking up English as a subsidiary subject. It combines reading a selection of recommended poems and essays with training in writing academic essays about them.

### LEARNING OUTCOMES

By the end of this course, students should be able to:

- read a variety of poems and essays independently and responsively.
- form an initial response about a literary text by previewing it, keeping in mind connotation, denotation etc.
- identify and appreciate the basic literary devices used in poems and essays.
- develop an understanding of the central conflict, theme or argument.
- identify major types of poems and essays.
- write short essays on simple literary topics employing the basic elements of writing.
- select a topic and generate ideas by brainstorming, free writing or discussion.
- develop a thesis statement and main points, and collect supporting evidence from the text(s).
- compose an essay organized coherently and cohesively.
- write with appropriate word-choice, sentence variation, attend to major stylistic and grammatical issues such as ambiguity, dangling modifiers, parallelism and subject verb agreement etc.

### TOPICS

#### A. Recommended Poems

- |                        |  |
|------------------------|--|
| • Anonymous            | <i>The Two Corbies</i>   |
| • Shakespeare, William | <i>Fear No More the Heat of the Sun</i><br><i>When In Disgrace</i><br><i>To His Love</i> |
| • Marlowe, Christopher | <i>The Passionate Shepherd to His Love</i>   |
| • Marvell, Andrew      | <i>To His Coy Mistress</i>   |
| • Donne, John          | <i>Go and Catch a Falling Star</i>   |

- Drayton, M. *Love's Farewell*
- Shirley, H. *Death, the Leveller*
- Vaughan, H. *The Retreat*
- Milton, John *On his Blindness*
- Herrick, R. *To Daffodils*
- Pope, Alexander *Lines from Essay On Man Epistle II*
- Collins, W. *How Sleep the Brave*
- Cowper, W. *The Poplar Field*
- Burns, R. *O My Love's Like a Red, Red Rose*
- Blake, W. *The Garden of Love*

### B. Recommended Essays

Any 4 from the following list of prescribed essays.

- Lamb, Charles *Dream Children*
- Trevelyn, G.M. *History and the Reader*
- Lawrence, D.H. *Give Her A Pattern*
- Woolf, Virginia *Death of a Moth*
- Alpha of the Plough *On Saying Please*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abbs, P. and Richardson, J. (1995). *The Forms of Poetry*. Cambridge: Cambridge University Press.
- Boulton, M. (2012). *The Anatomy of Drama (3<sup>rd</sup>ed.)*. London: Routledge & Kegan Paul.
- Boulton, M. (2010). *The Anatomy of Poetry (3<sup>rd</sup>ed.)*. London: Routledge.
- Kennedy, X.J. (1994). *An Introduction to Poetry (8<sup>th</sup>ed.)*. New York: Harper Collins College Publishers.
- Palgrave, F.T. (1996). *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup>ed.)*. Oxford: Oxford University Press.
- Bloom, Harold, (ed.). (1988). *Tennessee Williams's The Glass Menagerie (Modern Critical Interpretations)*. New York: Chelsea House Publishers.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. London: Routledge.
- Fabb, Nigel & Durant A. (1999). *How to Write Essays, Dissertations and Thesis in Literary Studies*. New York: Longman.

- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*, Harcourt Brace College Publishers, New York.
- Yanni, R. D. (2007). *Reading Fiction, Poetry, Drama and the Essay (2<sup>nd</sup>ed.)*. New Jersey: McGraw-Hill.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. New York: W.W. Norton Company.

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BS SECOND YEAR  
SEMESTER III

**ENGLIT 411 INTRODUCTION TO LITERATURE II: FICTION  
AND ESSAYS**

**OVERVIEW**

This introductory course combines reading a selection of well-known short stories, novels and essays with training in writing academic essays about them. Students are expected to study selected essays and fiction from the recommended list below.

**LEARNING OUTCOMES**

By the end of this course, students should be able to:

- read a variety of short stories, essays and novels independently and responsively.
- form an initial response about a literary text by previewing it, keeping in mind connotation, denotation etc.
- attend to the theme, structure, setting and / or characterization identify and appreciate the basic literary devices used in short stories, novels and essays.
- develop an understanding of the central conflict, theme or argument.
- Identify major types of short stories, novels and essays.

**TOPICS**

**Short Stories:** (any 4)

- |                    |                                  |
|--------------------|----------------------------------|
| 1. Edgar Allan Poe | <i>The Tell Tale Heart</i>       |
| 2. Nadine Gordimer | <i>Once Upon a Time</i>          |
| 3. Saki            | <i>The Interlopers</i>           |
| 4. Elizabeth Neal  | <i>Confrontation</i>             |
| 5. D.H. Lawrence   | <i>The Rocking- Horse Winner</i> |

- |                     |  |
|---------------------|--|
| 6. Kate Chopin      | <i>Story of an Hour</i>                |
| 7. Dorothy Parker   | <i>Arrangement in Black and White</i>  |
| 8. James Joyce      | <i>Araby</i>                           |
| 9. James Thurber    | <i>The Secret Life of Walter Mitty</i> |
| 10. Shirley Jackson | <i>The Lottery</i>                     |

**Novel:** (any 2)

- |                     |                              |
|---------------------|------------------------------|
| 1. Swift, Jonathan  | <i>Gulliver's Travels</i>    |
| 2. Harper Lee       | <i>To Kill a Mockingbird</i> |
| 3. George Orwell    | <i>Animal Farm</i>           |
| 4. Kazuo Ishiguro   | <i>Never Let Me Go</i>       |
| 5. Charlotte Bronte | <i>Jane Eyre</i>             |
| 6. J.D. Salinger    | <i>Catcher in the Rye</i>    |

**Non-Fictional Prose:** (any 4)

- |                       |   |
|-----------------------|---|
| 1. Jo Goodwin Parker  | <i>What is Poverty</i>                                    |
| 2. Martin Luther King | <i>I Have a Dream</i>                                     |
| 3. William Kowinski   | <i>Mallaise: How to Know If You Have It</i>               |
| 4. Virginia Woolf     | <i>The Decay of Essay Writing</i>                         |
| 5. Martin Gansberg    | <i>Thirty Eight Who Saw Murder Didn't Call the Police</i> |
| 6. Bharati Mukherjee  | <i>Two Ways to Belong in America</i>                      |
| 7. Vita Wallace       | <i>Give Children the Vote</i>                             |

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Barnett, S. (2009). *A Short Guide to Writing about Literature*. Harper Collins.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. Routledge.
- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*. Harcourt Brace.
- Ingle, Stephen. (2020). *Orwell Reconsidered*. Routledge.
- Jacobus, L.A. (2001). *Literature: An Introduction to Critical Reading*. Prentice Hall.
- Kennedy, X.J. (2012). *Literature: An Introduction to Fiction, Poetry and Drama (2<sup>nd</sup> ed.)*. Brown and Company.
- Kirsznner & Mandell. (1997). *Literature – Reading, Reacting, Writing*. Harcourt Brace.
- Knickerbocker, K.L. and Reninger, H.W. (2010). *Preliminaries to Literary Judgment: Interpreting Literature*. Holt, Rinehart and Winston.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. W.W. Norton Company.

- Scholes, R. Klawns, Silverman. M. (eds.). (2006). *Elements of Literature*. Oxford University Press.
  - Trimmer, Joseph, F. (2011). *Writing with a Purpose (11<sup>th</sup>ed.)*. Houghton Mifflin Co.
  - Yanni, Robert D. (2007). *Reading Fiction, Poetry, Drama and the Essay (2<sup>nd</sup>ed.)*. McGraw-Hill.
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## ENGLIT 401 PLAYS

### OVERVIEW

The course is designed for the students taking up English as a subsidiary subject. It introduces the tradition of an important and prevalent literary form in the West and offers a selection of plays from the Greek antiquity and the early modern and modern times.

### LEARNING OUTCOMES

By the end of this course, students will be able to bring a more critical and insightful approach to reading & writing about plays.

### PRESCRIBED PLAYS

- Sophocles *Oedipus Rex*
- Shakespeare, William, *Macbeth* or *Othello*
- Shaw, Bernard *Pygmalion*
- O'Neill, Eugene *Ile*

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### RECOMMENDED READING LIST

- Abbs, P. and Richardson, J. (1995). *The Forms of Poetry*. Cambridge: Cambridge University Press.
- Bloom, Harold. (ed.). (1988). *Tennessee Williams' The Glass Menagerie (Modern Critical Interpretations)*. New York: Chelsea House Publishers.
- Boulton, M. (2012). *The Anatomy of Drama (3<sup>rd</sup>ed.)*. London: Routledge & Kegan Paul.
- Boulton, M. (2010). *The Anatomy of Poetry (3<sup>rd</sup>ed.)*. London: Routledge.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. London: Routledge.



- Fabb, Nigel & Durant, A. (1999). *How to Write Essays, Dissertations and Thesis in Literary Studies*. New York: Longman.
- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*, New York: Harcourt Brace College Publishers.
- Kennedy, X.J. (1994). *An Introduction to Poetry (8<sup>th</sup>ed.)*. New York: Harper Collins College Publishers.
- Palgrave, F.T. (1996). *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup>ed.)*. Oxford: Oxford University Press.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. New York: W.W. Norton Company.

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## ENGLIT 421 CRITICAL APPROACHES TO LITERATURE I

### OVERVIEW

The two courses on Critical Approaches to Literature aim to enable students to identify the key assumptions of the major critical approaches to literature as well as to read literary texts from distinct or complementary critical perspectives. They will also be required to demonstrate their understanding of the critical approaches through their application on literary texts.

### LEARNING OUTCOMES

By the end of this course the students should be able to:

- identify the characteristic features of the liberal humanist viewpoint.
- demonstrate how practical criticism is distinct from the foregoing traditional approaches.
- apply the methods of each of these approaches to literary texts (poems/short stories/novels/plays), consistent with the respective basic concerns of each approach.

### TOPICS

- Liberal Humanist Approach
- Practical Criticism
- Formalist Approach

### PRESCRIBED LITERARY TEXTS

- Blake, William, *The Sick Rose*
- Wordsworth, William, *Ode: Intimations of Immortality in Early Childhood*

- Marvell, Andrew, *To His Coy Mistress*
- Shakespeare, William, *Othello*  
OR
- Shakespeare, William, *The Merchant of Venice*

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### RECOMMENDED READING LIST

- Barry, P. (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press
  - Lodge, D.(ed.). (2011).*Modern Criticism & Theory: A Reader*. New Jersey: Longman.
  - Newton, K.M. (ed.). (2009).*Theory into Practice*, New York: Macmillan.
  - Rylance, R.(ed.). (2001).*Debating Texts: A Reader in Twentieth Century Literary Theory & Method*. Oxford: Oxford University Press.
  - Selden, R. & Widdowson P.(1993). *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup>ed.)*.New York: Harvester.
  - Leitch, V. (ed.). (2010).*Norton Anthology of Theory and Criticism*, New York: W. W. Norton.
  - Rice, P. and Waugh, P. (ed.). (2001). *Modern Literary Theory*. New York: Arnold.
  - Robet, David (ed.). (1994). *Structuralism: An Introduction*. London: Oxford University Press.
  - Sturrock, John. (1984). *Structuralism*. London: Blackwell
  - Waugh, Patricia, (ed.). (2005). *Literary Criticism and Theory: An Oxford Guide*, London: Oxford University Press.
  - Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. London: Routledge.
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**BS SECOND YEAR  
SEMESTER IV**

**E-LING 412      PSYCHOLINGUISTICS AND NEUROLINGUISTICS**

**OVERVIEW**

The aim of this course is to develop in students an in-depth understanding of how languages are learned and acquired with a focus on how they are stored and processed in the human brain. With the aim of providing students a strong foundation in the field of language learning and teaching, the course is designed in such a way that it covers the core concepts related to both psycholinguistics and neurolinguistics.

**LEARNING OUTCOMES**

The course will enable students to:

- remove the misconceptions with regard to language learning;
- utilize the information about language processing and storage to accelerate the learning process;
- differentiate between first and second language acquisition;
- analyze the factors involved in SLA;
- understand and address the problems related to language learning;
- apply the theoretical knowledge gained during this course, in second language teaching in a variety of contexts.

**TOPICS**

- **Introduction to Psycholinguistics and Neurolinguistics:**
  - The connection between Psycholinguistics & Neurolinguistics
  - The scope of both the branches
  - Parts of brain and their function
  - Language processing and storage in brain
- **Neural Mechanisms in the Human Brain and the Psychology of Learning**
  - Theories of language learning
  - Memory
  - Human brain and the comprehension, production and acquisition of a language.
- **First Language Acquisition (FLA)**
  - Stages of FLA
  - Linguistic and extralinguistic factors in FLA
  - Child-directed speech (CDS)

- **Second Language Acquisition (SLA)**
  - Difference between Acquisition and learning
  - Differences between FLA and SLA
  - Second Language Acquisition Theories
  - Interlanguage
  - Error Analysis
  
- **Learner Factors**
  - Age
  - Cognitive factors
  - Affective Factors
  - Personality factors
  
- **Contextual Factors**
  - Host language context
  - Foreign language context
  - Instructional setting
  - Non-instructional/natural setting
  
- **Learner Strategies**
  - Cognitive Strategies
  - Metacognitive strategies
  
- **Aphasia and Dyslexia**
  - Underlying causes
  - Types
  - Treatment

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Aitchison, J. (2011). *The articulate mammal: An introduction to psycholinguistics*. Routledge.
- Bambini, V. (2012). *Neurolinguistics*. In J. Ostman & J. Verschueren (Eds.), *Handbook of pragmatics* (pp. 1-34). John Benjamin Publishing.
- Birdsong, D. (2004). Second language acquisition and ultimate attainment. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 82-105). Blackwell Publishing.
- Brown, H. D. (2007). *Principles of language learning and teaching*. (5<sup>th</sup> edition). Longman.

- Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 170-190). London: Arnold.
- Ellis, R. (2015). *Understanding second language acquisition*. (2<sup>nd</sup> edition). Oxford University press.
- Fernandez, E. V. & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. Wiley-Blackwell.
- Gass, S.M. & Selinker, R. (2001). *Second language acquisition: An introductory course*. Routledge.
- Hendriks, P. (2014). *Asymmetries between language production and comprehension*. Springer.
- Ingram, L.C. J. (2010). *Neurolinguistics: An introduction to spoken language processing and its disorders*. Cambridge University Press.
- Lenzing, A. (2021). *The production-comprehension interface in second language acquisition*. Bloomsbury Publishing.
- Lightbown, P. & Spada, N. (2006). *How languages are learned*. (3<sup>rd</sup> edition). Oxford University Press.
- Ortega, L. (2007). *Understanding second language acquisition*. Hodder Arnold.
- Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (2<sup>nd</sup> edition). Longman.

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## ENGLIT 422      CRITICAL APPROACHES TO LITERATURE II

### OVERVIEW

The two courses on Critical Approaches to Literature aim to enable students to identify the key assumptions of the major critical approaches to literature as well as to read literary texts from distinct or complementary critical perspectives. They will also be required to demonstrate their understanding of the critical approaches through their application on literary texts.

### LEARNING OUTCOMES

By the end of this course the students should be able to:

- exhibit a grasp of the core features of Marxist literary theory;
- highlight the fundamental strands in psycho-analytic and feminist literary theory;
- show an understanding of the primary concerns of post-colonial theory;
- apply these theories to literary texts.
- work out practically the critical assumptions of the mentioned afore schools in reading individual poems / stories / plays.

### TOPICS

- Marxist literary theory

- Psychoanalytic literary theory
- Post-colonial literary theory
- Feminist literary theory

### PRESCRIBED LITERARY TEXTS

- Brontë, Emily, *Wuthering Heights*
- Kipling, Rudyard, *Kim*
- Lawrence, D.H, *The Fox*
- Poe, E. Allan, *The Purloined Letter*

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### RECOMMENDED READING LIST

- Barry, P. (1995). *Beginning Theory: A Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press
  - Lodge, D. (ed.). (2011). *Modern Criticism & Theory: A Reader*. New Jersey: Longman.
  - Newton, K.M. (ed.). (2009). *Theory into Practice*, New York: Macmillan.
  - Rylance, R. (ed.). (2001). *Debating Texts: A Reader in Twentieth Century Literary Theory & Method*. Oxford: Oxford University Press.
  - Selden, R. & Widdowson, P. (1993). *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup>ed.)*. New York: Harvester.
  - Leitch, V. (ed.). (2010). *Norton Anthology of Theory and Criticism*, New York: W. W. Norton.
  - Rice, P. and Waugh, P. (ed.). (2001). *Modern Literary Theory*. New York: Arnold.
  - Robert, David (ed.). (1994). *Structuralism: An Introduction*. London: Oxford University Press.
  - Sturrock, John. (1984). *Structuralism*. London: Blackwell
  - Waugh, Patricia, (ed.). (2005). *Literary Criticism and Theory: An Oxford Guide*, London: Oxford University Press.
  - Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. London: Routledge.
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**ENGLIT 402****POETRY AND NOVELS****OVERVIEW**

The course is designed for the students taking up English as a subsidiary subject. It offers further exposure of major literary forms in English and introduces the canonical texts of modern poetry and novel to the students.

**LEARNING OUTCOMES**

By the end of this course, students will be able to bring a more practiced and mature approach to reading & writing about novels and poems.

**PRESCRIBED NOVELS (Any 2)**

- Orwell, George            *Animal Farm*  
or
- Huxley, Aldous            *Brave New World*
- Salinger, J.D            *Catcher in the Rye*  
or
- Lee, Harper            *To Kill a Mocking Bird*

**PRESCRIBED POEMS**

- Coleridge, S.T.            *Frost At Midnight*  
*Dejection: An Ode*
- Wordsworth, W.            *The Education of Nature*
- Keats, John            *Ode to a Nightingale*  
*Ode on a Grecian Urn*
- Shelley, P.B.            *Ode to the West Wind*
- Whitman, Walt            *When I Heard the Learned Astronomer*  
*Compost*  
*A Noiseless Patient Spider*
- Tennyson, A.            *The Lady of Shallot*
- Browning, R.            *My Last Duchess*  
*Porphyria's Lover*
- Arnold, Mathew            *Dover Beach*
- Yeats, W.B.            *No Second Troy*  
*The Second Coming*
- Hughes, Ted            *Hawk Roosting*  
*The Thought Fox*
- Thomas, Dylan            *Never Until the Mankind*

- Dickinson, Emily  
*Do Not Go Gentle Into That Good Night*  
*I Heard a Fly Buzz*  
*After Great Pain*  
*I Could Not Stop For Death*
- Larkin, Philip  
*Aubade*  
*Wants*
- Smith, Stevie  
*Not Waving But Drowning*  
*How Cruel is the Story of Eve*
- Plath, Sylvia  
*Daddy*  
*Mirrors*  
*Arrival of the Bee Box*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abbs, P., & Richardson, J., *The Forms of Poetry*, Cambridge University Press, Cambridge, 1995
  - Eagleton, Terry. *How to Read Literature*, Yale University Press: New Haven, 2013
  - Boulton, M, *The Anatomy of Poetry*, Routledge & Kegan Paul, London, 1977.
  - Bloom, Harold (ed)., *JD Salinger: Modern Critical Interpretations*. New York: Chelsea House, 1994
  - Palgrave, F.T., *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup> Edition)*, Oxford University Press, Oxford, 1996
  - Southam, B. C., ed., *Critical Essays on Harper Lee*, New York: Barnes and Noble, 1968.
  - Yanni, Robert D., *Reading Fiction, Poetry, Drama and the Essay (2<sup>nd</sup> Edition)*, McGraw-Hill, 1990
  - Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. New York: W.W. Norton Company.
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BS THIRD YEAR  
SEMESTER V

**ENGLIT 511 POETRY I: LATE MEDIEVAL TO 17<sup>TH</sup> CENTURY**

**OVERVIEW**

This historically structured course presents the best poetry of selected periods of English literature with a view to highlighting the relation between the development of poetry and various social and literary trends.

**LEARNING OUTCOMES**

After studying this course, the students will be able to:

- acquire firsthand knowledge of the content and context of poetical texts
- recognize and appreciate ways in which writers use language to achieve their effects
- use selected critical approaches while reading the prescribed texts
- express their views of the above in oral as well as written presentations

**TOPICS**

**Late Medieval**

Chaucer, Geoffrey

*Selections from Prologue to the Canterbury Tales*

or

*Troilus & Criseyde*

**Elizabethan**

Spenser, Edmund

*Selections from The Faerie Queen (Book 1)*

Shakespeare, William

*Selected Sonnets*

*Sonnet 9; Is it for fear to wet a widow's eye...*

*Sonnet 17; Who will believe my verse in time...*

*Sonnet 60; Like as the waves make towards the...*

*Sonnet 80; Oh, how I faint when I of you do write...*

*Sonnet 82; I grant thou wert not married to my...*

*Sonnet 130; My mistress' eyes are nothing like...*

*Sonnet 138; When my love swears that she is...*

**Metaphysical Poetry**

Donne, John

*Love Poems, The Good Morrow, The Sun Rising, The Extasie, A*

*Valediction of Weeping, A Valediction: forbidding mourning, Holy Sonnets,*

*Batter my heart, Thou hast made me, At the round earth's imagined corners,  
Death be not proud, A Hymn to God the father, What if this present were the  
World's last night*

Marvell, Andrew

*The Garden*

Milton, John

*Paradise Lost (Book 1)*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Achinstein, Sharon. (2003). *Literature and Dissent in Milton's England*. Cambridge University Press.
  - Acker, Faith D. (2021) *First Readers of Shakespeare's Sonnets, 1590-1790*. Routledge.
  - Beardsley, Doug, (ed.). (2000). *The Man Who Outlived Himself: An Appreciation of John Donne by a Dozen of His Best Friends*. Harbour Publishing.
  - Berger, Harry. (2020). *Resisting Allegory: Interpretive Delirium in Spenser's Faerie Queene*. Fordham University Press,.
  - Brewer, Derek. (2011). *An Introduction to Chaucer*. Longman.
  - Cousins, A.D. & Grace, D. (ed.). (2002). *Donne and the Resources of Kind*. Fairleigh Dickinson University Press.
  - Dobranski, Stephen. B. (2012). *The Cambridge Introduction to Milton*, Cambridge University Press,
  - Eckhardt, Joshua. (2019). *Religion Around John Donne*. Pennsylvania State University Press.
  - Edwards, David. (2002). *John Donne: Man of Flesh and Spirit*. William B. Eerdmann Publishing.
  - Empson, William. (2002). *Essays on Renaissance Literature: Volume 1, Donne and the New Philosophy*. Cambridge University Press.
  - Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
  - McCabe, Richard A. (2010). *The Oxford Handbook of Edmund Spenser*. Oxford University Pres.
  - Murray, Nicholas. (2000). *World Enough and Time: The Life of Andrew Marvell*. St. Martin's Press.
  - Papazian, Mary, and Corthell, R. (ed.). (2003). *John Donne and the Protestant Reformation: New Perspectives*. Wayne State Univ Press.
  - Picard, Liza. (2019). *Chaucer's People: Everyday Lives in Medieval England*. W.W. Norton Company.
  - Wiggins, Peter. (2001). *Donne, Castiglione and the Poetry of Courtliness*. Indiana University Press.
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## ENGLIT 521 FICTION I: THE EARLY NOVEL UPTO 19<sup>TH</sup> CENTURY

### OVERVIEW

The Fiction in English course introduces students to the development of British fiction and trace the evolution of this important genre.

### LEARNING OUTCOMES

By the end of this course students will be able to:

- read the early British novel in its historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the eighteenth and nineteenth
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

### TOPICS

#### The Early Novel

- Defoe, Daniel, *Robinson Crusoe*  
*or*
- Richardson, Samuel *Pamela*  
*or*
- Fielding, Henry, *Joseph Andrews* or *Tom Jones*
- Austen, Jane, *Emma* or *Pride and Prejudice*

#### 19<sup>th</sup> Century Novel

- Dickens, Charles, *David Copperfield* or *Great Expectations*
- Eliot, George, *Silas Marner* or *The Mill on the Floss*
- Hardy, Thomas, *Tess of the D'Urbervilles* or *The Mayor of Casterbridge*

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Barickman, R. and Stark, M. (2001). *Corrupt Relations: Dickens, Thackeray, Trollope, Collins and the Victorian Sexual System*. Oxford University Press.
- Duckworth, Alastair. (1994). *The Improvement of the Estate: A Study of Jane Austen's Novels*. John Hopkins University Press.
- Gerald J. Butler. (2005). *Fielding's Unruly Novels*. Edwin Mellen Press.
- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Harvey, Geoffrey. (2003). *The Complete Critical Guide to Thomas Hardy: A Sourcebook*. Routledge.
- Ingham, Patricia. (2003). *Thomas Hardy*. Oxford University Press.
- Julia Prewitt Brown. (1986). *A Reader's Guide to the Nineteenth Century English Novel*. Blackwell.
- Martin C. Battestin. (2010). *Henry Fielding: A Life*. Routledge.
- Richetti, John, ed. (2018). *The Cambridge Companion to Robinson Crusoe*. Cambridge University Press
- Richetti, John J. (2011). *Daniel Defoe*. Twayne.
- Schonhorn, Manuel. (2007). *Defoe's Politics: Parliament, Powers, Kingship and Robinson Crusoe*. Cambridge University Press.
- Stoler, John. (1994). *A. Daniel Defoe: An Annotated Bibliography of Modern Criticism, 1900-1980*. Garland.

## ENGLIT 531

## HISTORY OF ENGLISH LITERATURE: ANGLO SAXON PERIOD TO VICTORIAN AGE

### OVERVIEW

The aim of the course is to make students aware of the historical development of English literature from its early beginnings to the Victorian age. The course will survey the dominant literary theories, movements and the works of writers of each age. It will also focus on the ideological, political and social backgrounds of the ages as may affect the writings of that particular period.

Apart from focusing on the major canonical works, the course aims at introducing those works as well which are not included in the poetry, fiction or drama courses, so as to enable the students to have an overall understanding of the literary milieu of the periods being studied.

### LEARNING OUTCOMES

After attending this course, students will:

- grasp the historical development of English literature upto the present age
- develop an awareness of the major interpretive strands through which the tradition of English literature has been understood so far in its historical context

- trace the impact of the major literary movements on English literature.

## TOPICS

- Anglo-Saxon and Medieval Literature
- The Renaissance and the Elizabethan Periods
- The Age of Neo-Classicism
- The Romantic Age
- The Victorian Age

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Cartre, Ronald and Mc Rae, John. (2017). *The Routledge History of Literature in English: Britain and Ireland*. Routledge.
- Compton-Rickett, A. (2002). *A History of English Literature (2<sup>nd</sup>ed.)*. Thomas-Nelson & Sales.
- Dachies, David. (2008). *A Critical History of English Literature. Vol. 1-4*. Secker & Warburg.
- Evans, Ifor. (1976). *A Short History of English Literature*. Penguin.
- Ford, Boris. (2012). *The New Pelican Guide to English Literature. Vol. 1- 9 (2<sup>nd</sup>ed.)*. Penguin.
- Gillie, C. Longman (2001). *Companion to English Literature (2nd Edition)*. Longman.
- Long, William. (2009). *English Literature: Its History and Significance for the life of English Speaking World*. Oxford University Press.
- Sanders, Andrew. (2002). *The Short Oxford History of English Literature*. Oxford University Press.
- Sutherland, John. (2014). *A Little History of Literature*. Yale University Press.

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## E-LING 541

## SOCIOLINGUISTICS

### OVERVIEW

Since Sociolinguistics examines the relationship between language and society, the course aims to introduce students to the key concepts and issues with reference to language and society so that they

become conscious of their linguistic choices in multilingual settings both at individual and societal level and also develop an awareness of the subtle distinctions among different language varieties. A major part of this course aims to introduce students to the manifestations and effects of living in linguistically and culturally diverse societies in order to draw their attention towards the challenges faced by indigenous language speakers in multilingual contexts.

## LEARNING OUTCOMES

Upon successful completion of this course students will:

- apply the knowledge gained about the multiple functions of language and language varieties in their use of language in a variety of contexts;
- become conscious of how language contact situations affect the multilingual fabric of a society in general and individuals in particular;
- develop a high sense of ethnolinguistic vitality needed for heritage language maintenance;
- be able to contribute in language maintenance and revitalization efforts;
- explore and critically evaluate those sociolinguistic issues that play a crucial role in designing language and education policies.

## TOPICS

- **Introduction to Sociolinguistics and its scope**
  - Functions of Language in Society
  - Domains of language use
  - Speech community
  - Diglossia
  - Regional dialects
  - Social dialects (based on gender, age, ethnicity, race, and socio-economic status)
  - Style, register, jargon
  - Pidgins & Creoles
- **Multilingualism and Bilingualism**
  - Dimensions of bilingualism: individual and societal
  - Causes of bilingualism/multilingualism and its types
  - Manifestations of bilingualism
    - *borrowed words*
    - *loan words*
    - *code-switching*
    - *code-mixing*
- **Effects of Bilingualism and Multilingualism**
  - Linguistic Inequality

- Language conflicts
  - Language attitudes
  - Language endangerment
    - *Language attrition*
    - *Language shift*
    - *Language death*
  - Language maintenance and language revitalization
- **Language and Education Planning**
    - Steps involved in language Planning and its impact on education planning
    - The issues regarding the selection of national and official language(s)

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Bhatia, K. T. & Ritchie, C. W. (Eds.). (2006). *A handbook of bilingualism*. Basil Blackwell.
- Blommaert, J. (2010). *The Sociolinguistics of globalization*. Cambridge University Press.
- Chibaka, F. E. (2018). Advantages of bilingualism and multilingualism: Multidimensional research findings. In S.B. Chumbo (Ed.), *Multilingualism and bilingualism*(pp. 15-36). IntechOpen Book Series. URL: <https://www.intechopen.com/books/6201>
- Coulmas, F. (Ed.). (2007). *The handbook of sociolinguistics*. Blackwell Publishing. DOI: 10.1111/b.9780631211938.1998.00001.
- Edwards, J. (2012). *Multilingualism: Understanding linguistic diversity*. Continuum.
- Gardner-Chloros, P. (2009). *Code-switching*. Cambridge University Press.
- Giles, H. & Billings, C. A. (2006). Assessing language attitudes: Speaker evaluation studies. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics*(pp.187-209).Blackwell Publishing.
- Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.
- Hickey, R. (Ed.), (2010). *The handbook of language contact*. Wiley-Blackwell.
- Holmes, J. (2008). *An introduction to sociolinguistics*. Longman.
- Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics*. (Fifth edition). Routledge.
- Llamas, C., Mullany, L., & Stockwell, P. (Eds.). (2007). *The Routledge companion to sociolinguistics*. Routledge.
- Matras, Y. (2009). *Language contact*. Cambridge University Press
- Meshthric, J. (2000). *Introducing sociolinguistics*. John Benjamins.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Basil Blackwell.
- Nettle, D., & Romaine, S. (2000). *Vanishing voices: The extinction of the world's languages*. Oxford University Press.

- Nahir, M. (2003). Language planning goals: A classification. In C.B. Paulston & G.R. Tucker (Eds.), *Sociolinguistics: The essential readings* (pp. 423-448). Basil Blackwell.
- Spolsky, B. (2003). *Language policy*. Cambridge University Press.
- Trudgill, P. (2002). *Introduction to language and society*. Penguin Books.
- Wardhaugh, R. (2006). *An introduction to sociolinguistics*. Basil Blackwell.
- Wardhaugh, R. & Fuller, M.J. (2021). *An introduction to sociolinguistics*. (8<sup>th</sup> edition). Wiley-Blackwell.

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**ENGLIT551 AMERICAN LITERATURE I: UPTO THE  
19<sup>TH</sup> CENTURY**  
(Option with E-LING 551 LANGUAGE AND EDUCATION)

### OVERVIEW

The two courses in American Literature aim to introduce students to the rich and distinct variety of literary works produced over the past century and a half in the United States. A perspective of the major themes and styles informing the literary writings of the above eras will develop the students' awareness of the changes that have been brought about in the context of the historical events that left an impact on the American consciousness.

### LEARNING OUTCOMES

This course will enable the students to:

- identify themes and stylistic elements in the American fictional and non-fictional prose, drama and poetry that broadly characterize American literature as a whole.
- analyse and evaluate American works to determine their individual response to historical changes and challenges.

### TOPICS

#### Essays

Emerson, R.W.

Selections from *The Poet, Self Reliance*

Thoreau, H.D.

*Walden*

#### Fiction

Hawthorne, N.

*The Scarlet Letter*

Or *Young Goodman Brown,*

*The Birth Mark,*

*The Minister's Black Veil*



Melville, H.

*Moby-Dick* or  
*Billy Budd, Sailor*  
*Bartelby, the Scrivener*

Twain, M.

*Huckleberry Finn*  
 or  
*The Man that Corrupted Hadleyburg,*  
*The Mysterious Stranger*

**Biography**

Douglas, F.

*Narrative of the life of F. Douglas***Poetry**

Whitman, W.

*A noiseless patient spider*  
*I hear America singing*  
*One Self I sing*  
*'Song of myself' (Stanza 1, 4, 5, 6, 10)*  
*There was a child went forth*  
*When I heard the learn'd astronomer*

Dickinson, E.

*A bird came down the walk:*  
*Because I could not stop for Death,*  
*I heard a fly buzz-when I died;*  
*I like to see it lap the miles,*  
*Much madness is divinest sense*  
*Success in counted sweetest*  
*The soul selects her own society...*  
*To make a prairie it takes a clover*  
*Wild nights! Wild nights!*

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Anderson, Douglas. (2017). *The Introspective Art of Mark Twain*. Bloomsbury Press.
- Andrews, Barry M. (2003). *Emerson As Spiritual Guide: A Companion to Emerson's Essays for Personal Reflection and Group Discussion*. Red Wheel.
- Arvin, Newton. (2002) *Herman Melville*. Grove Press.
- Bloom, Harold. (2003). *Nathaniel Hawthorne*. Chelsea House Pub.
- Camfield, Gregg. (2012). *The Oxford Companion to Mark Twain*. Oxford University Press.

- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Grabher, Gudrun, and Cristanne Miller. (1998). *The Emily Dickinson Handbook*. University of Massachusetts Press.
- Heflin, Wilson. (2004). *Herman Melville's Whaling Years*. Vanderbilt University Press.
- Hodder, Alan. (2001). *Thoreau's Ecstatic Witness*. Yale UP.
- Mikics, David. (2003). *Romance of Individualism in Emerson and Nietzsche*. Ohio University Press.
- Sacks, Kenneth S. (2013). *Understanding Emerson: The American Scholar and His Struggle for Self-Reliance*. Princeton University Press.

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## E-LING 551

## LANGUAGE AND EDUCATION

(Option with ENGLIT 551 AMERICAN LITERATURE  
I: UPTO THE 19<sup>TH</sup> CENTURY)

### OVERVIEW

Language and Education explores topics and debates at the nexus of applied linguistics and educational studies. The course is broadly conceptualized to embrace both: the issues and options pertaining to language as a medium of instruction, on the one hand, and, on the other, the instruction of language itself viz., English language pedagogy in various settings and contexts. As a precursor to a range of units offered subsequently in the BS program, the scope of this course is necessarily wide. It saliently features the problems and pathways at the institutional intersection of language (as resource and content) and education (as organized learning and pedagogy) in Pakistan.

### LEARNING OUTCOMES

Upon course completion, students will be able to:

- appreciate the intersectional scope of 'language' and 'education' within educational linguistics.
- elaborate on the socio-political and policy dimensions of educational linguistics.
- describe the constitutive elements of language education—pedagogy, curriculum and assessment in particular.
- explain the competing positions on the medium of instruction debates in Pakistan.
- discuss the problematics of language socialization and education in multilingual settings.
- recognize the opportunities and challenges in using new media and technologies for language education.
- outline the dimensions of language teacher education and the concomitant challenges.

## TOPICS

- The conceptual scope of 'language' and 'education' in educational linguistics.
- The socio-political and policy dimensions of educational linguistics.
- The constituents of language education: pedagogy, curriculum and assessment.
- Language as medium of instruction.
- The political and social issues at the intersection of language and education in Pakistan.
- Multilingual education.
- Technology and language education.
- Language teacher education.

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Bigelow, M., & Enns-Kananen, J. (Eds.). (2018). *The Routledge handbook of educational linguistics*. Routledge.
  - Hornberger, N. H. (Ed.). (2011). *Educational linguistics*. Routledge.
  - Hornberger, N. H., & Corson, P. (Eds.). (1999). *Encyclopedia of language and education (10 vols)*. Springer.
  - Milligan, L. O., & Tikly, L. (Eds.). (2018). *English as a medium of instruction in postcolonial contexts: Issues of quality, equity and social justice*. Routledge.
  - Pawan, F., Wiechart, K. A., Warren, A., & Park, J. (2016). *Pedagogy & practice for online English language teacher education*. TESOL Press.
  - Silver, R. E., & Lwin, S. M. (2013). *Language in education: Social implications*. Bloomsbury Academic.
-

**ENGLIT 512****POETRY 2: 18<sup>TH</sup> CENTURY TO THE ROMANTICS****OVERVIEW**

This course introduces three seminal periods in the development of modern English poetry. The transition from the Neo-classical to the Romantic aesthetics is often thought to be one of the most momentous cultural events in modern Western cultural and aesthetic history. The course offers an understanding of the Neo-classical and the Romantic aesthetics through the major works of some of their most representative poets, and in between introduces the poets who are often thought to represent the transitional phase from Neo-classicism to Romanticism.

**LEARNING OUTCOMES**

After studying this course, the students will be able to:

- acquire first hand knowledge of the content and context of poetical texts
- recognize and appreciate ways in which writers use language to achieve their effects
- use selected critical approaches while reading the prescribed text
- express their views of the above through oral presentation as well as in writing

**TOPICS****Augustan**

Dryden, John,

*Selection from Absalom & Achitophel (lines 1– 227)*

or

*Selections from Mac Flecknoe*

or

Pope, Alexander,

*The Rape of the Lock*

**Pre-Romantics**

Blake, William,

*Songs of Innocence & Experience (Introduction), Nurse's Song, Holy Thursday, The Chimney Sweeper, Lamb, Tyger, The Blossom, The Sick Rose*

Thomas Gray

*Elegy Written in a Country Churchyard*

William Cowper

*The Castaway or The Task*

**Romantics**

Wordsworth, William,

*Tintern Abbey, Resolution and Independence, Ode: Intimations of Immortality*

Coleridge, S., Taylor,

*The Rime of the Ancient Mariner, Kubla Khan, Ode to Dejection*

Shelley, B., Percy	<i>Ode to the West Wind</i> <i>Ozymandias</i> <i>Lift not the painted veil</i> <i>Ode to the Skylark</i>
Keats, John,	<i>Ode to a Nightingale</i> <i>Ode on a Grecian Urn</i> <i>When I have fears...</i>
Byron, George Gordon	<i>Selections from Don Juan</i>

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abrams, M. H. (1994). *The Mirror and the Lamp*. Oxford University Press.
  - Barth, Robert, J. (1993). *Romanticism and Transcendence, Wordsworth, Coleridge and the Religious Imagination*. University of Missouri Press.
  - Bloom, Harold. (1991). *The Visionary Company*. Chelsea House.
  - Caine, Hall. (2003). *Life of Samuel Taylor Coleridge*. Wipf and Stock Publishers.
  - Crisafulli, L.M., and Pietropoli, C. (2007). *Romantic Women Poets: Genre and Gender*. Routledge.
  - De Man, Paul. (2013). *The Rhetoric of Romanticism*. Columbia University Press.
  - Ferber, Michael. (2012). *The Cambridge Introduction to British Romantic Poetry*. Cambridge University Press.
  - Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
  - Newlyn, Lucy. (2002). *The Cambridge Companion to Coleridge*. Cambridge University Press.
  - Rosenthal, Leon. (2008). *Romanticism: A Source Book*. Parkstone Press.
  - Stafford, Fiona. (2014). *Reading Romantic Poetry*. Wiley Blackwell.
  - Whittaker, Jason. (2021). *Divine Images: The Life and Work of William Blake*. Reaktion Books.
-

**ENGLIT 522****ENGLISH DRAMA: 16<sup>TH</sup> TO THE 20<sup>TH</sup> CENTURY****OVERVIEW**

This course seeks to introduce students to the historical development of English drama from the early Elizabethan period till the twentieth century. Through the close study of the canonical plays, the course also seeks to highlight the socio-cultural aspects embedded in these plays representative of their periods.

**LEARNING OUTCOMES**

After studying this course the students will:

- appreciate how English drama developed during the periods being studied.
- be familiarized with the thematic concerns, and style of the individual dramatist being studied.
- be able to apply appropriate critical approaches to their readings.

**PRESCRIBED TEXTS**

- Marlowe, Christopher      *Dr. Faustus* or *The Jew of Malta*
  - Shakespeare, William      *Hamlet*
  - Congreve, William      *The Way of the World*
  - Wilde, Oscar      *The Importance of being Earnest*
  - Becket, Samuel      *Waiting for Godot*
- OR
- Pinter, Harold      *The Birthday Party* or *The Caretakers*

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Bartells, E. C. (1997). *Critical Essays on Christopher Marlowe*. Prentice Hall.
- Billington, Michael. (1997). *The Life and Work of Harold Pinter*. Faber & Faber.
- Bloom, Harold. (1998). *Shakespeare: The Invention of the Human Mind*. Riverhead Books.
- Bloom, Harold. (2000). *Christopher Marlowe*. Chelsea House.
- Brown, Julia Prewitt. (2009). *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art*. Virginia UP.
- Cahn, Victor L. (1994). *Gender and Power in the Plays of Harold Pinter*. Macmillan.

- Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe*. Cambridge University Press.
- Cousin, Geraldine. (2010). *Churchill. The Playwright*. Methuen.
- Esslin, M. (2006). *Pinter: The Playwright*. Routledge.
- Ford, Boris.(ed.). (2008). *Seventeenth-Century Britain, vol. IV*. The Cambridge Cultural History of Britain.
- Gerry, Dukes. (2002). *Samuel Beckett*. Overlook Press.
- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Hays, Michael.(2003). *Shakespearean Tragedy as Chivalric Romance, Rethinking Macbeth, Hamlet, Othello, King Lear*. D.S. Brewer.
- Kritzer, Amelia. (1991). *The Plays of Caryl Churchill. Theatre of Empowerment*. Macmillan.
- Lane, Richard. (ed.). (2002). *Beckett and Philosophy*. Palgrave Macmillan.
- Morin, Emilie. (2019). *Beckett's Political Imagination*. CUP.
- Purakayastha, Anindya Sekhar. (2021). *Literature, Cultural Politics and Counter Readings: Hamlet as the Prince of Deconstruction*. Routledge.
- Sieper, A. (1997). *Character Portrayal in Congreve's Comedies: The Old Bachelor, Love for Love & The Way of the World*. Edwin Miller Press.

## ENGLIT 532-A

## LITERATURE & SOCIETY

(For students promoted from BS 2<sup>ND</sup> Year only)

### OVERVIEW

“Literature and Society” offers an interface between historical developments on the sociopolitical, cultural and religious horizons and the contemporary intellectual responses of men of letters.

### LEARNING OUTCOMES

After studying this course, the students will be able to:

- develop a broad understanding of cultural transformation over the centuries and the literary reaction to these changes.
- Analyse how modernity was viewed through a Literary or Aesthetic lens.
- evaluate the influence of selected writers on the social history of ideas.

### PRESCRIBED TEXTS

Mill, J.S.	<i>Selections from On Liberty</i>
Arnold, Matthew	<i>Selection from Culture and Anarchy</i>
Leavis, F.R	<i>Mass Civilization and Minority Culture</i>
James, Henry	<i>The Art of Fiction</i>
Marcuse, Herbert	<i>The Affirmative Character of Culture</i>

Adorno, Theodor. W  
Miller, Hillis.J.

*Culture Industry: Enlightenment as Mass Deception*  
*Cold Heaven, Cold Comfort: Should We Read or Teach*  
*Literature Now?*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Mill, J.S. (1991). *On Liberty in Focus*.Routledge
- Harrison, A.H. (2010). *The Cultural Production of Matthew Arnold*.University of Ohio Press.
- Rowe, J.C. (ed.). (2014).*Henry James Today* .Cambridge University Press.
- Day, Gary. (1996).*Rereading Leavis: Culture and Literary Criticism*.Palgrave
- Chung, J. H. (2019). *Henry James and the Media Arts of Modernity: Commercial Cosmopolitanism*. Routledge.
- Andrew T. Lamas; Todd Wolfson; Peter N. Funke (eds.). (2017). *The Great Refusal: Herbert Marcuse and Contemporary Social Movements*. Temple University Press.
- Miles, Malcolm. (2012). *Herbert Marcuse: An Aesthetics of Liberation*. Pluto Press.
- John Abromeit (ed.), W. Mark Cobb (ed). (2004). *Herbert Marcuse: A Critical Reader*.Routledge.
- Peter E. Gordon Espen Hammer Max Pensky (eds.). (2020). *A Blackwell Companion to Adorno*. Wiley Blackwell.
- McCal,Corey&Ross,Nathan. (2018). *Benjamin, Adorno, and the Experience of Literature*. Routledge.

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**ENGLIT 532**

**CRITICAL APPROACHES TO LITERATURE**

(For new students only)

## OVERVIEW

The course on Critical Approaches to Literature aims to enable students to identify the key assumptions of the major critical approaches to literature as well as to read literary texts from distinct or complementary critical perspectives. They will also be required to demonstrate their understanding of the critical approaches through their application on literary texts.



## LEARNING OUTCOMES

After attending this course students should be able to:

- have an understanding of intrinsic and extrinsic approaches to Literature.
- exhibit a grasp of the core features of Marxist literary theory;
- highlight the fundamental strands in psycho-analytic and feminist literary theories;
- show an understanding of the primary concerns of post-colonial theory;
- apply these theories to literary texts.
- work out practically the critical assumptions of the various approaches in reading individual literary texts.

## TOPICS

- Liberal Humanism and Formalism
- Marxist literary theory
- Psychoanalytic literary theory
- Post-colonial literary theory
- Feminist literary theory

## PRESCRIBED TEXTS

- Brontë, Emily, *Wuthering Heights*
- Conrad, Joseph *Heart of Darkness*
- Lawrence, D.H, *The Fox*
- Poe, E. Allan, *The Purloined Letter*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Barry, P. (1995). *Beginning Theory: A Introduction to Literary and Cultural Theory*. Manchester University Press
- Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. Routledge.
- Leitch, V. (ed.). (2010). *Norton Anthology of Theory and Criticism*. W. W. Norton.
- Lodge, D. (ed.). (2011). *Modern Criticism & Theory: A Reader*. Longman.
- Newton, K.M. (ed.). (2009). *Theory into Practice*. Macmillan.
- Rice, P. and Waugh, P. (ed.). (2001). *Modern Literary Theory*. Arnold.
- Robet, David (ed.). (1994). *Structuralism: An Introduction*. Oxford University Press.

- Rylance, R.(ed.). (2001).*Debating Texts: A Reader in Twentieth Century Literary Theory & Method*. Oxford University Press.
  - Selden, R. & Widdowson, P. (1993). *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup>ed.)*. Harvester.
  - Sturrock, John. (1984). *Structuralism*. Blackwell
  - Tyson, Lois.(2015).*Critical Theory Today: A User- Friendly Guide*. Routledge.
  - Waugh, Patricia, (ed.). (2005).*Literary Criticism and Theory: An Oxford Guide*. Oxford University Press.
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## E-LING 542

## ENGLISH PHONOLOGY

### OVERVIEW

This course is designed to provide students with descriptive, analytical and applied knowledge about the sound system of English. By covering all the core concepts of phonology from segmental to suprasegmental features, like, sentence stress and intonation, the course provides an in-depth understanding of English sound system, essential not only for learning but also for teaching English pronunciation to non-native learners of English.

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- analyse and describe the sound system of English;
- utilize the knowledge of the sound system of English for studying the sound system of their own language;
- identify, transcribe, and decode IPA;
- identify the problems related to English pronunciation;
- apply the knowledge of English sounds to teach English pronunciation to speakers of other languages.

### TOPICS

- **Introduction to Phonology**
  - Phonology vs. Phonetics
  - Connection between English sounds and English orthography
  - Stages in the production of speech
  - Speech organs
  - Place and Manner of articulation

- Minimal pairs
- Voiced vs. voiceless sounds
- Aspiration
  
- **Segmental Phonology**
  - i. *Phonemes and allophones*
    - Phonemic vs. allophonic variation
    - Consonantal sounds
    - Vowel sounds
    - Monophthongs, Diphthongs and triphthongs
  
  - ii. *Syllable and syllabic structure*
    - Consonant clusters
    - Syllable
    - Word stress rules for nouns, verbs, and adjectives
  
  - iii. *Sounds in connected speech*
    - Weak forms
    - Assimilation, elision and liaison
  
- **IPA Transcription**
  
- **Suprasegmental Phonology**
  - *Sentence stress and intonation*
  
- **Contrastive Phonology**
  
- **Teaching of pronunciation**

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Burquest, D. A. (2001). *Phonological analysis: A functional approach*. SIL International.
- Celce-Murcia, M., Brinton, M. D., Goodwin, M. J. & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide*. Cambridge University Press.
- Collins, B., Mees, M.I., & Carley, P. (2019). *Practical English phonetics and phonology: A resource book for students*. (Fourth edition). Routledge.
- Cruttenden, A. (2014). *Gimson's pronunciation of English*. ELBS.
- Davenport, M. & Hannahs, J.S. (2010). *Introducing phonetics and phonology*. (Third edition). Hodder Education.

- Kenworthy, J. (1997). *Teaching English pronunciation*. (Twelfth edition). Longman.
  - Lane, L. & Brown, D. H. (2010). *Tips for teaching pronunciation: a practical approach*. Pearson Longman.
  - Laver, J. (1994). *Principles of phonetics*. Cambridge University Press.
  - Roach, P. (2009). *English phonetics and phonology*. Cambridge University Press.
  - Rocca, I & Johnson, W. (2005). *A course in phonetics*. Basil Blackwell.
- 

**ENGLIT 552      AMERICAN LITERATURE II: MODERN AND  
CONTEMPORARY**  
(Option with E-LING 552 Translation: Theory and  
Praxis)

### OVERVIEW

The two courses in American Literature aim to introduce students to the rich and distinct variety of literary works produced over the past century and a half in the United States. A perspective of the major themes and styles informing the literary writings of the above eras will develop the students' awareness of the changes that have been brought about in the context of the historical events that left an impact on the American consciousness.

### LEARNING OUTCOMES

This course will enable the students to:

- identify themes and stylistic elements in the American fictional and non-fictional prose, drama and poetry that broadly characterize American literature as a whole.
- analyse and evaluate American works to determine their individual response to historical changes and challenges.

### TOPICS

**Drama:**

O'Neill, E.	<i>Long Day's Journey into Night</i>
or	
Miller, A.	<i>Death of a Salesman</i>
or	
Williams, Tennessee	<i>The Glass Menagerie</i>

**Fiction:**

James, Henry *Daisy Miller*  
 Faulkner, W. *The Sound and the Fury*

**Short Stories (Any 4):**

Cather, Willa *Old Mrs Harris*  
 Walker, Alice *Everyday Use*  
 Gilman, Charlotte Perkins *The Yellow Wallpaper*  
 Roth, Philip *Conversion of the Jews*  
 Barth, John *Lost in the Funhouse*

**Poetry (1915-1945):**

:

(Any 5 poets)

Frost,  
Robert

*Stopping by Woods on a Snowy Evening...*  
*Birches*  
*Mending Wall*  
*Death of the Hired Man*

Sandburg,  
Carl

*Chicago*  
*Grass*  
*Cool Tombs*

Pound,  
Ezra

*In a Station of the Metro*  
*The River Merchant's Wife; A Letter*

Stevens,  
Wallace

*The Snow Man*  
*A Postcard from the Volcano*  
*Of Modern Poetry*  
*The Plain Sense of Things*

Langston,  
Hughes

*The Negro Speaks of Rivers*  
*The Weary Blues*  
*Ballad of the Landlord*  
*Trumpet Player*  
*Harlem*  
*What Happens to a Dream Deferred*  
*Ruby Brown*  
*Theme for English B*  
*Let America be America Again*

Moore,  
Marianne*Poetry*

Cummings,

*next to of course god america!*

e.e.

Theodore,  
Roethke *Root Cellar*  
*My Papa's Waltz*  
*In a Dark Time...*

Bishop,  
Elizabeth *The Fish*  
*Sestina*  
*One Art*

Brooks,  
Gwendolyn *We Real Cool*  
*A Sunset of the City*  
*The Bean Eaters*

Rich,  
Adrienne *Aunt Jennifer's Tigers*  
*The Trees*  
*For the Dead*  
*Peeling Onions*

Plath,  
Sylvia *Mirror*  
*The Rival*  
*Spinster*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Alexander, Paul. (1995). *Ariel Ascending: Writings about Sylvia Plath*. Harper & Row.
- Andrews, William L. (2010). *Toni Morrison's Beloved: A Casebook*. OUP.
- Axelrod, Steven G. (1992). *Sylvia Plath: The Wound and the Cure of Words*. Johns Hopkins UP.
- Bloom, Harold. (1999). *Toni Morrison*. CUP.
- Bloom, Harold. (2011). *Theodore Roethke*. Chelsea House.
- Bockting, Ineke. (2005). *Character and Personality in the Novels of William Faulkner: A Study in Psychostylistics*. UP of America.
- Brietzke, Zander. (2001). *The Aesthetics of Failure: Dynamic Structure in the Plays of Eugene O'Neill*. McFarland.
- Dace, Tish. (2011). *Langston Hughes: The Contemporary Reviews*. Cambridge Univ Press.
- Doyle, Don H. (2001). *Faulkner's County: The Historical Roots of Yoknapatawpha*. University of North Carolina Press.

- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Morris, Daniel.(2005). *The Writings of William Carlos Williams: Publicity for the Self*. University of Missouri Press.
- Yu, Timoth. (2021). *The Cambridge Companion to Twenty-First-Century American Poetry*. Cambridge University Press.

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**E-LING 552****TRANSLATION: THEORY AND PRAXIS**

(Option with ENGLIT 552 American Literature II:  
Modern and Contemporary)

**OVERVIEW**

Translation Studies is a theoretically informed course geared towards giving students practical training in translation skills. It seeks to enable course participants to translate both ways competently across English and at least one Pakistani language: either Urdu as the national lingua franca in particular or/and some other regional language. Without getting into field-specific technicalities associated with various genres of translation, the course allows for students to experience recasting an imaginative or informational text into a different language. Students will also be experimenting with changes in genres and modes of communication in the process of translation.

**LEARNING OUTCOMES**

Upon course completion, students will be able to:

- identify translation as a decision process.
- engage and apply the principles of correspondence in translation.
- recognize the linguistic and cultural shifts in various genres of translation.
- appreciate the roles, rights and responsibilities of the translator.
- render imaginative literature in various genres from a Pakistani language into English and vice versa.
- translate informational texts in various genres from a Pakistani language into English and vice versa.
- report on the differences between literary and informational translation.

**TOPICS**

- Translation and Culture: The concept of universe of discourse
- Linguistic relativity
- Theories of translation
- Translation as a decision-making process.

- Principles of correspondence in translation.
- Linguistic and cultural shifts in translation.
- The translator: identities and commitments.
- Differences between literary and informational translation.
- Types of translation
  - Literal translation
  - Pragmatic translation
  - Free translation
  - Thick translation
- Challenges in translation
  - *Translatability, Expressibility and Effability*
    - Finding equivalents
    - Dealing with culture-specific vocabulary
    - Translation of religious specific terms
    - Translation of idioms and metaphors
    - Translation of literary texts
- Translation techniques and strategies
- Back translation
- Translation: practicum.

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Baker, M. (1992). *In other words: A course book on translation*. Routledge.
- Bell, R.T. (1994). *Translation and translating*. Longman.
- Duff, A. (2004). *Translation*. Oxford University Press.
- Fan, H. (2017). Strategies for Translation of English Commercial Advertisements from the Intercultural Perspective. *Open Journal of Social Sciences*, 5, 38-45.  
<https://doi.org/10.4236/jss.2017.511004>
- Fawcett, P. (1997). *Translation and language: Linguistic theories explained*. St Jerome Publishing.
- House, J. (2009). *Translation*. Oxford University Press.
- Kenny, D. (1998). Equivalence. In M. Baker (Ed.), *Routledge encyclopaedia of translation studies* (pp. 77-80). Routledge.
- Lee, T. K. (2017). *Applied translation studies*. Red Globe Press.
- Munday, J. (2016). *Introducing translation studies: Theories and applications*. Routledge.



- Nida, E. A. & Taber, R.C. (1982). *The theory and practice of translation*. E. J. Brill.
- Kussmaul, P. (1995). *Training the translator*. John Benjamins Publishing.
- Newmark, P. (1995). *A textbook of translation*. Prentice Hall.
- Venuti, L. (Ed.). (2012). *The translation studies reader* (3rd edition). Routledge.

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BS FORTH YEAR  
SEMESTER VII  
(MAJOR: LITERATURE)

**ENGLIT 611****LITERARY THEORY AND CRITICISM I:  
TRADITIONAL LITERARY CRITICISM****OVERVIEW**

The Literary Theory and Criticism course is designed to introduce the central critical issues in Western Literary Theory as they have developed since Plato to the present. The course will chart the various paradigm shifts in Western Intellectual History in relation to their bearings upon the subsequent variations in theoretical tendencies towards literature.

**LEARNING OUTCOMES**

After attending this course the student will be able to:

- understand the historical development of the critical issues in classical, neo-classical, Romantic and Early Modern perspectives.
- make connections between the critical thought of different literary periods.
- express orally and in writing their understanding of the theoretical issues under discussion.

**PRESCRIBED TEXTS**

- Plato *Selections from Ion, Phaedrus and Republic: Book X*
- Aristotle *Selections from Poetics*
- Sydney, P. *Selections from An Apology for Poetry*
- Johnson, S. *Selections from Preface to Shakespeare*
- Wordsworth, W. *Selections from Preface to the Lyrical Ballads*
- Coleridge, S.T. *Selections from Biographia Literaria*

- Arnold, M. *The Function of Criticism at the Present Time/The Study of Poetry*
- Eliot, T.S. *Tradition And Individual Talent / The Metaphysical Poets/ Hamlet*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abrams, M.H. (1970). *The Mirror and The Lamp*. OUP..
  - Adams, Hazard (ed.). (2000). *Critical Theory since Plato*. Harcourt Brace.
  - Castle, Gregory. (2008). *The Blackwell Guide to Literary Theory*. Blackwell.
  - Gordon, (ed.). (2000). *The John Hopkins Guide to Literary Theory and Criticism*. John Hopkins University Press.
  - Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. Routledge.
  - Habib, M.A.R. (2005). *A History of Literary Theory and Criticism: From Plato to the Present*. Blackwell.
  - Leitch, V. (ed.). (2010). *Norton Anthology of Theory and Criticism*. W. W. Norton.
  - Planinc, Zdravko. (2003). *Plato through Homer: Poetry and Philosophy in the Cosmological Dialogues*. University of Missouri Press.
  - Tyson, Lois. (2015). *Critical Theory Today: A User-Friendly Guide*. Routledge.
  - Warren and Brooks. (2010). *Literary Criticism: A Short History*. Blackwell.
  - Seaton, James. (2014). *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. CUP.
-

**ENGLIT 621****POETRY III: FROM VICTORIAN TO THE MODERN****OVERVIEW**

This historically structured course presents the best poetry of selected periods of English literature with a view to highlighting the relation between the development of poetry and various social and literary trends.

**LEARNING OUTCOMES**

After attending this course students will be able to:

- read critically and analyse works of the War and Inter-War poets of the post-World War II era and modern and contemporary British poets.
- examine the poetic response to developments in British and European history
- identify elements of poetic experimentation in form, style and theme in their evolving character

**TOPICS** (At least 2 poets from each section)

**The Victorians**

Tennyson, J. Alfred,

*The Lady of Shalott*

*Ulysses*

*Lotus Eaters*

*Charge of the Light Brigade*

*Marianna*

*Selections from 'In Memoriam', Stanzas II, VII, LIV, LV, LVI*

Browning, Robert,

*Andrea Del Sarto*

*My Last Dutchess*

*Childe Roland to the Dark Tower Came*

Browning, B. Elizabeth,

*Sonnets 43 and 42*

Arnold, Matthew,

*Dover Beach*

*To Marguerite*

*From The Scholar Gypsy*

Hopkins, G., Manley

*Pied Beauty*

*Spring and Fall*

*God's Grandeur*

**The War Poets**

Owen, Wilfred,

*Dulce et Decorum Est*

*Anthem For Doomed Youth*  
*Mental Cases*  
*Strange Meeting*

Sassoon, Siegfried  
*Base Details*  
*The General*  
*Everyone Sang*

### **The Modern Poets**

Yeats, W. B.,  
*No Second Troy*  
*The Second Coming*  
*Sailing to Byzantium*  
*September 1913*  
*Leda and the Swan*  
*Easter 1916*  
*He Wishes for the Clothes of Heaven*  
*The Folly of Being Comforted*  
*The Lake Isle of Innisfree*

Eliot, T.S.,  
 Smith, Stevie  
*The Wasteland and selection from Four Quartets*  
*Not Waving but Drowning*  
*Anger's Freeing*  
*The Man from Purlock*  
*How Cruel is the Story of Eve*  
*Forgive me, Forgive me*

Auden, W.H.,  
*The Unknown Citizen*  
*Embassy*  
*Musee des Beaux Arts*  
*The Shield of Achilles*  
*Stop all the Clocks*

Thomas, Dylan,  
*Do Not Go Gentle into that Good Night*  
*Fern Hill*  
*The Force that through the Green Fuse Drives the Flower*  
*In My Craft or Sullen Art*  
*Death Shall Have No Dominion*

Larkin, Philip  
*Poetry of Departures*  
*Aubade*  
*Church Going*  
*Wants*  
*Days*  
*Going*  
*Toads*

Hughes, Ted,  
*Her Husband*  
*The Thought Fox*  
*Horses*

*Hawk Roosting*  
*An Otter*

### The Contemporary Poets

Heaney, Seamus,	<i>Mid-Term Break</i>
	<i>Digging</i>
	<i>Death of a Naturalist</i>
	<i>The Barn</i>
	<i>The Diviner</i>
Motion, Andrew,	<i>The Lines</i>
	<i>Foundations</i>
	<i>Anne Frank Huis</i>
	<i>Causa Belli</i>
	<i>Regime Change</i>

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### RECOMMENDED READING LIST

- Adcock, F. (2007). *The Faber Book of Twentieth Century Women's Poetry*. Faber.
- Bevis, Matthew. (2019). *The Oxford Handbook of Victorian Poetry*. OUP.
- Blades, John. (2002). *John Keats*. Palgrave Macmillan.
- Bloomfield B.C. (2010). *W.H. Auden: A Bibliography*. Chelsea House, London.
- Brantley, Richard E. (1994). *Anglo-American Antiphony: the Late Romanticism of Tennyson and Emerson*. University of Florida.
- Cooperman, Robert. (2011). *Petitions for Immortality: Scenes from the Life of John Keats*. Higganum Hill Books.
- Curtis, T., (ed.). (2005). *The Art of Seamus Heaney*. OUP.
- Day, A. (1996). *Romanticism*. Routledge.
- Everest, Kelvin. (2004). *John Keats*. Northcote House Pub.
- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Grant, M., (ed.) (2009). *T.S. Eliot: The Critical Heritage*. Cambridge University Press.
- Grob, Alan. (2002). *A Longing Like Despair: Arnold's Poetry of Pessimism*. University of Delaware.
- Haffenden, J.H., (ed.). (2003). *W.H. Auden: The Critical Heritage*. Cambridge University Press.
- Hamilton, Ian. (2000). *A Gift Imprisoned*. Basic Books.
- Hartley, G. (ed.). (1988). *Philip Larkin 1922-1985: A Tribute*. Routledge.
- Holbrook, D. (2011). *Dylan Thomas: The Code of Night*. Oxford University Press.
- Joseph, Gerhard. (1992). *Tennyson and the Text: The Weaver's Shuttle*. Cambridge University Press.

- Keppel-Jones, David. (2010). *The Strict Metrical Tradition: Variations in the Literary Iambic Pentameter from Sidney and Spenser to Matthew Arnold*. McGill-Queen's University Press.
- Martin, Garrett. (2002). *Elizabeth Barrett Browning and Robert Browning*. Oxford University Press.
- Petch, S. (1982). *The Art of Philip Larkin*. Cambridge University Press.
- Spears, Monroe K. (2004). *The Poetry of W. H. Auden*. Routledge.
- Unterecker, J. (2003). *W. B. Yeats: A Reader's Guide*. Harper Publishers.

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## ENGLIT 631      FICTION 2 : MODERN AND CONTEMPORARY BRITISH NOVEL

### OVERVIEW

The Fiction in English course introduces students to the development of British fiction and trace the evolution of this important genre.

### LEARNING OUTCOMES

After attending this course students will be able to:

- read these texts in their historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the nineteenth and twentieth century.
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

### TOPICS

- Lawrence, D. Herbert      *Sons and Lovers*
- Joyce, James,      *Portrait of the Artist as a Young Man*
- Woolf, Virginia,      *To The Lighthouse*
- Golding, William,      *Lord of the Flies* or *Pincher Martin*
- Ishiguro, Kazuo      *Remains of the Day*
- Or
- Fowles, John      *The French Lieutenant's Woman*
- Or
- McEwan, Ian      *Atonement*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Baker, James. (1996). *Critical Essays on William Golding*. Harper Collins.
- Bent, Andrew. (2000). *Study Course on William Golding's "Lord of the Flies"*. Oxford University Press.
- Bloom, H. (2001). *Iris Murdoch & William Golding*. OUP.
- Bulson, Eric. (2011). *The Cambridge Introduction to James Joyce*. Cambridge University Press.
- Cynthia F. Wong and Hülya Y Ld Z, Taylor (ed). (2015). *Kazuo Ishiguro in a Global Context*. Routledge.
- Gioia, Dana. (2015). *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson.
- Hitchins, Patricia. (2016). *James Joyce's World*. Routledge.
- Lodge, D. (2002). *Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel*. Routledge.
- Wollaeger, A. (2003). *James Joyce's A Portrait of the Artist as a Young Man: A Casebook*. Oxford University Press.

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## ENGLIT 641

## MODERN LITERARY MOVEMENTS: REALISM TO POSTMODERNISM

### OVERVIEW

The course will survey the dominant literary movements and the works of writers of the 19<sup>th</sup> and 20<sup>th</sup> centuries. It will also focus on the ideological, political and social backgrounds of the ages as may affect the writings of that particular period.

### LEARNING OUTCOMES

After attending this course, students will:

- grasp the historical development of Literature after the Romantic era upto the present age
- develop an awareness of the major interpretive strands through which the literary tradition has been understood so far in its historical context

**TOPICS**

- Realism
- Naturalism
- Symbolism
- Existentialism
- Absurdism
- Surrealism
- Postmodernism

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Dachies, David. (2008). *A Critical History of English Literature. Vol. 1-4*. Secker & Warburg.
  - Evans, Ifor. (1976). *A Short History of English Literature*. Penguin.
  - Ford, Boris. (2012). *The New Pelican Guide to English Literature. Vol. 1-9 (2<sup>nd</sup> ed.)*. Penguin.
  - Gillie, C. Longman (2001). *Companion to English Literature (2<sup>nd</sup> Edition)*. Longman.
  - Long, William. (2009). *English Literature: Its History and Significance for the life of English Speaking World*. Oxford University Press.
  - Sanders, Andrew. (2002). *The Short Oxford History of English Literature*. Oxford University Press.
  - Kearney, Richard. (1998), *The Wake of Imagination*. Routledge.
  - McMullen, Douglas Jr. (2011). *An Overview of Literary Movements*. Blackwell
  - Milne, Ira M. (2009). *Literary Movements for Students*. Gale.
  - Sutherland, John. (2014). *A Little History of Literature*. Yale University Press.
  - Stephen, Matthias. (2019). *Defining Literary Postmodernism for the Twenty-First Century*. Palgrave.
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**ENGLIT 651****RESEARCH METHODS IN LITERARY STUDIES****OVERVIEW**

The diversity of students' academic background necessitates formal training, exposure to and experience of the methodological practices in literary research. Apart from familiarizing students with the conventions of academic and research writing, this course seeks to synthesize students' knowledge and training acquired in genre based courses with the courses such as Critical Approaches to Literature and Literary Criticism and Theory.

**LEARNING OUTCOMES**

By attending the course, the student should be able to:

- Formulate and plan a research problem
- Learn the use of primary and secondary sources of information
- Prepare notes
- Write term papers employing the conventions of style and organization for chapter-distribution, headings, annotations and bibliography etc.
- Incorporate their knowledge of theories and approaches to literature.
- Respond to recent developments in the selected research area.

**TOPICS**

- Formulating and planning a research problem.
- Primary and Secondary sources of data.
- Writing a research proposal.
- Preparing literature review.
- Writing a critical synopsis.
- Principles of critical argumentation.
- Note-making.
- Style conventions of various kinds.
- Organization of research.
- Recent developments in the selected research areas.

**ASSESSMENT AND EVALUATION**

Proposal	25 marks
Literature Review	25 marks
Research Paper	50marks
Total	100 marks

**RECOMMENDED READING LIST**

- Axelord, R.B. (2010). *Reading Critically, Writing Well*. St Martin's Press.
- Barnett, S. (1985). *A Short guide to Writing About Literature*. Batsford UP.
- Blaxter, L. (2002). *How to Research*. Open University Press.
- Correa, D. & Owens W.R. (2010). *A Handbook to Literary Research*. Routledge.
- Dunleavie, P. (1996). *Studying for a Degree in the Humanities and Social Sciences*. MacMillan.
- Durant, A. and Fabb, N. (2015). *Literary Studies in the Action*. Routledge.
- Griffith, K. (2004). *Essays about Literature: A Guide and Style Sheet*. Harcourt Brace College Publishers.
- Leedy, P. (2010). *Practical Research Planning & Design*. Macmillan.
- Lodge, D. (1992). *The Art of Fiction*. Penguin.
- Montgomery, M.A. & Furniss, T. (1992). *Ways of Reading: Advanced Reading Skills for Students of Literature*. Routledge.
- Rudestam, K. & Mewtom, R. (1992). *Surviving Your Dissertation*. SAGE Publications inc.
- Wallace, M. & Alison W. (2016). *Critical Reading and Writing for Postgraduates*. Sage.

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BS FOURTH YEAR  
SEMESTER VIII

(MAJOR: LITERATURE)

**ENGLIT 612 LITERARY THEORY AND CRITICISM 2: MODERN AND CONTEMPORARY CRITICISM****OVERVIEW**

The Literary Theory and Criticism course is designed to introduce the central critical issues in Western Literary Theory as they have developed since Plato to the present. The course will chart the various paradigm shifts in Western Intellectual History in relation to their bearings upon the subsequent variations in theoretical tendencies towards literature.

**LEARNING OUTCOMES**

After studying this course the students will be able to:

- locate the issues studied in the first semester in a highly complex and sophisticated critical context
- recognize the treatment these issues receive in the structuralist and post-structuralist literary theories.

## PRESCRIBED TEXTS

Leavis, F.R.	<i>Literary Criticism and Philosophy</i>
Barthes, Roland	<i>The Death of the Author</i>
Foucault, Michel	<i>What is an Author</i>
Derrida, Derrida	<i>Structure, Sign and Play in the Discourse of Human Sciences</i>
De man, Paul	<i>The Resistance to Theory</i>
Bloom, Harold	<i>The Dialectics of Literary Tradition</i>
Miller J. Hillis	<i>The Function of Literary Theory at the Present Time</i>

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Barry, Peter. (1987). *Issues in Contemporary Critical theory, A casebook*. Macmillan.
  - Castle, Gregory. (2008). *The Blackwell Guide to Literary Theory*. Blackwell.
  - Eagleton, Terry. (1982). *Literary: An Introduction*. Oxford University Press.
  - Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. Routledge.
  - Leitch, V. (ed.). (2010). *Norton Anthology of Theory and Criticism*. W. W. Norton.
  - Norris, Christopher. (1982). *Deconstruction: Theory & Practice*. OUP.
  - Rice, Philip and Waugh, Patricia (ed.). (2001). *Modern Literary Theory*. Arnold Press.
  - Robet, David (ed.). (2011). *Structuralism: An Introduction*. OUP.
  - Seaton, James. (2014). *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. CUP.
  - Sturrock, John. (1986). *Structuralism*. Blackwell.
  - Tyson, Lois. (2015). *Critical Theory Today: A User-Friendly Guide*. Routledge.
  - Waugh, Patricia, (ed.). (2005). *Literary Criticism and Theory: An Oxford Guide*. OUP.
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## ENGLIT 622 INTRODUCTION TO POSTCOLONIAL THEORY AND LITERATURE

### OVERVIEW

Postcolonial theory and critical engagement with postcolonial literature enables the students to intellectually come to grips with the experience of life in the postcolonial world. It is indispensable for those interested in grasping the meaning of apparently incoherent and chaotic living conditions in the postcolonial world.

Through selected readings, this course introduces the students to some of the foundational issues in postcolonial theory, such as colonial and imperialist ideology, nationalism, gender and cultural difference, migration and diasporic experience, and cosmopolitanism. The course includes reading and discussion of theoretical texts in relation to selected literary texts which provide a concrete context for theoretical speculations and analyses.

### LEARNING OUTCOMES

The course has the following objectives:

- To develop understanding of theories and concepts of cultural identity and cultural difference
- To analyze how cultural identities are constructed and represented in various texts
- To evaluate processes of cross cultural interaction represented in literary texts

After studying the course, the students will be able to

- Explain theories and concepts of culture, cultural identity and cultural difference
- Understand key terms in postcolonial literature, such as hybridity, migration, the subaltern, double consciousness
- Read highly complex literary texts with understanding of critical issues and appreciation of aesthetic merits

### TOPICS

#### Theory:

Frantz Fanon, "On National Culture"

Edward Said, From *Orientalism*

Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse"

#### Texts (at least 1 from each region):

- Africa and the West Indies:
  - Chinua Achebe, *Things Fall Apart*

OR

- James Ngugi, *Petals of Blood*
- Derek Walcott, Selections from *The Star Apple Kingdom*
- Chimamanda Ngozi Adichie, *Half of a Yellow Sun*
  
- South Asia and the Middle East:
  - Leila Aboulela, *The Translator*
  - Arundhati Roy, *The God of Small Things* or *The Ministry of Utmost Happiness*
  - Agha Shahid Ali, *Call Me Ishmael Tonight: A Book of Ghazals*

OR

- Taufiq Rafat, *The Arrival of Monsoon and Other Poems*
  
- Australia, South Africa, Canada
  - David Malouf, *Remembering Babylon*
  - JM Coetzee, *Waiting for the Barbarians*

OR

- Nadine Gordimer, *July's People*
- Michael Ondaatje, *The English Patient*

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. (2007) *Postcolonial Studies: The Key Concepts*. Routledge.
- Boehmer, Elleke. (2005) *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford University Press
- Shamsie, Muneeza. (2017) *Hybrid Tapestries: The Development of Pakistani Literature in English*. Oxford University Press
- Williams, Patrick and Peter Childs. (1997). *An Introduction to Postcolonial Theory*. Routledge
- Young, Robert. (2016) *Postcolonialism: An Historical Introduction*. Anniversary Edition. Wiley Blackwell Publishing Ltd.
- Ramazani, Jahan, ed. (2017). *The Cambridge Companion to Postcolonial Poetry*. Cambridge University Press.

## **ENGLIT 632 TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L.)**

(Option with Englit 662 World Literature in Translation and Englit 672 Literary Pedagogy and Practicum)

### **OVERVIEW**

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to understand a model of classroom interaction and effective teaching.

### **LEARNING OUTCOMES**

The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan. Students who successfully complete the course unit and class assignments will be able to:

- provide a concise survey, both historical and contemporary, of differing approaches, methods and techniques in second language teaching, with a particular focus on the skills of listening, speaking, reading and writing
- assist participants in developing appropriate frameworks for the integrated teaching of the four skills in particular educational contexts
- understand current research into the processes of listening, speaking, reading and writing in English
- develop appropriate frameworks for teaching the four skills in English
- to develop skills of all aspects of course design: curriculum and syllabus description, needs analysis, materials evaluation and adaptation, methodology and course evaluation.

### **TOPICS**

- Methods of Language Teaching and Teaching Language Through Literature.
- Theory and Practice of Teaching Oral Skills
- Theory and Practice of Teaching Reading and Writing Skills
- Language Teaching
- Syllabus Designing: Materials, Evaluation, Adaptation and Development.

### **ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Anderson, N. (1999). *Exploring Second Language Reading: Issues and Strategies*. CUP.
- Brookes, A.& Grundy, P. (2010). *Writing for Study Purposes*. CUP.
- Campbell, C. (1998). *Teaching Second Language Writing*. CUP.
- Carter R& R McCarthy. (1997). *Exploring Spoken English*. CUP.
- Davies F.(1995). *Introducing Reading*. Penguin.
- Davies, A. (1990). *Principles of language testing*. Blackwell, Oxford.
- Heaton, J.B. (2011). *Writing English language tests* (2nd Ed.). Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. OUP.
- Henning, G. (1997). *A guide to language testing*. Newbury House.
- Holliday, A. (2011). *Appropriate Methodology and Social Context*. CUP.
- Hughes, R. (2014). *Teaching and Researching: Speaking (Applied Linguistics in Action)*. Longman.
- McNamara, T. (2000). *Language Testing*. OUP.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. CUP.
- Nunan, D. (2012). *Syllabus Design*. Oxford University Press.
- Richards, J.& T. Rodgers (2001). *Approaches and Methods in Language Teaching*. CUP.
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. OUP.
- Tribble C. (1997). *Writing*. OUP.
- Weir, C. (2010). *Understanding and developing language tests*. Prentice Hall.
- Weir, C.J. (2015). *Communicative language testing*. Prentice Hall.
- White, R. (1998). *The ELT Curriculum*. Blackwell.

## ENGLIT 662

## WORLD LITERATURE IN TRANSLATION

(Option with Englit 632 T.E.S.L and Englit 672 Literary Pedagogy and Practicum)

### OVERVIEW

The World Literature option offers an exposure to classics in World literature. The global perspective would not only make for an intrinsically rewarding experience but also give depth to students' grasp of literatures in English.

### LEARNING OUTCOMES

By attending this course students will be able to:

- identify elements of universal literary merit as well as timeless individuality that characterizes world classics,
- critically compare great works of the East and the West,

- determine the position and status of the literary tradition in English in the global literary context.

### PRESCRIBED TEXTS

Homer	From <i>The Illiad</i> or <i>The Odyssey</i>
Rumi, J.	From <i>The Mathnavi, Divan &amp; Discourses: The Song of the Reed, The Contest Between The Roman and The Chinese Artists</i>
Cervantes, M.	<i>Don Quixote (Part 1): Book 1 &amp; II</i>
Goethe, W.	From <i>Faust (Part I)</i>
Tolstoy, L.	<i>The Death of Ivan Illych</i>
Flaubert, Gustav	<i>Madame Bovary</i>
Iqbal, M.	<i>The Mosque of Cordoba, From Payām-e-Mashriq and Pas cheh Bāyad Kard</i>
Kafka, F.	<i>Metamorphosis</i>
Camus, A.	<i>The Stranger or The Plague</i>
Borges, Jorge Luis.	‘Tlön, Uqbar, Orbis Tertius’.
	The Library of Babel
	Pierre Menard, Author of the Quixote.
	Garden of Forking Paths

### ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### RECOMMENDED READING LIST

- Allen Thiher. (1990). *Franz Kafka: A Study of the Short Fiction*. Twayne.
- Barks, C, Moyne, J. (1995). *The Essential Rumi*. Harper Collins.
- Boyle, N. (2002). *Wolfgang, J. Von Goethe: The Poet and The Age*. Oxford University Press.
- Chaghtai, M. (2010). *Goethe, Iqbal and the Orient*. Iqbal Academy.
- Cheah, Pheng. (2016). *What is a World? On World Literature*. Duke University Press.
- D’Haen, Theo, Cesar, D. (ed.). (2012). *World Literature: A Reader*. Routledge.
- D’Haen, Theo, David Damrosch and Djelal Kadir, eds. (2013). *The Routledge Companion to World Literature*. Routledge.
- Damrosch, David. (2003). *What is World Literature?* Princeton University Press.
- Keshavarz, Fatemeh, (1998). *Reading Mystical Lyric, The Case of Jalaluddin Rumi*. University of South Carolina Press.
- Mir, Mustansir. (2010). *Tulip in the Desert, A Selection of the Poetry of Muhammad Iqbal*. Hurst & Company.
- Puchner, Martin and Suzanne Conklin Akbari, eds. (2012). *Norton Anthology of World Literature*. W. Norton & Company.



- Roger, Sarah. (2017). *Borges and Kafka: Sons and Writers*. OUP.
- Ronald Speirs and Beatrice Sandberg. (1997). *Franz Kafka*. St. Martin's.

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**ENGLIT 672      LITERARY PEDAGOGY AND PRACTICUM**  
(Option with Enlit 632 T.E.S.L and Enlit 662 World  
Literature in Translation)

### **OVERVIEW**

This course takes cognizance of the importance of pedagogy in the teaching of literature at the higher education level. It seeks to enhance the visibility of teaching methodology, curriculum development, assessment and material evaluation, adaptation and development in relation to literature. Along with a theoretical background, students will be guided to plan lessons and to try these out through presentations and classroom observation. The ratio between theory and practice will be balanced appropriately.

### **LEARNING OUTCOMES**

By attending this course students will be able to develop literary curricula, plan lessons and develop teaching material. The course will also enable students to adapt pedagogical practices in the discipline of English in accordance with the cultural contexts of these practices.

### **TOPICS**

- The teaching of English Literature in the subcontinent
- Curriculum development
- Teaching methodologies for literature
- Material development
- Adaptation and design for literature
- Assessment
- Lesson planning
- Classroom observation
- Presentation/ Micro-teaching

### **ASSESSMENT AND EVALUATION**

Assignments: 50 marks

Practicum: 50 marks

## RECOMMENDED READING LIST

- Brumfet, Christopher (ed.). (1991). *Assessment in Literature Teaching*. MacMillan.
- C.J. Brumfet and R.A. Carter. (2010). *Literature and Language Teaching*. OUP.
- Calvo, Clara and Jean Jacques Weber. (1998). *The Literature Workbook*. Routledge.
- Eliot, Simon and W.R. Owens (ed). (2012). *A Handbook to Literary Research*. Routledge.
- Fabb, Nigel and Alan Durant.(1993). *How to Write Essays, Dissertations and Theses in Literary Studies*. Longman.
- Grellet, Franscoise.(2011). *Developing Reading Skills*. CUP.
- Jenkenson, Edward B. (2009). *On Teaching Literature*. Indiana UP.
- Matin Philip & Jane Cawthorpe (eds.). (2010). *Curriculum and Teaching Survey*. Halcrow.
- McRae, John and Roy Boardman. (1997). *Reading Between the Lines: Integrated Language and Literature Activities*. CUP.
- Viswanathan, Gauri. (1989). *Masks of Conquest*. Faber and Faber.
- Goulimari, Palagia. (2014). *Literary Criticism and Theory: From Plato to Postcolonialism*. Routledge.

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## ENGLIT 642      ALTERNATIVE WORLDS: LITERARY IMAGINATIONS

(Option with Englit 682 Pakistani Anglophone Literature and Englit 692 Feminist Literature)

### OVERVIEW

The aim of this course is to introduce students to the origin and historical development of dystopian literature and to showcase the effectiveness of dramatising through literature the ethical, moral, spiritual issues posed by technological advancements and changing socio-political dynamics since the 19th century.

### LEARNING OUTCOMES

By the end of the course students will be able to:

- appraise this literature as a long standing and serious field of study especially relevant to the present age
- illustrate an understanding of the significance and effectiveness of these imaginative presentations of anti-humanistic futures to help prevent their turning into reality

- debate important ethical, moral, spiritual debates linked to technological advancements in the fields of genetics, communications, mind control.
- examine the true heroism of ordinary human beings trapped in dystopian/ surreal nightmares

### **PRESCRIBED TEXTS (Any 5)**

Lewis Carroll	<i>Alice in Wonderland</i>
OR	
E.M. Forster	<i>When the Machine Stops</i>
George Orwell	<i>1984</i>
Aldous Huxley	<i>Brave New World</i>
Philip.K. Dick	<i>Do Androids Dream of Electric Sheep</i>
Margret Atwood	<i>Handmaid's Tale</i>
J.R.R. Tolkien	<i>Lord of the Rings</i>
Frank Herbert	<i>Dune</i>
Mary Shelley	<i>Frankenstein</i>

### **ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### **RECOMMENDED READING LIST**

- Jonathan Greenberg and Nathan Waddell. (ed). (2016) *'Brave New World': Contexts and Legacies*. Palgrave.
  - Macpherson, Heidi Slettedahl. (2010). *The Cambridge Introduction to Margaret Atwood*, Cambridge University Press.
  - Ingle, Stephen. (2020). *Orwell Reconsidered*. Routledge.
  - S. Rosenfield, Aaron. (2021). *Character and Dystopia: The Last Man*. Routledge.
  - Dunst, Alexander and Schlensag, Stefan.(ed). (2015). *The World According to Philip.K. Dick..* Palgrave.
  - Wittkower, D.E.(ed). (2011). *Philip K.Dick. and Philosophy: DO Androids Have Kindred Spirits*. Opencourt Publishing.
  - Cole, Sarah. (2020). *Inventing Tomorrow: H.G. Wells and the Twentieth Century*. Columbia University Press.
-

**ENGLIT 682****PAKISTANI ANGLOPHONE LITERATURE**

(Option with Englit 642 Dystopian Literature and Englit 692 Feminist Literature)

**OVERVIEW**

The aim of this course is to introduce students to the now internationally accepted Anglophone literature from Pakistan.

**LEARNING OUTCOMES**

By the end of the course students will be able to:

- Locate Pakistani writings in English in the larger South Asian context
- Critically analyze themes of cultural representation, cultural conflict, identity and language in the selected works

**PRESCRIBED TEXTS****Theoretical:**

Muneeza Shamsie  
Masood Ashraf Raja

“Pakistani-English Writing”  
“The Pakistani English Novel: The Burden of Representation and the Horizon of Expectations”

**Creative:**

**1940s to 1980s:** (any 2)

- Ahmed Ali *Twilight in Delhi*
- Attia Hosain *Sunlight on a Broken Column*
- Zulfikar Ghose *The Murder of Aziz Khan*
- Bapsi Sidhwa *Ice Candy Man*

**1990s to 2010:** (any 1)

- Aamer Hussein *Selections from Cactus Town and Other Stories*
- Rukhsana Ahmed *The Hope Chest*
- Mohsin Hamid *The Reluctant Fundamentalist*
- Kamila Shamsie *Burnt Shadows*
- Daniyal Mueenuddin *In Other Rooms, Other Wonders*

**2010 to the Present:** (any 1)

- Uzma Aslam Khan *Thinner than Skin*
- Musharraf Ali Farooqui *Between Clay and Dust*
- Mohsin Hamid *Exit West*
- Muhammad Hanif *Red Birds*

**Emerging Writers:** (any 1)

- Shazaf Fatima Haider *A Firefly in the Dark*
- Omer Shahid Hamid *The Prisoner*
- Osama Siddique *Snuffing Out the Moon*
- Bilal Tanvir *The Scatter Here is Great*
- Haroon Khalid Akhtar *The Melody of a Tear*

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Ashcroft, Bill. (2002). *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures (New Accents)*. 2<sup>nd</sup> ed. Routledge.
  - Cilano, Cara. (2017) *Contemporary Pakistani Fiction in English: Idea, Nation, State (Routledge Contemporary South Asia Series)*. Routledge.
  - Huggan, Graham. (2001). *The Postcolonial Exotic: Marketing the Margins*. Routledge,
  - Kanwal, Aroosa, and Saiyma Aslam. (2018). *Routledge Companion to Pakistani Anglophone Writing (Routledge Literature Companions)*. Routledge,
  - Nazir, Faisal. (2020). *Orientalism Post 9/11: Pakistani Anglophone Fiction in an Age of Terror*. Pakistan Studies Centre,
  - Rahman, Tariq. (2015). *A History of Pakistani Literature in English 1947–1988*. Reprint, Oxford University Press.
  - Shamsie, Muneeza. (2017). *Hybrid Tapestries: The Development of Pakistani Literature in English*. 1st ed. Oxford University Press.
  - Waterman, David. (2015) *Where Worlds Collide: Pakistani Fiction in the New Millennium*. Oxford University Press.
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**ENGLIT 692 FEMINIST LITERATURE**

(Option with Englit 642 Dystopian Literature and Englit 682 Pakistani Anglophone Literature)

**OVERVIEW**

The course introduces students to major theories, concepts and debates of feminism. The theory will be supplemented by fictional texts that are considered as significant landmarks.

**LEARNING OUTCOMES**

By the end of this course students will be able to:

- recognize the main ideas, concepts and concerns of feminist literary theory
- raise questions about feminist themes and contextualize them within larger historical contexts

**PRESCRIBED TEXTS****Theoretical**

Kolodny	<i>Dancing Through the Minefield</i>
Adrienne Rich	<i>When We Dead Awaken: Writing as Re-vision</i>
S. Felman	<i>Women and Madness</i>
Gilbert and Gubar	From <i>The Madwoman in the Attic</i>
Virginia Woolf	<i>A Room of one's own</i>

**Creative**

Ursula LeGuin	<i>She Unnames Them</i>
Gilman	<i>The Yellow Wallpaper</i>
Morrison	<i>Paradise</i>
OR	
Octavia Butler	<i>Kindered</i>
Margaret Atwood	<i>Handmaid's Tale</i>
Caryl Churchill	<i>Top Girls</i>

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Cousin, Geraldine. (2010). *Churchill. The Playwright*. Methuen.
- Eagleton, Mary (ed.). (2011). *Feminist Literary Theory A Reader*. Wiley Blackwell.
- Goodman, Robin. Truth. (ed). (2015). *Literature and the Development of Feminist Theory*. CUP.
- Smith, Elizabeth S. "John Stuart Mill's 'The Subjection of Women': A Re-Examination." *Polity*, Vol. 34, No. 2 winter, 2001, pp. 181-203.
- Tolan, Fiona. (2007). *Margaret Atwood: Feminism and Fiction*. Rodopi.
- Warhol-Down and Herndl (eds.). (2009). *Feminisms Redux: An Anthology of Literary Theory and Criticism*.

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## ENGLIT 652

## DISSERTATION

(Option with Englit 662-A Shakespeare & 672-A Contemporary Fiction)

## OVERVIEW

This option is open to only those students who have scored 60% and above in the aggregate in the previous year or have scored 60% or more in 651 (Research Methods in Literary Studies). It aims to provide an opportunity to such students to consolidate and integrate the skills and understanding acquired through the taught Research Methods course and to write a dissertation of about 7000 – 10,000 words.

## LEARNING OUTCOMES

This course will enable students to:

- undertake a research project at post graduate level.
- develop skills in obtaining ,organizing and synthesizing evidence.
- to organize material into a structured and properly annotated dissertation

## TOPICS

The dissertation is a work of independent and original study. Each student will be assigned a supervisor who will support him/her with individual tutorials on a regular basis. The supervisor will give guidance regarding the selection of topic, research methodology and organization etc.

## ASSESSMENT AND EVALUATION

The dissertation of 100 marks is to be handed in within 6 weeks after the last final examination. It will be assessed by the supervisor and one second examiner who supervises BS research in Literature in the department.

## RECOMMENDED READING LIST

- Axelord, R. B. (1987). *Reading Critically, Writing Well*. St Martin's Press.
- Barnet, S. (2011). *A Short guide to Writing About Literature*. Batsford UP.
- Blaxter, L. Hughes. (2002). *How to Research*. Open University Press.
- Dunleavie, P. (1996). *Studying For a Degree in The Humanities and Social Sciences*. MacMillan.
- Durant, A. and Fabb, N. (2000). *Literary Studies in the Action*. Routledge.
- Griffith, K. (2004). *Writing Essays about Literature: A Guide and Style Sheet*. Harcourt Brace College Publishers.
- Leedy, P. (1993). *Practical Research Planning & Design*. Macmillan.
- Lodge, D. (2011). *The Art of Fiction*. Penguin.
- Montgomery, M.A., & Furniss, T. (2014). *Ways of Reading: Advanced Reading Skills for Students of Literature*. Routledge.
- Rudestam, K. (2010). *Surviving Your Dissertation*. SAGE Publications, inc.

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## ENGLIT 662-A

## SHAKESPEARE

(Option with Englit 652 Dissertation & 672-A  
Contemporary Fiction)

## OVERVIEW

Shakespeare's selected plays have been chosen for an advanced study of his canon because it is a representative of Renaissance literature and it has made vital contributions to the development of English language, style, rhetoric and dramaturgy. Shakespeare's works provide an opportunity for students to analyze their significance in the context of issues such as those of race, gender, identity and historiography.

## LEARNING OUTCOMES

After studying this course students will be able to:



1. read Shakespeare's plays with greater understanding of their respective genre, technique and critical and theoretical premises.
2. Appreciate Shakespeare's influence and centrality in world literature, particularly the developments that have been made in drama based on his innovative methods.

### **PRESCRIBED TEXTS** (Any 5 plays)

Shakespeare, William	<i>King Lear</i>
	<i>Coriolanus</i>
	<i>Richard III</i>
	<i>Measure For Measure</i>
	<i>As You Like It</i>
	<i>Or</i>
	<i>All's Well That Ends Well</i>
	<i>The Tempest</i>
	<i>Antony and Cleopatra</i>

### **ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

### **RECOMMENDED READING LIST**

- Berry, Edward. (2001). *Shakespeare and the Hunt: A Cultural and Social Study*. CUP
  - Bradely, A.C. (1960). *Shakespearean Tragedy*. OUP.
  - Ford, Boris. (ed). (1989). *Seventeenth-Century Britain, vol. IV, The Cambridge Cultural History of Britain*. Cambridge UP.
  - Grene, Nicholas. (2012). *Shakespeare's Serial History Plays*. Cambridge University Press.
  - Hawkes, Terence. (2015). *Shakespeare in the Present*. Accents on Shakespeare. Routledge.
  - Hays, Michael. (2003). *Shakespearean Tragedy as Chivalric Romance, Rethinking Macbeth, Hamlet, Othello, King Lear, Studies in Renaissance*. D.S. Brewer.
  - Knights, L.C. (1984). *The Wheel of Fire*. Penguin.
  - Lings, Martin. (1995). *The Secret of Shakespeare*. CUP
  - Ribner, I. (2011). *Patterns in Shakespeareans Tragedy*. OUP.
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**ENGLIT 672-A CONTEMPORARY FICTION**

(Option with 652 Dissertation & 662-A Shakespeare)

**OVERVIEW**

The purpose of this course is to introduce the students to contemporary trends in the global literary scene. The writers who have been chosen in this course are representatives of styles and techniques that range from the postmodern to its emerging artistic and intellectual replacements.

**LEARNING OUTCOMES**

After attending this course students will be able to:

- recognize the main themes and issues that contemporary literature deals with.
- understand the dominant literary styles of contemporary writers.
- develop a wider understanding of contemporary Literature in a global context.

**PRESCRIBED TEXTS (Any 5 texts)**

Pamuk, Orhan	<i>My Name is Red or The Black Book</i>
Murakami, Haruki	<i>Kafka on the Shore</i>
Calvino, Italo	<i>If on a Winter's Night a Traveler</i>
Marquez, G.	<i>Chronicle of a Death Foretold</i>
Bulgakov, Mikhail	<i>Master and Margarita</i>
David Mitchell	<i>Cloud Atlas</i>
Milan Kundera	<i>Immortality</i>
Umberto Eco	<i>The Name of the Rose</i>
Dorris Lessing	<i>The Grass is Singing</i>
Isabel Allende	<i>The House of the Spirits</i>

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Afridi, Mehnaz. M and Buyze, David. M. (ed). (2021). *Global Perspectives on Orhan Pamuk: Existentialism and Politics*. Palgrave.
- Bolongaro, Eugenio. (2014). *Italo Calvino and the Compass of Literature*. University of Toronto Press.

- Fisk, Gloria. (2018). *Orhan Pamuk and the Good of World Literature*. CUP.
- Inge, M. Thomas. (2010). *Naming the Rose: Essays on Eco's 'The Name of the Rose'*. University of Mississippi Press.
- Markey, Constance. (1999). *Italo Calvino: A Journey toward Postmodernism*. University Press of Florida.
- Onega, Susana and Ganteau, Jean-Michel.(ed).(2020). *Transcending the Postmodern: The Singular Response of Literature to the Transmodern Paradigm*. Routledge.
- Pittman, Rita. H. (1991). *The Writer's Divided Self in Bulgakov's The Master and Margarita*. Palgrave.
- Rodger, Johnny. (2021). *Key Essays: Mapping the Contemporary in Literature and Culture*. Routledge.
- Steinby, Lisa. (2014). *Kundera and Modernity*. Purdue University Press.
- Swanson, Philip. (ed). (2010). *The Cambridge Companion to Gabriel García Márquez*. CUP.
- Wakatsuki, Tomoki. (2020). *The Haruki Phenomenon: Haruki Murakami as Cosmopolitan Writer*. Springer.

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BS FOURTH YEAR  
SEMESTER VII

(MAJOR: APPLIED LINGUISTICS)

**E-LING 611 TEACHING ENGLISH TO SPEAKERS OF OTHER  
LANGUAGES (TESOL)**

**OVERVIEW**

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- develop a comprehensive understanding of the theoretical underpinning of various language teaching approaches and methods.
- compare and contrast these approaches and methods for language teaching practice in formal ESL classroom contexts
- critically evaluate different approaches to the teaching of a second language and provide an informed rationale for their own beliefs about how a second language may be effectively taught and learned in a specific context.
- analyse, evaluate and make use of a range of materials and techniques for teaching the language skills (listening, speaking, reading and writing) to ESL learners.

## TOPICS

### Methods of Language Teaching

- Approach, Method and Technique
- Some ELT Methods: Grammar-Translation, Direct, Audio-lingual
- Communicative Language Teaching
- ELT models for Pakistan

### Theory and Practice of Teaching Oral Skills

- Nature of Oral Communication
- Theory and techniques of teaching listening, listening and speaking
- Lesson Planning for Teaching Oral Skills

### Theory and Practice of Teaching Reading Skills

- Nature of Reading
- Theories of Reading – Interactive and Schema
- Designing activities for reading skills
- Lesson Planning for teaching reading

### Theory and Practice of Teaching Writing Skills

- Nature of Writing
- Theories of Writing – Product and Process
- Lesson Planning for teaching writing

## ASSESSMENT AND EVALUATION

Critical Essay – 20 marks

Portfolio – 40 marks

Final Exam – 40 marks

## RECOMMENDED READING LIST

- Anderson, A. & Lynch, T. (1998). *Listening*. Oxford: Oxford University Press.
- Badley, G. (2008). Developing authentic academic writers. *Quality Assurance in Education*. 16 (4), 363-374.
- Bax.S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57 (3), 278-287.
- Block, C. C. and Pressley, M. (2003) Best practices in comprehension instruction. In L. M. Morrow, L. B. Gambrell, L and M. Pressley (eds) *Best Practices in Literacy Instruction* (2nd edn) (pp. 111-126). New York: The Guildford Press.
- Brown, S. (2006). *The Teaching Listening*. New York, NY: Cambridge University Press.

- Carrasquillo, A. (2013). *Teaching English as a second language: A resource guide*. New York: Garland.
- Carter, R. & Nunan, D. (2010). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Casanave, C.P. (2009). Training for writing or training for reality? Challenges facing EFL writing teachers and students in language teacher education programs. In Manchon, R. (ed.). *Writing in Foreign Language Contexts: Learning, Teaching and Research* (pp. 256–277). Buffalo, NY: Multilingual Matters.
- Celce- Murcia, Marianne and Lois McIntosh (3rd Edition) (Eds). (2004). *Teaching English as a Second or Foreign Language*. Rowley, Mass: Newbury House.
- Davies, P & Pearse, E. (2000). *Success in English Teaching*. Oxford: Oxford University Press.
- Duffy, G. G. (2009) *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*. New York: The Guilford Press.
- Elbow, P. (1973). *Writing without teachers*. New York: Oxford University Press.
- Elbow, P. (1998). *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford University Press.
- Fauziyati, E. (2009). *Introduction to Methods and Approaches in Second or Foreign Language Teaching*. Surakarta: Era Pustaka Utama.
- Flowerdew, J. & Miller, L. (2005). *Second Language Listening: Theory and Practice*. Cambridge: Cambridge University Press.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- Grabe, W.P., & Stoller, F.L. (2013). *Teaching and researching reading*. (2nd ed.). New York: Routledge.
- Harmer, J. (2021). *The Practice of English Language Teaching*. (5th ed) London: Longman.
- Hirvela, A. & Belcher, D. (2007). Writing scholars as teacher educators: Exploring writing teacher education. *Journal of Second Language Writing*, 16 (3), 125–128.
- Horwitz, E. K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston, MA: Pearson Education.
- Hudson, T. (2007) *Teaching Second Language Reading*. Oxford: Oxford University Press.
- Hughes, R.& Reed, B. S. (2017). *Teaching and Researching Speaking*. (3rd ed.). New York: Routledge.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164.
- Hyland, K. (2019). *Second language writing*. Cambridge: Cambridge University Press.
- Indrilla, N., & Ciptaningrum, D. S. (2018). An approach in teaching writing skills: does it offer a new insight in enhancing students' writing ability. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 124-134.
- Johnson, K. (2018). *An introduction to foreign language learning and teaching*. Routledge.
- Kroll, B. (ed.) (1990). *Second Language Writing: Research insight for the classroom*. New York: Cambridge University press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

- Lee, I. (2013). Becoming a writing teacher: Using “identity” as an analytic lens to understand EFL writing teachers’ development. *Journal of Second Language Writing*, 22 (3), 330-345.
- Luth, W. and Obermeier, A. (2000). Celebrating collaboration: the writer’s peer support group. *The Language Teacher*, 24 (12), 28.
- Murray, R. and Newton, M. (2008). Facilitating writing for publication. *Physiotherapy* 94, 29-34.
- Nemeč, P. B., Spagnolo, A. C., & Soydan, A. S. (2017). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40, 415-417.
- Newton, J. and Nation, I.S.P. (2021). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Ranukadevi D (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. *International Journal of Education and Information Studies*, 4 (1), 59-63.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge, England: Cambridge University Press.
- Richards, J.C & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Harlow, UK: Pearson.
- Seow, A. (2002). The writing process and process writing. In Jack C Richards & Willy A Renandya (Eds) *Methodology in language teaching: An anthology of current practice*, 315-320.
- Smith, F. (1994). *Writing and the writer*. New York: Holt, Rinehart and Winston.
- Wulandari, M. (2019). Improving EFL Learners’ speaking Proficiency through instagram vlog. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 111-125.

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## E-LING 621

## TEACHING GRAMMAR AND VOCABULARY

### OVERVIEW

Teaching Grammar and Vocabulary is aimed at enabling students (as preservice language instructors) to teach grammar and vocabulary effectively. The focus of the course is to direct the knowledge of correct and appropriate forms of language towards the science and art of teaching grammar and vocabulary. Course participants will learn to appreciate as well as teach language as a multi-tiered set of communicative resources for effective participation in discursive and social practices.

### LEARNING OUTCOMES

Upon course completion, course participants will be able to:

- elucidate English word classes and the construction of English lexemes and idioms comparatively (i.e., in relation to the corresponding concepts in local languages).

- appreciate the differential significance of lexico-grammatical competence in the oral and written mediums.
- teach key topics in English grammar: the use of tenses (including agreement), prepositions, articles, modals, voice and conditionals as well as other topics integral to basic English grammar.
- identify and explain the various types of morphemes, phrases, clauses and sentences.
- observe and elucidate the mechanics of written English: capitalization, punctuation and spelling.
- make informed decision about selecting and sequencing grammar and vocabulary lessons.
- identify sources of L1 interference (stemming from Urdu and in some cases regional languages) in learning ESL.
- apply techniques for grammar and vocabulary instruction appropriate to the context, location and circumstances of teaching.
- assess the acquisition of grammar and vocabulary in language use.
- enable their own students to apply strategies for sustained vocabulary growth.
- identify and explain ESL grammar and vocabulary errors pedagogically.

## TOPICS

- Grammar and vocabulary as resources.
- Speech versus writing: grammar and vocabulary.
- The building blocks of grammar: morphemes, clauses and sentences.
- The building blocks of vocabulary: lexemes, roots and affixes.
- Topics in English grammar: tenses (including agreement), count nouns vs mass nouns, prepositions, articles, infinitives and gerunds, adjective clauses and reductions, phrasal verbs, modals, voice and conditionals [as discussed in Folse (2016)].
- Topics in the mechanics of written language: capitalization, punctuation and spellings.
- Grammar and vocabulary lesson planning.
- Assessment of grammar and vocabulary.
- Techniques for teaching grammar.
- Techniques for teaching vocabulary.
- ESL student errors in grammar and vocabulary.

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Charlesworth, L. (2009). *Punctuation tales: A motivating collection of super-funny storybooks that help kids master the mechanics of writing*. Scholastic Teaching Resources.
- Folse, K. S. (2016). *Keys to teaching grammar to English language learners: A practical handbook*. (2<sup>nd</sup> edition). University of Michigan Press.
- Folse, K. S., & Goussakova, E. V. (2017). *Workbook for keys to teaching grammar to English language learners*. University of Michigan Press.
- Halliday, M. A. K. (1985). *Spoken & written language*. Oxford University Press.
- Hiebert, E. H. (2019). *Teaching words and how they work: Small changes for big vocabulary results*. Teachers College Press.
- Hiebert, E. H., & Kamil, M. L. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Routledge.
- Kaufman, L., & Straus, J. (2021). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. Jossey-Bass.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.
- Thurman, S. (2012). *The only grammar & style workbook you'll ever need: A one-stop practice and exercise book for perfect writing*. Adams Media.
- Townend, J., & Walker, J. (2006). *Structure of language: Spoken and written English*. Wiley.
- Truss, L. (2004). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. Avery.

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## E-LING 631 SEMANTICS

### OVERVIEW

Since Semantics deals with the scientific study of the meaning of words, the major aim of this course is to introduce students to the core theoretical concepts in semantics including the types of meaning so that they can conceptualize the relationship between words and their meaning. The course also aims to introduce students to the latest developments in the field of semantics and the sub-branches of semantics that have gained popularity in the last few decades.

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- display their understanding of the core concepts of semantics;
- differentiate between semantic and pragmatic meaning;
- develop a better understanding of words and use them effectively;
- apply the semantic knowledge while teaching vocabulary;
- utilize the theoretical knowledge for conducting small-scale research in the field.



## TOPICS

- Introduction to Semantics
- Types of meaning
- Early and contemporary theories of meaning
- Semantic field
- Componential analysis
- Sub-branches of Semantics
  - Formal semantics
  - Cognitive semantics
  - Conceptual semantics
  - Ethnosemantics
  - Compositional semantics
  
- Lexical Semantics/Sense Relations
  - Hyponymy
  - Metonymy
  - Meronymy
  - Synonymy
  - Antonymy
  - Homonymy
  - Polysemy
  - Monosemy
  
- Syntactic Semantics
  - *Contradiction*
  - *Lexical and Syntactic Ambiguity*
  - *Semantic anomaly*
  - *Entailment*
  - *Presupposition*
  
- Semantic change
  
- Recent developments in Semantics

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Cann, R., Kempson, R., & Gregoromichelaki, E. (2009). *Semantics: An introduction to meaning in language*. Cambridge University Press.
- Cruse, A. (2011). *Meaning in language: An introduction to semantics and pragmatics*. (Third edition). Oxford University Press.
- Cruse, A. (2006). *Meaning in Language: An Introduction to semantics and pragmatics*. Oxford University Press.
- Davis, S. & Gillon, S. B. (2004). *Semantics: A reader*. Oxford University Press.
- Frawley, W. (2002). *Linguistic semantics*. Cambridge University Press.
- Geeraerts, D. (2010). *Theories of lexical semantics*. Oxford University Press.
- Griffiths, P. (2006). *An introduction to English semantics and pragmatics*. Edinburgh University Press.
- Howard, G. (2000). *Semantics: Language workbooks*. Routledge.
- Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second edition). Cambridge University Press.
- Jacobson, B. (2014). *Compositional semantics: An introduction to the syntax/semantics interface*. Oxford University Press.
- Jackendoff, R. (2019). Conceptual semantics. In C. Maienborn, K. Heusinger, & P. Portner (Eds.), *Semantics: Theories* (pp. 86-113). De Gruyter Mouton.  
<http://doi.org/10.1515/9783110589245-004>.
- Kreidler, W. C. (2002). *Introducing English semantics*. Routledge.
- Loebner, S. (2013). *Understanding semantics*. (Second edition). Routledge.
- Riemer, N. (2010). *Introducing semantics*. Cambridge University Press.
- Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell

## E-LING 641

## INTERACTION ANALYSIS

(Option with E-Ling 661 Multilingual Education in Postcolonial Context & E-Ling 671 Language Education in Difficult Circumstances)

## OVERVIEW

This course puts talk in social interaction in various settings into analytic spotlight from multiple discourse perspectives. In particular, it engages the methodological frameworks of Conversation Analysis in depth but also — to the extent that circumstances permit — the allied traditions of Discursive Psychology and Interactional Sociolinguistics. The general goal is to analyse the construction of local meaning in the micro-organization of talk in particular occupational contexts (classrooms, clinics,

businesses etc) with a view to reinforce successful interactional practices as well as to address communication gaps.

## **LEARNING OUTCOMES**

Upon course completion, students will be able to:

- transcribe verbal and vocal data according to CA conventions.
- examine turns in talk and the exploitation of adjacency pairs in social interaction.
- recognize the significance of the observance and infringement of the preference structure in ordinary conversation.
- identify different types of sequence structures such as pre-requests, openings, closings, offer-acceptance, summons-answer etc.
- appreciate how the conventional meaning of an utterance in talk is constrained by its sequential location and by its acceptance or rejection by the next speaker.
- spot various kinds of repair strategies used by participants in everyday conversation.
- appreciate how speakers deploy membership categorization devices to imply and infer meaning in talk.
- recognize how contextual cues work in various social settings and inferencing possible in social interaction.
- identify sources of misunderstanding in cross-cultural communication due to non-overlapping socio-cultural assumptions built into vocal and verbal cues.
- show how participants in audio-recorded talks use verbal and vocal resources to perform cognitive and social action.

## **TOPICS**

- Transcription of audio-recorded data.
- Adjacency pairs: types of sequences.
- The multi-graded structure of conversations.
- Preference structure in talk.
- Repair strategies.
- Membership categorization devices.
- Contextual cues and conversational inference in interactional sociolinguistics.
- Issues and themes in discursive psychology.

## **ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Edwards, D., & Potter, J. (1992). *Discursive psychology*. SAGE Publications Ltd.
- Gee, J. P., & Handford, M. (Eds.). (2012). *The Routledge handbook of discourse analysis*. Routledge.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
- Have, P. T. (2007). *Doing conversation analysis*. SAGE Publications Ltd.
- Heritage, J. (2006). (Ed). *Communication in medical care: Interaction between primary care physicians and patients*. Cambridge University Press.
- Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis*. Polity.
- Icbay, M. A. (2010). *Conversation analysis in the classroom: The role of classroom interaction in the construction of classroom order*. LAP LAMBERT Academic Publishing.
- Lepper, G. (2000). *Categories in text and talk: A practical introduction to categorization analysis*. SAGE Publications Ltd.
- Liddicoat, A. J. (2021). *An introduction to conversation analysis*. Bloomsbury Academic.
- Maynard, D. W. (2003). *Bad news, good news: Conversational order in everyday talk and clinical settings*. University of Chicago Press.
- McMullen, L. M. (2021). *Essentials of discursive psychology*. American Psychological Association.
- Psathas, G. (1994). *Conversation analysis: The study of talk-in-interaction*. SAGE Publications, Inc.
- Sacks, H. (1995). *Lectures on conversation* (G. Jefferson, Ed.). Blackwell Pub.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge University Press.
- Smith, R. J., Fitzgerald, R., & Housley, W. (Eds.). (2020). *On Sacks: Methodology, materials, and inspirations*. Routledge.
- Sidnell, J. (2010). *Conversation analysis: An introduction*. Wiley-Blackwell.
- Stivers, T., & Sidnell, J. (Eds.). (2014). *The handbook of conversation analysis*. Wiley-Blackwell.
- Stokoe, Elizabeth. (2018). *Talk: The science of conversation*. Robinson UK.

## E-LING 661

## MULTILINGUAL EDUCATION IN THE POSTCOLONIAL CONTEXT

(Option with E-Ling 641 Interaction Analysis & E-Ling 671 Language Education in Difficult Circumstances)

## OVERVIEW

This course proffers a combination of theoretical and practical perspectives on education in multilingual postcolonial settings. These perspectives include neurocognitive explanations for serial and parallel acquisition of languages by a successful multilingual individual but also theories that highlight the social

drivers and constraints of multilingual education—understood as both: instruction through multiple languages as well as instruction of multilingual education. Together, these perspectives afford us diverse lenses through which education in postcolonial settings can be understood.

## LEARNING OUTCOMES

Upon course completion, students will be able to:

- explain the role of education in maintaining and fostering multilingualism
- analyse the relationship between multilingualism and globalization in postcolonial education.
- investigate the challenges of language-in-education in multilingual societies.
- explain how the human brain as well as the human mind process language learning.
- discuss the problematics of education in L1 and L2 from early childhood to tertiary education in Pakistan.
- sketch out the models and frameworks of biliteracy.
- explore how multilinguals interact and embody their identities in educational practices in postcolonial settings.
- how language policy influences postcolonial and multilingual contexts.

## TOPICS

- Bilingualism and multilingualism: definitions and types.
- Language as content vs language as medium of instruction.
- Language as content and as medium of instruction in postcolonial settings.
- Multilingual education: psycholinguistic and neurolinguistic perspectives.
- Multilingual education: sociolinguistic perspective
- Models of multilingual literacy.
- Multilingual identities in education.
- Types of bilingual/multilingual education
- Language planning and policy work in postcolonial and multilingual contexts
- Multilingual pedagogy: issues, options and challenges

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Attanayake, A. U. (2019). *Post-colonial Curriculum Practices in South Asia: Building Confidence to Speak English*. Routledge.

- Baker, C. (2017). *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters.
- Chimbutane, F. (2011). *Rethinking Bilingual Education in Postcolonial Contexts*. Multilingual Matters.
- Hornberger, N. H. (Ed.). (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*. Multilingual Matters.
- Hornberger, N. H., & McKay, S. L. (Eds.), (2010). *Sociolinguistics and language education*. Multilingual Matters.
- Kubota, R., & Lin, A. M. Y. (Eds.). (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. Routledge.
- McKay, S., & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge University Press.
- McKinney, C. (2016). *Language and power in post-colonial schooling: Ideologies in practice*. Routledge.
- Norton, P. B. (2013). *Identity and language learning: Extending the conversation*. Multilingual Matters.
- Rassool, P. N. (2007). *Global issues in language, education and development: Perspectives from postcolonial countries*. Multilingual Matters.
- The Citizens Foundation, & Thar Foundation. (2020). *Finding identity, equity and economic strength by teaching in languages children understand: Mother tongue based multilingual education designed for schools in Pakistan*. The Citizens Foundation. <https://view.publitas.com/the-citizens-foundation/mtb-mle-research-report>

**E-LING 671****LANGUAGE EDUCATION IN DIFFICULT CIRCUMSTANCES: A CRITICAL APPLIED LINGUISTICS PERSPECTIVE**

(Option with E-Ling 641 Interaction Analysis & E-Ling 661 Multilingual Education in Postcolonial Context)

**OVERVIEW**

This course seeks to prepare preservice language teachers from a Critical Applied Linguistics' (CALx) perspective for educational settings that may be challenging, one way or another. These challenges could be socio-economic, infrastructural, political or bureaucratic. The rationale for adopting a CALx stance is to not only to highlight the play of power relations in language education—including though not limited to the long shadows of linguistic imperialism—but also to put under critical gaze an obsession with *technics* that has predominated ELT for much of its history. The latter The course aims to empower students to take up language education as interventional and transformative social practice.

**LEARNING OUTCOMES**

Upon course completion, students will be able to:

- appreciate the significance of CALx as an effective framework for language education in difficult circumstances.
- identify effective options for language teaching in various kinds of challenging circumstances.
- analyse the cognitive and social issues associated with learning and teaching in difficult educational contexts.
- deal with educational problems such as large-class instruction, lack of educational resources and systemic resistance.
- use the language classroom to raise awareness about various forms of discrimination and marginalization.
- compare approaches to social intervention in language education.

## TOPICS

- Critical Applied Linguistics: an introduction.
- Difficult settings: a conceptual survey.
- Cognitive and social dimensions of learning and teaching in difficult circumstances.
- Teaching large classes.
- Teaching with limited resources.
- Dealing with systemic resistance to critical language education.

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Arora, S. (2016). *Teaching English from classes to masses*. Scholars Publishing.
- Blatchford, P. (2003). *The class size debate: Is small better?* Philadelphia: Open University Press.
- Capstick, T. & Delaney, M. (2016). *Language for resilience: The role of language in enhancing the resilience of Syrian refugees and host communities*. The British Council.
- Coleman, H. (1987). Little tasks make large returns: Language teaching in large crowds. In Murphy, D. & Candlin, C.N. (Eds.), *Task and exercise design* (pp. 21-145). (Lancaster Practical papers in English Language Education,7). Prentice-Hall.
- Khurram, B. A. (2018). Promoting learner engagement in a large University Level ESL Class in Pakistan. In F. Shamim and H. Kuchah (Eds.), *International perspectives on teaching English in difficult circumstances*. Palgrave MacMillan.
- Kuchah, K and Smith, R. (2011) Pedagogy of autonomy for difficult circumstances: From practice to principles. *Innovation in language learning and teaching*, Vol.5 (No.2). pp. 119-140.

- Kuchah, K. & Shamim, F. (2018). *International perspectives on teaching English in difficult circumstances*. Palgrave MacMillan.
- Lamb, M. (2002). Explaining successful language learning in difficult circumstances. *Prospect*, 17(2), 35-52.
- [http://www.ameprc.mq.edu.au/docs/prospect\\_journal/volume\\_17\\_no\\_2/17\\_2\\_3\\_Lamb.pdf](http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_17_no_2/17_2_3_Lamb.pdf).
- Macedo, D. (Ed.). (2019). *Decolonizing foreign language education: The misteaching of English and other colonial languages*. Routledge.
- Maley, A. (2001). The teaching of English in difficult circumstances: Who needs a health farm when they're starving? *Humanising Language Teaching*, 3(6).
- Nation, I. S. P. (1975). Teaching vocabulary in difficult circumstances. *ELT Journal* 30(1), 21-24.
- Pennycook, A. (2021). *Critical Applied Linguistics: A critical re-introduction*. Routledge.
- Phipps, D. A., & Guilherme, D. M. M. (2004). Critical pedagogy: *Political approaches to languages and intercultural communication*. Multilingual Matters.
- Reagan, T. G. (2020). *World language education as critical pedagogy*. Routledge.
- Reagan, T. G. & Osborn, T. A. (2001). *The foreign language educator in society: Towards a critical pedagogy*. Routledge.
- Smith, R. (2011). "Teaching in difficult circumstances: a new research agenda in Pattison, T. (ed.) IATEFL 2010 Conference Selections. Canterbury, Kent: IATEFL.  
[http://www2.warwick.ac./fac/soc/al/research/groups/llta/resources/telc/tidc-a\\_new\\_research\\_agenda.pdf](http://www2.warwick.ac./fac/soc/al/research/groups/llta/resources/telc/tidc-a_new_research_agenda.pdf). Accessed 13/08/2016.
- Weimer, M. G. (Ed.). (1987). *Teaching large classes well*. Jossey-Bass.
- West, M. (1960). *Teaching in difficult circumstances*. Longmans Green.
- Wilcockson, D. A. & Wilcockson, M. A. (2002). Does class size matter? *Education Today* 51(4), 15-21.

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## E-LING 651 RESEARCH METHODS IN APPLIED LINGUISTICS

### OVERVIEW

The course aims to cover a broad range of theoretical and empirical research methods to familiarise students with the basic research paradigms, designs, and techniques required for conducting research in different fields within Applied Linguistics. It also aims to provide students the rigorous exposure to research conventions by engaging them in reading research studies critically, both inside and outside the classroom, on different areas within Linguistics.



## LEARNING OUTCOMES

The background knowledge gained through this course will enable students to:

- conduct small scale research by selecting a research topic based on their area of interest within Applied Linguistics;
- frame feasible research questions and select the research paradigm and design that synchronize with their research questions(s);
- select appropriate tools for data-collection and analyse the data;
- review the existing body of research literature related to their topic and write a comprehensive literature review;
- prepare a synopsis and/or write a research paper;
- use APA conventions.

## TOPICS

- *Research Paradigms*
  - Qualitative
  - Quantitative
  - Mixed Methods research
  
- *Major Research Designs*
  - Case Study
  - Ethnography
  - Narrative Inquiry
  - Historical Research
  - Longitudinal Research
  - Cross-sectional Research
  - Experimental Research
  - Correlational Research
  - Action Research
  - Survey Research
  
- *Major Data-collection Tools*
  - Questionnaire
  - Interviews
  - Observation
  - Discourse Completion Task (DCT)
  
- *Sampling Techniques*
- *Research Ethics*
- *Writing a Research Proposal / Synopsis*
  - Review of literature

- Transcription and Transliteration
- Citation of sources using APA style

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.
- Brown, J. D. & Rogers, T.S. (2002). *Doing second language research*. Oxford University Press.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6<sup>th</sup> edition). Routledge.
- Crowley, T. (2007). *Field linguistics: A beginners' guide*. Oxford University Press.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Duff, A.P. (2008). *Case study research in applied linguistics*. Lawrence Erlbaum Associates.
- Heigham, J. & Croker, A.R. (Eds.), (2009). *Qualitative research in applied linguistics: A practical introduction*. Palgrave Macmillan.
- Jr. Perry, L.F. (2008). *Research in applied linguistics: Becoming a discerning consumer*. Lawrence Erlbaum Associates.
- Litosseliti, L. (Ed.), (2010). *Research methods in Linguistics*. Continuum International Publishing.
- Mason, J. (2002). *Qualitative researching*. (2<sup>nd</sup> edition). Sage Publications.
- McKinley, J. & Rose, H. (Eds.). (2020). *The Routledge handbook of research methods in applied linguistics*. Routledge.
- Webster, L. & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.
- Wray, A. and Bloomer, A. (2006). *Projects in linguistics: A practical guide to researching language*. Oxford University Press.

**Note:** Besides the given list of books, students are required to read latest research studies conducted on different topics within Applied Linguistics to learn about the conventions of research in the discipline.

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BS FOURTH YEAR  
SEMESTER VIII

(MAJOR: APPLIED LINGUISTICS)

**E-LING 612 CURRICULUM DESIGN AND MATERIALS  
DEVELOPMENT**

**OVERVIEW**

This course provides a comprehensive knowledge and understanding on all aspects of curriculum design, needs analysis, materials evaluation and adaptation, textbook and course evaluation.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- demonstrate knowledge and understanding of the aspects and kinds of curriculum
- analyse and evaluate a range of materials (including textbooks) for teaching language skills.
- design and evaluate language syllabus

**TOPICS**

**Syllabus Designing**

- Syllabus and Curriculum
- Product-oriented syllabus
- Process-oriented syllabus
- Negotiated syllabus
- Needs assignment
- Purposes, goals, tasks and activities

**Materials evaluation, adaptation and development**

- Textbook and other materials evaluation
- Textbook and Material adaptation
- Material Development
- Evaluation of Evaluation Checklists

**ASSESSMENT AND EVALUATION**

Essay – 20 marks

Portfolio – 40 marks

Final Exam – 40 marks

**RECOMMENDED READING LIST**

- Alsubaie, M. A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development, *Journal of Education and Practice*, 7(9), 106–107.
- Brown, J. D. (1995). *The Elements of Language Curriculum*. Cambridge: Cambridge University Press.
- Byrd, P. (2001). *Textbooks: Evaluation for Selection and Analysis for Implementation*. In Celce-Murcia, M. ed. *Teaching English as a Second or Foreign Language*. United States: HEINLE & HEINLE.
- Chan, Jacqueline Kin-Sang (2010). Teachers' responses to curriculum policy implementation: colonial constraints for curriculum reform. *Educ Research Policy Practice*, 9, 93–106.
- Dubin, F & Olshtain, E. (1986). *Course Design: Developing Programs and Materials for Language Learning*. New York: Cambridge University Press.
- Graves, K (ed). (1996). *Teachers as Course Developers*. Cambridge: Cambridge University Press.
- Kelly, A.V. (2009) *The Curriculum: Theory and Practice*, London: Sage Publications.
- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey. PRENTICE-HALL.
- Macalister, J., & Nation, I.S.P. (2019). *Language Curriculum Design*. New York: Routledge
- McDevitt, B. (2004). *Negotiating the syllabus: a win-win syllabus?* ELT Journal Volume 58/1.
- Miller, L. (1995). Materials Production in EFL: A Team Process. *Forum. Volume 33*.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Nunan, D. (1988). *The Learner-Centred Curriculum*. Cambridge: Cambridge University Press.
- Nunan, D. (2001). Syllabus Design. In Celce-Murcia, M. ed. *Teaching English as a Second or Foreign Language*. United States: HEINLE & HEINLE.
- Pinar, W. F. (2004). *What is curriculum theory?* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Priestley, M. (2011) Whatever happened to curriculum theory? Critical realism and curriculum change. *Pedagogy, Culture and Society*, 19(2), 221-237.
- Priestley, M., & Biesta, G. J. J. (Eds.). (2013). *Reinventing the curriculum: New trends in curriculum policy and practice*. London: Bloomsbury Academic.
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 42, 191–214.
- Pyhältö, K., Pietarinen, J., & Soini, T. (2012). Do comprehensive school teachers perceive themselves as active professional agents in school reforms? *Journal of Educational Change*, 13, 95–116.
- Salomon, G. (1992). The changing role of the teacher: From information transmitter to orchestrator of teaching. In F. K. Oser, A. Dick, & J.-L. Patry (Eds.), *Effective and responsible teaching: The new synthesis* (pp. 37–49). San Francisco, CA: Jossey-Bass.
- Vongalis-Macrow, A. (2007). I, Teacher: Re-territorialization of teachers' multi-faceted agency in globalized education. *British Journal of Sociology of Education*, 28, 425–439.
- Wallace, C., & Priestley, M. (2011). Teacher beliefs and the mediation of curriculum innovation in Scotland: A socio-cultural perspective on professional development and change. *Journal of Curriculum Studies*, 43, 357–381.

- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. Chapter 3-5
- Thijs, A. & van den Akker, J. (Eds.) (2009) *Curriculum in development*. Enschede, SLO
- Tomlinson, B. (ed). (1998). *Material Development in Language Teaching*. Cambridge: Cambridge University Press.
- White, R. (1988). *The ELT Curriculum*. Oxford: Basil Blackwell.
- Wilkins, D.A. (1976). *Notional Syllabuses*. Oxford: Oxford University Press.

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**E-LING 622****LANGUAGE ASSESSMENT AND  
PROGRAMME EVALUATION****OVERVIEW**

This course is designed with the aim to enable students to understand the pivotal role language assessment plays in language pedagogy and learning. Another critical component of the course is ELT programme evaluation. Distinct from testing and assessment, programme evaluation refers to the analysis of the curriculum with a view to aligning them for programme improvement in a particular institutional context.

The course provides a blend of theory and practice as it not only aims to provide students an in-depth understanding of the principles of assessment and the back-wash effect it has on both teachers and learners along with engaging students in designing meaningful assessment tasks, but also provides them the training required to critically evaluate ELT programmes offered in different institutions.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- display an in-depth understanding of the principles of language assessment;
- gain knowledge about the alternative methods of assessment;
- realize the significance of feedback;
- provide effective feedback;
- identify the gaps in language testing and assessment in the local context;
- apply the core theoretical concepts related to language assessment to design valid, reliable, practical and authentic assessment tasks;
- critically evaluate ELT programmes in a variety of institutional contexts.

**TOPICS**

- Introduction to language assessment
- Purpose(s) of assessment

- Assessment vs. testing
- Connection between assessment and teaching
- Backwash/Washback effect
- Methods and types of assessment
- Types of Tests
- Basic features in assessment/ testing
  - Reliability
  - Validity
  - Authenticity
  - Practicality
- Importance of feedback in assessment
- Language of feedback
- Assessment of Oral, Reading and Writing Skills
- Grammar assessment
- Vocabulary assessment
- Phases of Test construction
- Analysis of test items for assessing different language skills
- Item Analysis
- Designing assessment tasks
- Current issues and problems in language assessment and language assessment research.
- Programme evaluation

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Alderson, C.J. (2000). *Assessing reading*. Cambridge University Press.
- Bacha, N. N. (2002). Testing writing in the EFL classroom. *English Teaching Forum*, 40(2), 14-19, 27.
- Brown, D.H. (2003). *Language assessment: Principles and classroom practices*. Longman.
- Brown, J.D. (1994). *The elements of language curriculum: A systematic approach to programme development*. Heinle ELT.
- Buck, G. (2001). *Assessing listening*. Cambridge University Press.
- Chapelle, A.C. & Brindley, G. (2010). Assessment. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 268-283). Hodder & Stoughton.
- Fulcher, G. (2010). *Practical language testing*. Routledge.

- Fulcher, G. & Davidson, H. (2006). *Language testing and assessment: An advanced resource book*. Routledge.
- Fulcher, G. & Davidson, H. (Eds.). (2012). *The Routledge handbook of language testing*. Routledge.
- Gibbs, G. (2006). How assessment frames student learning. In C. Bryan & K. Clegg (Eds.), *Innovative assessment in higher education* (pp. 23-36). Routledge.
- Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1, 3–31.
- Hernandez, R. (2012). Does continuous assessment in higher education support student learning? *Higher Education*, 64, 489-502. Springer. DOI 10.1007/s10734-012-9506-7.
- Hughes, A. (2003). *Testing for language teachers*. (Second edition). Cambridge University Press.
- Kunnan, J.A. (2017). *Evaluating language assessments*. Routledge.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- Pawan, F., Wiechart, K.A., Warren, A., & Park, J. (2016). *Pedagogy and practice for online English language teacher education*. TESOL Press.
- Price, M., Handley, K., Millar, J., O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35(3), 277–289.
- Purpura, J. (2004). *Assessing grammar*. Cambridge University Press.
- Read, J. (2004). *Assessing vocabulary*. Cambridge University Press.
- Royse, D., Thyer, B.A., & Padgett, D. K. (2015). *Programme Evaluation: An introduction to an evidence-based approach*. Cengage Learning.
- Weigle, C.S. (2002). *Assessing writing*. Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford University Press.
- Weir, C. J. (1993). *Understanding and developing language tests*. Prentice Hall.

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## E-LING 632

## MODELS OF DISCOURSE ANALYSIS

### OVERVIEW

Models of Discourse Analysis introduces students to some of the major approaches to discourse analysis, formalized in various traditions in applied linguistics and related fields. The course combines a theoretical orientation with hands-on practice, allowing students to examine real-life communication data from diverse discourse-analytic perspectives. Students will thus get to look into everyday language in informal settings as well as in institutionalized contexts such as clinics, schools and business centres. Due to time constraints, the instructor may want to choose depth over breadth and focus on 4-5 traditions listed below, instead of all eight of them.

## LEARNING OUTCOMES

Upon course completion, students will be able to (do most if not all of the following):

- recapitulate multiple scholarly perspectives on the meaning of text, discourse and language.
- compare writing and speech and the evolving forms of communication in hybrid media.
- outline the speech act theory and identify the various types (as well as components) of speech acts.
- explain the Cooperative Principle and the operation of Gricean maxims in ordinary language use.
- elucidate politeness theory and work out the strategies associated with facework.
- analyse everyday exchanges using the principles and concepts of Conversation Analysis such as adjacency pairs, preference structure, repair work etc.
- explain how discursive behaviour is constitutive of psychological states as propounded in Discursive Psychology.
- examine how contextualization cues and conversational inference operate in real-life communication.
- apply the SPEAKING model as a framework for analysing a speech event.
- appraise the referential and evaluative functions of narrative according to Labov's scheme of narrative analysis.
- highlight —using the tools of CDA—how language is exploited in public documents to conceal hegemony, masquerade social inequality and normalize exploitation.
- show how the lexicogrammar of a text and the analysis of the relevant meta-functions bring out its embedded social semiotic significance.

## TOPICS

- Text, discourse and language.
- Spoken vs written language.
- Pragmatics.
- Conversation Analysis.
- Discursive Psychology.
- Interactional Sociolinguistics.
- Ethnography of Communication.
- Narrative Analysis.
- Critical Discourse Analysis.
- Systemic Functional Linguistics.



## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. Routledge.
  - Fina, A. D., & Georgakopoulou, A. (2019). *The handbook of narrative analysis*. Wiley-Blackwell.
  - Fontaine, L. (2012). *Analysing English grammar: A systemic functional introduction*. Cambridge University Press.
  - Gee, J. P. (2014a). *An introduction to discourse analysis: Theory and method*. Routledge.
  - Gee, J. P. (2014b). *How to do discourse analysis: A toolkit*. Routledge.
  - Gee, J. P., & Handford, M. (Eds.). (2013). *The Routledge handbook of discourse analysis*. Routledge.
  - Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
  - Halliday, M. A. K., & Matthiessen, C. M. I. M. (2013). *Halliday's introduction to functional grammar*. Routledge.
  - Hymes, D. (Ed.). (2013). *Foundations in sociolinguistics: An ethnographic approach*. Routledge.
  - Jaworski, A., & Coupland, N. (Eds.). (2014). *The discourse reader*. Routledge.
  - Johnstone, B. (2018). *Discourse analysis*. Wiley-Blackwell.
  - Sandoval, J. B., & Denham, K. E. (2021). *Thinking like a linguist: An introduction to the science of language*. Cambridge University Press.
  - Saville-Troike, M. (2002). *The ethnography of communication: An introduction*. Wiley-Blackwell.
  - Statham, S. (2022). *Critical Discourse Analysis: A practical introduction to power in language*. Routledge.
  - Stivers, T., & Sidnell, J. (Eds.). (2014). *The handbook of Conversation Analysis*. Wiley-Blackwell.
  - Wodak, R., & Meyer, M. (2015). *Methods of critical discourse studies*. SAGE Publications Inc.
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**E-LING 642****LANGUAGE AND IDENTITY: CULTURE,  
GENDER, CLASS AND HERITAGE**

(Option with E-Ling 662 ELT Practicum & E-Ling 672

Lexical Studies & E-Ling 682 Media Discourse Analysis)

**OVERVIEW**

The major objective of this course is to enhance students' understanding of the connection that exists between language and culture and how this connection helps construct gender, class and heritage identity. The course is divided into two major parts: the first part focuses on language as a cultural resource and how it shapes different forms of identity, while in the second part the focus is on the relationship between language and gender along with the roles assigned to each gender across cultures. Since one of the objectives of this course is to explore the linguistic stereotypes associated with each gender and how it contributes in shaping gender identity, the course is designed in such a way that it provides adequate exposure to students by engaging them in the analysis of real language use by both the genders in oral and written discourse.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will:

- develop the ability to use language as a cultural resource;
- be able to understand the culture of other linguistic communities;
- be able to apply knowledge of different forms of identity to maintain and preserve heritage languages;
- become conscious of gender as a socio-cultural and a psychological construct and how it is conceptualized in different cultures;
- display a better understanding of gender identity through language;
- acquire the skills to identify and analyze gender differences in both spoken and written discourse;
- acknowledge gender differences in language use without stereotyping;

**TOPICS**

- Relationship between language and culture
- Linguistic Relativity
- Role of heritage language and culture in the construction of different forms of identity
- Models of Culture
- The issue of identity in multilingual and multicultural societies
- Relationship between language and gender
- Approaches to gender
- The cultural construction of gender
- Construction of gender identity through language

- Gender differences in spoken discourse (Cross-gender vs. single gender conversations)
- Gender differences in written discourse (analysis of literary and non-literary texts produced by both the genders)
- Sexism in language
- Language, gender, class and power
- Linguistic stereotypes with reference to gender and class
- Cultural representation of gender in folk literature (analysis of folktales and proverbs to explore cultural stereotypes with regard to gendered identities).
- Gender representation in media (analysis of print and electronic advertisements as well as news reports).
- Historical and contemporary research on language & gender

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Agnihotri, K.R. (2007). Identity and multilinguality: The case of India. In A.B.M. Tsui & J.W. Tollefson. (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 185-204). Lawrence Erlbaum Associates.
- Angouri, J. & Baxter, J. (Eds.). (2021). *The Routledge handbook of language, gender, and sexuality*. (1<sup>st</sup> edition). Routledge.
- Best, L.D. (2004). Gender stereotypes. In C.R. Ember & M. Ember. (Eds.), *Encyclopedia of sex and gender: Men and women in the world's cultures* (pp. 11-23). Plenum Publishers.
- Coates, J. (2015). *Men, women, and language: a sociolinguistic account of gender differences in language*. (3<sup>rd</sup> edition). Routledge.
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- Sunderland, J. (2006). *Language and gender: an advanced resource book*. Routledge.
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- Wood, T. J. (2001). *Gendered lives: Communication, gender, and culture*. (Fourth edition). Belmont, CA.

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## E-LING 652

## RESEARCH PROJECT IN APPLIED LINGUISTICS

(Option with E-Ling 662-A Issues and Research in ELT & E-Ling 672-A World Englishes)

### OVERVIEW

The option of Research Project in Applied Linguistics is open only to those students majoring in Applied Linguistics who have secured at least 60% marks in the first semester of BS 4<sup>TH</sup> year. In the second semester students will be required to undertake a project on a topic of individual interest in the discipline of Applied Linguistics. The aim of this course is to encourage students to bring together different strands of knowledge presented during their studies in order to address an intellectual or practical issue related to linguistics or English language teaching in a scholarly and academic manner. Each student will be provided individual supervision and guidance in their proposed area of research.

### LEARNING OUTCOMES

After attending this course the students will be able to:

- select a research topic, develop a research proposal and produce a full length research monograph at the undergraduate BS level.
- collect and analyze data to support a hypothesis and to marshal a sustained argument.
- train themselves to be able to take up a research project of a broader and deeper significance and treatment at the graduate and postgraduate level of studies in the discipline.

## TOPICS

The Research Project is a work of independent and original study. Each student will be assigned a supervisor who will support them with individual tutorials on a regular basis. The supervisor will give guidance regarding the selection of topic, research methodology and organization etc.

## ASSESSMENT AND EVALUATION

The Research Project of 100 marks is to be handed in within 6 weeks after the last final examination. It will be assessed by the supervisor and one second examiner who supervises BS research in Applied Linguistics in the department.

## RECOMMENDED READING LIST

- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.
  - Brown, J. D. & Rogers, T.S. (2002). *Doing second language research*. Oxford University Press.
  - Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
  - Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6<sup>th</sup> edition). Routledge.
  - Crowley, T. (2007). *Field linguistics: A beginners' guide*. Oxford University Press.
  - Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
  - Duff, A.P. (2008). *Case study research in applied linguistics*. Lawrence Erlbaum Associates.
  - Heigham, J. & Croker, A.R. (Eds.), (2009). *Qualitative research in applied linguistics: A practical introduction*. Palgrave Macmillan.
  - Jr. Perry, L.F. (2008). *Research in applied linguistics: Becoming a discerning consumer*. Lawrence Erlbaum Associates.
  - Litosseliti, L. (Ed.), (2010). *Research methods in Linguistics*. Continuum International Publishing.
  - Mason, J. (2002). *Qualitative researching*. (2<sup>nd</sup> edition). Sage Publications.
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  - Webster, L & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge.
  - Wray, A. and Bloomer, A. (2006). *Projects in linguistics: A practical guide to researching language*. Oxford University Press.
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**E-LING 662****ELT PRACTICUM**

(Option with E-Ling 642 Language and Identity & E-Ling 672 Lexical Studies & E-Ling 682 Media Discourse Analysis)

**OVERVIEW**

The course aims to enable students to practise what they have learned in TESOL course, namely teaching of listening, speaking, reading, and writing skills. More specifically, students will be guided in this course to put the knowledge gained earlier into practice through observing, planning and teaching lessons to peers as well as in real classrooms.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- demonstrate awareness and understanding of learner and teacher roles in the process of language learning
- put into practice in real classroom situations the methodological principles introduced in the TESOL course in the first semester
- grow as a professional through observation, participation, and teaching experience in the classroom.
- gain knowledge and a realistic awareness of the structure of particular institutional settings and the teacher's role in them.
- build a sense of being colleagues in their professional community.

**TOPICS**

- Planning lessons and units
- Roles of teachers and learners
- Classroom management (whole class, pair and group work)
- Classroom dynamics in small and large classes
- Mentoring
- Observation of English language classrooms
- Introduction to reflective teaching
- Introduction to communities of practice
- Developing a learning portfolio/planning for micro teaching
- Micro teaching I and II
- Continuing professional development

## ASSESSMENT AND EVALUATION

Observation Diary – 20 marks

Classroom Practice and presentations (Learning portfolio)– 50 marks

Final Exam – 30 marks

## RECOMMENDED READING LIST

- Allwright, D. (1988). *Observation in the Language Classroom*. London: Longman.
- Arnold, N., Ducate, L., & Kost, C. (2012). Collaboration or cooperation? Analyzing group dynamics and revision processes in wikis. *CALICO Journal*, 29(3), 431-448.
- Copland, Fiona, Ma, Georgina, Mann, Steve J. (2009). [Reflecting in and on post-observation feedback in initial teacher training on certificate courses](#). *English Language Teacher Education and Development*, Vol.12, pp. 14-23.
- Cowie, N. (2009). Observation. In J. Heigham and R.A. Croker (eds.), *Qualitative Research in Applied Linguistics: A Practical Introduction* (pp. 165–181). New York: Palgrave Macmillan.
- Davis, B. G. (2009). *Tools for teaching*. Jossey-Bass
- Farrell, T.S.C. (2019). *Reflection as action in ELT*. Alexandria, Va, USA: TESOL International publications.
- Farrell, T. S. C. (2019). Standing on the Shoulders of Giants: Interpreting Reflective Practice in TESOL. *Iranian Journal of Language Teaching Research*, 7(3), 1-14.
- Farrell, T.S.C. (2019). *Reflective practice in ELT*. London, UK: Equinox.
- Farrell, T.S.C. (2018). *Reflective Language Teaching: Practical Applications for TESOL Teachers*. London, UK: Bloomsbury.
- Farrell, T.S.C. (2018). Operationalizing reflective practice in second language teacher education. *Journal of Second Language Teacher Education*, 1 (1), 1-20.
- Farrell, T.S.C. (2018). *Research on reflective practice in TESOL*. New York: Routledge.
- Farrell, T.S.C. (2016). *From Trainee to Teacher: Reflective Practice for Novice Teachers*. London, UK: Equinox.
- Farrell, T.S.C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. New York, NY: Routledge.
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- Farrell, T.S.C. (2007). *Reflective language teaching: From research to practice*. New York, NY: Continuum.
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- Farrell, T.S.C. & Baecher, L (2017). *Reflecting on Critical Incidents in Language Education*. London: Bloomsbury.
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- Freeman, D. (2016). *Educating second language teachers*. Oxford, England: Oxford University Press.

- Genereux, A. P., & Thompson, W. A. (2008). Lights, camera, reflection! Digital movies: A tool for reflective learning. *Journal of College Science Teaching*, 37(6), 21-25.
  - Hadfield, Jill. (2000). *Classroom Dynamics*. Oxford: Oxford University Press.
  - Hedge, T. 2000 (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
  - Heo, J., Mann, Steve J. (2015). [Exploring team teaching and team teachers in Korean primary schools](#). *English Language Teacher Education and Development*, 17, pp. 13-21.
  - Malamah-Thomas, Ann (1987). *Classroom Interaction*. Oxford: Oxford University Press.
  - Mann, S. J., Crichton, Ross, Edmett, Adam. (2020). [Evaluating the role of video in supporting reflection beyond INSET](#). *System*, 90.
  - Mann, S. J., Tang, Elaine Hau Hing, (2012). [The role of mentoring in supporting novice English language teachers in Hong Kong](#). *TESOL Quarterly*, 46 (3), pp. 472-495.
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  - Milkova, S. (2012). Strategies for effective lesson planning. Retrieved from [http://www.crlt.umich.edu/gsis/p2\\_5](http://www.crlt.umich.edu/gsis/p2_5)
  - Moir, E., Barlin, D., Gless, J., & Miles, J. (2009). *New teacher mentoring*. Cambridge, MA: Harvard Education Press.
  - Tonna, M. A., E. Bjerkholt, and E. Holland. (2017). Teacher Mentoring and the Reflective Practitioner Approach. *International Journal of Mentoring and Coaching in Education*, 6 (3), 210–227.
  - Wallace, M. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.
  - Walsh, Steve, Mann, Steve J. (2015). [Doing reflective practice : a data-led way forward](#). *ELT Journal*, 69 (4), pp. 351-362.
  - Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*, Cambridge: Cambridge University Press.
  - Wenger, E. and Snyder, W. M. (2000). *Communities of Practice: The Organizational Frontier*. Harvard Business Review Jan-Feb.: 139-145.
  - Wragg, E. C. (2011). *An introduction to classroom observations*. London: Routledge.
  - Wright, Tony. (1987). *Roles of Teachers and Learners*. Oxford: Oxford University Press.
  - Zeichner, K. M., & Liston, D.P. (2013). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum
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**E-LING 672****LEXICAL STUDIES**

(Option with E-Ling 662 ELT Practicum & E-Ling 642 Language and Identity & E-Ling 682 Media Discourse Analysis)

**OVERVIEW**

The objective is not only to enrich students' vocabulary but also to familiarize them with the subtle distinctions among apparently similar expressions along with developing the scientific understanding of lexemes and morphemes required for lexemic and morphemic analysis, respectively. Besides focusing on lexicology, another objective of this course is to provide students an in-depth understanding of lexicography which deals with the art of compiling and editing dictionaries.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be:

- equipped with the scientific knowledge of English lexicology;
- able to identify and analyze morphemes;
- able to apply the basic knowledge of lexicology to the study of the vocabulary of their own language;
- trained enough to practically engage in the field of lexicography.

**TOPICS**

- Introduction to lexical Studies
- Lexicology vs. lexicography
- Words vs. lexemes
- Multi-word lexemes (multi-word verbs and idiomatic expressions)
- Morphemes and morphological productivity
- Word-formation processes in English
  - *Derivation,*
  - *Conversion/ zero-derivation*
  - *Back-formation*
  - *Compounding,*
  - *Clipping,*
  - *Blending*
- Lexical/sense relations:
- Semantic field
- Collocation vs. colligation
- Theories of Lexical semantics
- Lexical priming
- Lexicography
- Challenges in compiling monolingual and bilingual dictionaries

- Gaps in bilingual dictionaries
- 

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Carstairs-McCarthy, Andrew. (2002). *An introduction to English morphology: Words and their structure*. Edinburgh University Press.
- Feurtes-Olivera, A.P. (Ed.). (2021). *The Routledge handbook of lexicography*. Routledge.
- Halliday, K.A. M. & Yallop, C. (2007). *Lexicology: A short introduction*. Bloomsbury Publishing.
- Hoey, M. (2005). *Lexical priming: A new theory of language*. Routledge.
- Jackson, H. (2002). *Lexicography: An introduction*. Routledge.
- Jackson, H. & Amvela E. Z. (2021). *An introduction to English lexicology: Words, meaning and vocabulary*. Bloomsbury Publishing.
- Lipka, L. (2002). *English lexicology: Lexical structure, word semantics, and word formation*. Gunter Narr Verlag Tübingen.
- McCarthy, (2002). *English vocabulary in use*. Cambridge University Press.
- Plag, I. (2002). *Word-formation in English*. Cambridge University Press.
- Popescu, F. (2019). *A paradigm of comparative lexicology*. Cambridge Scholars Publishing.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Stubbs, M. (2001). *Words and phrases: Corpus studies of lexical semantics*. Basil Blackwell.
- Web, S. (Ed.), (2019). *The Routledge handbook of vocabulary studies*. Routledge.

## E-LING 682

## MEDIA DISCOURSE ANALYSIS

(Option with E-Ling 642 Language and Identity & E-Ling 662 ELT Practicum & E-Ling 672 Lexical Studies)

## OVERVIEW

This course aims to provide students with an insight into the socio-political influence and the cultural power of the mass media in the contemporary world. Providing a blend of theory and practice, it draws students' attention towards the language of media and the role it plays in the construction of different ideologies. Moreover, the course also aims at familiarizing students with the current research trends in

media linguistics.

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- critically respond to media texts (written and spoken);
- demonstrate an in-depth understanding of the main features of media language, the main types of media text and their functions;
- apply the basic principles of media text analysis while analyzing media discourse;
- conduct research on different aspects of media linguistics

## TOPICS

- Introduction to media linguistics
- A brief history of the mass media
- The mass media in the contemporary world
- Mediation
- Signs and meanings
- Media Literacy: ideological functions of media
- Intertextuality
- Structure and types of media texts
- Analysis of news texts
- Analysis of print and electronic advertisements
- Language of politics (Newspeak and Binary Discourse)
- Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising)
- Language of Documentary
- Media and Globalization
- Deconstruction of media texts

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Books. Bell, A. (1991). *The Language of news media*. Blackwell.
- Curran, J. & Hesmondhalgh, D. (2019). *Mass media and society*. Bloomsbury Academic.
- Edginton, B. & Montgomery, M. (1996). *The Media*. The British Council.
- Fairclough, N. (1995). *Media discourse*. Hodder Arnold.
- Fairclough, N. (2013). *Language and power*. (2<sup>nd</sup> edition). Routledge.

- Fiske, J. (1990). *Introduction to communication studies*. Routledge.
- Fowler, Roger. (1991). *Language in the news: Discourse and ideology in the press*. Routledge.
- Gee, J. P. (2014). *How to do discourse analysis: A toolkit*. (2<sup>nd</sup> edition). Routledge.
- Hauser, S. & Luginbuhl, M. (2012). *Contrastive media analysis: Approaches to linguistic and cultural aspects of mass media communication*. John Benjamins.
- O'Sullivan, T., Dutton, B. & Rayner, P. (1994). *Studying the media: An introduction*. Arnold.
- Pierson, Jo. (2021). Digital platforms as entangled infrastructures: Addressing public values and trust in messaging apps. *Journal of European Communication*, 36(4), 349-361. <https://journals.sagepub.com/doi/full/10.1177/02673231211028374>.
- Taylor, A.P. & Harris, L. J. (2008). *Critical theories of mass media: Then and now*. Mc Graw Hill.
- Tolson, A. (1996). *Mediations, text and discourse in media studies*. Arnold.
- Tomlinson, A. (1990). *Consumption, identity and style marketing: Meanings and the packaging of pleasures*. Routledge.
- Vahid, H. & Esmaeli, S. (2012). The power behind images: Advertisement discourse in focus. *International Journal of Linguistics*, 4(4), 36-51.
- Van Dijk, T. A. (Ed). (1985). *Discourse and communication: New approaches to the analysis of mass media discourse and communication*. De Gruyter.
- Zhang, M. (2014). A critical discourse analysis of political news reports. *Theory and Practice in Language Studies*, 4(11), 2273-2277. <http://www.ojs.academypublisher.com/index.php/tpls/article/view/tpls041122732277/10404>.

## E-LING 662-A

## ISSUES AND RESEARCH IN ELT

(Option with E-Ling 652 Research Projects & E-Ling 672-A World Englishes)

### OVERVIEW

This course will enable students to understand the range of issues and research perspectives in ELT in order to explore their contexts of learning and teaching and to bring about change in their pedagogic practice.

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- demonstrate knowledge and understanding of the practices of language teaching and learning in relation to ELT research and applied linguistics
- demonstrate knowledge and understanding of the practices of language teaching and learning in relation to their own cultural and classroom contexts

- demonstrate knowledge of and ability to critically assess received approaches and innovations in ELT methodology
- develop an awareness of recent developments in ELT methodology; and
- develop an ability to plan research into their own language classrooms in order to enable appropriate change to take place.

## TOPICS

- Introduction to the module
  - Your language classrooms: where are you coming from?
  - Reflective Practice
  - Appropriate methodology
  - Issues and research in ELT
- History of ELT
  - Methods and myths
  - The past (and future) viewed differently
- Recent trends in ELT
  - From TBL to Content and Language Integrated Learning (CLIL)
- English as an International Language
  - Terminological issues
  - Intelligibility and appropriateness
  - Implications for pedagogy
- Issues in ELT
  - Linguistic Imperialism and ELT
- Culture and ELT
  - The contested notion of “culture” in ELT
  - Cultural representations in textbooks
  - Teaching languages for intercultural competence
- Innovation - Changing classrooms
  - Action research
  - Exploratory practice
  - ‘Exploratory action research’
- ‘Critical issues’ in ELT
  - The ‘critical turn’ in ELT
  - Issues for continuing critical discussion

## ASSESSMENT AND EVALUATION

Essay – 20 marks

Portfolio – 50 marks

Final Exam – 30 marks

**RECOMMENDED READING LIST**

- Adams, K. (2001). 'Mind the Gap! Noticing in Real Time' in J. Edge (ed.). *Action Research*. Alexandria, Va.: TESOL, pp. 105-116.
- Anderson, C. (2003). 'Phillipson's children'. *Language and Intercultural Communication* 3/1: 81-95.
- Bailey, K., Curtis, A. and D. Nunan. (2001). *Pursuing Professional Development*. Cambridge, Mass: Newbury House.
- Bax, S. (2003). 'The End of CLT: a context approach to language teaching.' *ELT Journal*, 57/3, pp. 278-287.
- Block, D. and D. Cameron (eds.). (2002). *Globalisation and Language Teaching*. London: Routledge.
- Block, D. (2003). *The Social Turn in Second Language Acquisition*. Edinburgh: EUP.
- Block, D. (2007). *Second Language Identities*. London: Continuum.
- Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum.
- Breen, M. P. (2002). *Learner Contributions to Language Learning: New Directions in Research*. Cambridge: Cambridge University Press.
- Burns, A. (2010). 'What is action research?' in *Doing Action Research in English Language Teaching. A Guide for Practitioners*. New York: Routledge, pp. 1 -22.
- Canagarajah, S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
- Carter, R. and D. Nunan (eds.). (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Clarke, M. (1994). 'The dysfunctions of the theory/practice discourse'. *TESOL Quarterly* 28/1: 9-26.
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- Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters.
- Dudeney, G. (2007). *The Internet and the language classroom*. Cambridge: Cambridge University Press.
- Edge, J and Mann, S. (Eds) (2013). *Innovations in Pre-Service Education and Training for English Language Teachers*. London: British Council. (ISBN 978-0-86355-702-6)
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- Egbert, J. L. and G. M. Petrie. (2005). *CALL Research Perspectives*. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.
- Farrell, T. (2007). 'Reflective Language Teaching' in *Reflective Language Teaching*. London: Continuum, pp. 1-13.
- Freeman, D. and J. C. Richards. (1996). *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press.
- Gieve, S. and I. Miller (eds.). (2006). *Understanding the Language Classroom*. London: Palgrave Macmillan.
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- Guilherme, M. (2002). *Critical Citizens for an Intercultural World*, Clevedon: Multilingual Matters.

- Hall, J. K. (2002). *Teaching and Researching Language and Culture*. Harlow: Longman.
- Holliday, A. (2010). *Intercultural communication and ideology*. London: Sage.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Howatt, A.P.R. with Widdowson, H.G. (2004). *A History of English Language Teaching* (2nd ed.) Oxford: Oxford University Press, pp. 294-325.
- Hughes, S. (2002). *Teaching and Researching Speaking*. Harlow: Longman.
- Hyland, K. (2002). *Teaching and Researching Writing*. Harlow: Longman.
- Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching* (2nd ed.) London: Longman, pp. 161-196.
- Kumaravadevelu, B. (2003). 'Integrating language skills' in *Beyond Methods: Macrostrategies for Language Teaching*. New Haven: Yale University Press, pp 225-239.
- Kumaravadevelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven: Yale University Press.
- Kumaravadevelu, B. (2006). 'Constituents and categories of methods' in *Understanding Language Teaching*. Lawrence Erlbaum, pp. 83-97.
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- Mann, Steve J., Walsh, Steve. (2013). RP or 'RIP': a critical perspective on reflective practice. *Applied Linguistics Review*, 4 (2)
- McCarthy, M. (2001). *Issues in Applied Linguistics*. Cambridge: Cambridge University Press, pp.1-21.
- Norton, B. and K. Toohey (eds.). (2003). *Critical Pedagogies and Language Learning*. Cambridge: Cambridge University Press.
- Pavlenko, A. and A. Blackledge (eds.). (2004) *Negotiation of Identities in Multilingual Contexts*. Clevedon: Multilingual Matters.

- Pennycook, A. (1989). 'The concept of Method, interested knowledge and the politics of language teaching'. *TESOL Quarterly* 23/4: 589-618.
  - Pinter, A. (2006). Chapter 3, 'Learning a second/third language at home and at school' in *Teaching Young Language Learners*. Oxford: Oxford University Press, pp. 27-34.
  - Richards, J. and T. Farrell. (2005). 'Teacher support groups' in *Professional Development for Language Teachers*, Cambridge University Press, pp. 51-67.
  - Richards, J. C. and C. Lockhart. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
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  - Smith, R.C. (2003). 'Pedagogy for autonomy as (becoming-)appropriate methodology, in Palfreyman, D. and Smith, R.C. (eds) *Learner Autonomy across Cultures: Language Education Perspectives*. Basingstoke: Palgrave Macmillan, pp. 129-146.
  - Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
  - Thornbury, S. and D. Slade. (2006). *Conversation: From Description to Pedagogy*. New York: Cambridge University Press.
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  - Tudor, I. (2001). *The Dynamics of the Language Classroom*. Cambridge: Cambridge University Press.
  - Walsh, S. and Mann, S. (2015). Doing Reflective Practice: a Data-led Way Forward. *ELT Journal*, 69 (4), pp. 351-362.
  - Warschauer, M. (2006). *Laptops and Literacy: Learning in the Wireless Classroom*. New York: Teacher College Press.
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**E-LING 672-A****WORLD ENGLISHES**

(Option with E-Ling 652 Research Projects & E-Ling 662-A Issues and Research in ELT)

**OVERVIEW**

It is commonly accepted that there are now many more people who speak English as a second or later language than there are native speakers of it. This means that the great majority of the world's English users are multilinguals. This course will provide an overview and description of a selected number of Englishes, regional, national, functional and international, along with a review of recent trends, debates and the implications of these new developments for the future of English.

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- demonstrate knowledge of the spread and the diverse functions and status of English in the world with particular reference to the Subcontinent
- describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other; and
- demonstrate familiarity with the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

**TOPICS**

- The Spread of English around the World
- A Historical Overview: English Travels to the Subcontinent
- Introduction to World Englishes
- A description of New Englishes
- Global influence and new varieties
- A discussion about concentric circles
- Eurocentric views
- Inner circle's varieties
- Outer circle's varieties
- Expanding circle's varieties
- Jenkins' mutual intelligibility of new varieties
- Future of World Englishes

**ASSESSMENT AND EVALUATION**

Critical Essay: 20 marks

Portfolio: 30 marks

Final Exam - 50 marks

**RECOMMENDED READING LIST**

- Block, D. and Cameron, D. (Eds.) (2002) *Globalization and Language Teaching*. London: Routledge.
- Boltan, K. (2008). English in Asia, Asian Englishes, and the Issue of Proficiency.
- Bruthiaux, P. (2003). Squaring the circles: Issues in modelling English worldwide. *International journal of Applied Linguistics*, 13(2), 159-178.
- Brutt-Griffler, J. (2002). *World English: A study of its Development*. Clevedon: Multilingual Matters Press.
- Cheshire, J. (1991). *English around the World: Sociolinguistic Perspectives*. Cambridge: CUP.
- Coleman, H. (2010). *The English Language in Development*. London: British Council.
- Crystal, D (2003). *English as a Global Language* (2nd edition). Cambridge: Cambridge University Press.
- Crystal, D. (2008) 'Two thousand million?', *English Today*, 24(1): 3–6.
- Gargesh, R. (2006) 'South Asian Englishes', in Kachru, B. B., Kachru, Y., and Nelson, C.L. (eds.) *The Handbook of World Englishes*. Victoria: Blackwell Publishing Ltd.
- Graddol, D. (1997) *The Future of English?*, London: British Council. Online. Available online: [www.britishcouncil.org/learning-research-futureofenglish.htm](http://www.britishcouncil.org/learning-research-futureofenglish.htm). Accessed 17/08/2016.
- Graddol, D. (1997). *The Future of English*. The British Council.
- Graddol, D. (1999) 'The decline of the native speaker', in D. Graddol and U.H. Meinhof (eds) *English in a Changing World*. AILA Review, 13: 57–68.
- Graddol, D. (2006) *English Next*, London: British Council. Online. Retrieved 10 March 2020 from: [www.britishcouncil.org/learning-research-englishnext.htm](http://www.britishcouncil.org/learning-research-englishnext.htm).
- Graddol, D. (2010) *English Next India*. London: British Council. Online. Accessed 17/8/2020.
- Greenbaum, S. (Ed.) (1996). *Comparing English Worldwide: The international corpus of English*. Clarendon: Oxford University Press.
- Groddal, D. (1997). *The future of English*. London: The British Council.
- Hall, C.J. and Wicaksono, R. (2013) *Changing Englishes: An Interactive Course for Teachers*. Online. Available at: [www.yorksj.ac.uk/changing-englishes](http://www.yorksj.ac.uk/changing-englishes).
- Jenkins, J. (2003). *World English: A resource book for students*. London
- Jenkins, J. (2007) *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.
- Jenkins, J. (2009) *World Englishes: A Resource Book for Students*, 2nd edn, London: Routledge.
- Kachru, B.B. (2009) 'Asian Englishes in the Asian age: contexts and challenges', In K. Murata and J. Jenkins (eds) *Global Englishes in Asian Contexts: Current and Future Debates*. London: Palgrave Macmillan.
- Kiesling, S.F. (2006) 'English in Australia and New Zealand', in B.B. Kachru, Y. Kachru and C.L. Nelson (eds) *The Handbook of World Englishes*, Oxford: Blackwell.
- Kirkpatrick, A. (2007) *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge: Cambridge University Press.
- Krauss, M. (1992) 'The world's languages in crisis', *Language*. 68(1): 4–10.

- Lewis, M.P. (2010) *Ethnologue: Languages of the World*, 16th edn, Dallas, TX: SIL International. Online. Retrieved 10 June 2010 from: [www.ethnologue.com/](http://www.ethnologue.com/).
- Mahboob, A. (2002) *No English, No Future: Language Policy in Pakistan*. In S. Obeng & Hartford (eds.) *Political Independence with Linguistic Servitude: The politics about languages in the developing world*. New York: NOVA Science.
- McKay, S. L. (2002). *Teaching English as an international language*. Oxford, UK: Oxford University Press.
- Melchers, G, Shaw, P.and Sundkvist, P. (2019). *World Englishes*. London: Routledge.
- Mesthrie, R. and Bhatt, R. M. (2008). *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press.
- Modiano, M. (2009) 'Inclusive/exclusive? English as a lingua franca in the European Union', *World Englishes*, 28(2): 208–223.
- Phillipson, R.H.L. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Platt, J.T., Weber, H. and Ho, M. L. (1984) *The New Englishes*. London: Routledge and Kegan Paul.
- Schneider, E. W. (2011) *English around the World: An Introduction*. Cambridge: Cambridge University Press.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

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## DEFICIENCY COURSES FOR BS III (NEW INTAKE)

### ENGLIT 311 INTRODUCTION TO LITERATURE I: PLAYS AND POETRY

#### OVERVIEW

This introductory course combines reading a selection of well-known plays, and poems with training in writing academic essays about them. Students are expected to study selected plays and poems from the recommended list below.

#### LEARNING OUTCOMES

By the end of this course, students should be able to:

- read a variety of plays and poems independently and responsively.
- form an initial response about a literary text by previewing it.

- attend to the theme, structure, setting and characterization in a poem or a play as applicable.
- identify and appreciate the basic literary devices used in plays and poetry.
- develop an understanding of the central conflict or theme.
- identify major types of plays and poems

## TOPICS

### Drama:

- |    |                     |                                       |
|----|---------------------|---------------------------------------|
| 5. | Sophocles           | <i>Oedipus Rex</i>                    |
| 6. | Anonymous           | <i>Everyman</i>                       |
| 7. | William Shakespeare | <i>Othello/ Macbeth/Julius Ceaser</i> |
| 8. | Eugene O'Neill      | <i>Ile</i>                            |

**Poetry:** Elements and Forms of Poetry.

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Abrams, M.H. (1985). *A Glossary of Literary Terms*. Rinehart and Winston Int.
- Atkin, Tamara. (2018). *Reading Drama in Tudor England: Drama, Reading And The Invention Of The Literary (Material Readings in Early Modern Culture)*. Taylor and Francis,.
- Barnett, S. (2009). *A Short Guide to Writing about Literature*. Harper Collins.
- Billings, Joshua. (2021). *The Philosophical Stage: Drama and Dialectic in Classical Athens*. Princeton University Press.
- Boulton, M. (2010). *The Anatomy of Poetry (2<sup>nd</sup>ed.)*. Routledge & Kegan Paul.
- Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. Routledge.
- Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*. Harcourt Brace.
- Harris, Joseph. (2020). *The Work of Teaching Writing: Learning from Fiction, Film, and Drama*. Utah State University Press,.
- Jacobus, L.A. (2001). *Literature: An Introduction to Critical Reading*. Prentice Hall.
- Kennedy, X.J. (1994). *An Introduction to Poetry (8<sup>th</sup> Edition)*. Harper Collins.
- Kirsznar & Mandell. (1997). *Literature – Reading, Reacting, Writing*. Harcourt Brace College Publishers.
- Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. W.W. Norton Company.
- Palgrave, F.T. (1996). *Palgrave's Golden Treasury: From Shakespeare to the Present (6<sup>th</sup> Edition)*. Oxford University Press.

- Trimmer, Joseph, F. (2011). *Writing with a Purpose (11<sup>th</sup> Edition)*. Houghton Mifflin Co.

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## E-LING 312 INTRODUCTION TO LINGUISTICS

### OVERVIEW

This introductory course is specifically designed to provide students sufficient exposure to Linguistics, as the scientific study of language, by introducing them to some of the major linguistic schools of thought. Besides introducing students to the linguistic schools of thought, the course also deals with the key concepts in both theoretical and applied linguistics along with a brief introduction to the sub-fields within each.

### LEARNING OUTCOMES

The course will enable students to:

- utilize the background knowledge of the basic concepts of linguistics to understand and appreciate the diversity and scope of this discipline;
- display a clear understanding of the difference between theoretical and applied linguistics;
- apply the knowledge of phonology, morphology, syntax, and semantics in their use of language.
- make an informed choice with regard to specialization in this field in the final year.

### TOPICS

- Significance and scope of Linguistics
- Theoretical vs. Applied Linguistics
- **A brief Introduction to the Core Components in Theoretical Linguistics**
  - Phonology
  - Morphology
  - Syntax
  - Semantics
- **A brief Introduction to the Sub-fields in Applied Linguistics**
  - Psycholinguistics
  - Neurolinguistics
  - Sociolinguistics
  - Pragmatics
  - Stylistics
  - Anthropological Linguistics

- Ecolinguistics
  - Queer Linguistics
  - Corpus Linguistics
  - Computational Linguistics
  - Forensic Linguistics
  - Educational Linguistics & Language Pedagogy
- 
- **Major Linguistic Schools of Thought:**
    - Historicism
    - Structuralism
    - Functionalism
    - Generativism
    - Cognitivism

## ASSESSMENT AND EVALUATION

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

## RECOMMENDED READING LIST

- Aitchison, J. (2010). *Teach yourself linguistics*. McGraw Hill.
  - Bauer, L. (2007). *The linguistics student's handbook*. Edinburgh University Press.
  - Farmer, A.K., Demers, R.A. (2010). *A linguistics workbook: Companion to linguistics*. (6<sup>th</sup> edition). The MIT Press.
  - Finch, G. (2003). *How to study linguistics: A guide to understanding language*. (Second edition). Palgrave Macmillan.
  - Fromkin, V. A., Rodman, R., & Hymas, M. (2002). *An introduction to language*. (7<sup>th</sup> edition). Heinley.
  - Finegan, E. (2004). *Language: Its structure and use*. (4<sup>th</sup> edition). Wadsworth: Thomson.
  - Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction*. Cambridge University Press.
  - Yule, G. (2017). *The study of language*. (6<sup>th</sup> edition). Cambridge University Press
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## ENGLIT 411 INTRODUCTION TO LITERATURE II: FICTION AND ESSAYS

### OVERVIEW

This introductory course combines reading a selection of well-known short stories, novels and essays with training in writing academic essays about them. Students are expected to study selected essays and fiction from the recommended list below.

### LEARNING OUTCOMES

By the end of this course, students should be able to:

- read a variety of short stories, essays and novels independently and responsively.
- form an initial response about a literary text by previewing it, keeping in mind connotation, denotation etc.
- attend to the theme, structure, setting and / or characterization identify and appreciate the basic literary devices used in short stories, novels and essays.
- develop an understanding of the central conflict, theme or argument.
- Identify major types of short stories, novels and essays.

### TOPICS

#### Short Stories: (any 4)

- |                     |  |
|---------------------|--|
| 11. Edgar Allan Poe | <i>The Tell Tale Heart</i>             |
| 12. Nadine Gordimer | <i>Once Upon a Time</i>                |
| 13. Saki            | <i>The Interlopers</i>                 |
| 14. Elizabeth Neal  | <i>Confrontation</i>                   |
| 15. D.H. Lawrence   | <i>The Rocking- Horse Winner</i>       |
| 16. Kate Chopin     | <i>Story of an Hour</i>                |
| 17. Dorothy Parker  | <i>Arrangement in Black and White</i>  |
| 18. James Joyce     | <i>Araby</i>                           |
| 19. James Thurber   | <i>The Secret Life of Walter Mitty</i> |
| 20. Shirley Jackson | <i>The Lottery</i>                     |

#### Novel: (any 2)

- |                      |                              |
|----------------------|------------------------------|
| 7. Swift, Jonathan   | <i>Gulliver's Travels</i>    |
| 8. Harper Lee        | <i>To Kill a Mockingbird</i> |
| 9. George Orwell     | <i>Animal Farm</i>           |
| 10. Kazuo Ishiguro   | <i>Never Let Me Go</i>       |
| 11. Charlotte Bronte | <i>Jane Eyre</i>             |
| 12. J.D. Salinger    | <i>Catcher in the Rye</i>    |

**Non-Fictional Prose: (any 4)**

- |     |                    |   |
|-----|--------------------|---|
| 8.  | Jo Goodwin Parker  | <i>What is Poverty</i>                                    |
| 9.  | Martin Luther King | <i>I Have a Dream</i>                                     |
| 10. | William Kowinski   | <i>Mallaise: How to Know If You Have It</i>               |
| 11. | Virginia Woolf     | <i>The Decay of Essay Writing</i>                         |
| 12. | Martin Gansberg    | <i>Thirty Eight Who Saw Murder Didn't Call the Police</i> |
| 13. | Bharati Mukherjee  | <i>Two Ways to Belong in America</i>                      |
| 14. | Vita Wallace       | <i>Give Children the Vote</i>                             |

**ASSESSMENT AND EVALUATION**

Assessment and evaluation of course participants will be based on a combination of factors that may include class participation, semester assignments, presentations, formative tests, a term project as well as a final examination.

**RECOMMENDED READING LIST**

- Barnett, S. (2009). *A Short Guide to Writing about Literature*. Harper Collins.
  - Calvo, Clara & Weber, J.J. (1998). *The Literature Work Book*. Routledge.
  - Griffith, K. (2011). *Writing Essays About Literature: A Guide and Style Sheet*. Harcourt Brace.
  - Ingle, Stephen. (2020). *Orwell Reconsidered*. Routledge.
  - Jacobus, L.A. (2001). *Literature: An Introduction to Critical Reading*. Prentice Hall.
  - Kennedy, X.J. (2012). *Literature: An Introduction to Fiction, Poetry and Drama (2<sup>nd</sup>ed.)*. Brown and Company.
  - Kirszner & Mandell. (1997). *Literature – Reading, Reacting, Writing*. Harcourt Brace.
  - Knickerbocker, K.L. and Reninger, H.W. (2010). *Preliminaries to Literary Judgment: Interpreting Literature*. Holt, Rinehart and Winston.
  - Mays, Kelly J. (2015). *The Norton Introduction to Literature (Shorter 12<sup>th</sup> Edition)*. W.W. Norton Company.
  - Scholes, R. Klawns, Silverman. M. (eds.). (2006). *Elements of Literature*. Oxford University Press.
  - Trimmer, Joseph, F. (2011). *Writing with a Purpose (11<sup>th</sup>ed.)*. Houghton Mifflin Co.
  - Yanni, Robert D. (2007). *Reading Fiction, Poetry, Drama and the Essay (2<sup>nd</sup>ed.)*. McGraw-Hill.
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## COMPULSORY ENGLISH COURSES FOR BS PROGRAMME

### BS FIRST YEAR SEMESTER I

#### ENG 300.1 ENGLISH I: LANGUAGE IN USE

##### OVERVIEW

The aim of this course is to lay a comprehensive foundation for student success in academic communication at the university level through culturally relevant and critically responsive pedagogy. The technical side of student success lies in being appropriately competent in the basics of language proficiency—reading, writing, oral interaction, grammar and vocabulary.

The course looks to synthesize language proficiency with essential study skills such as critical reasoning, problem-solving, team work, goal setting and time management. Student success however, rests not only on being equipped with technical competence but also on acquiring an enrichment of imagination, nobility of character and a fundamental commitment to serving humanity.

Given the educational diversity in university admissions, vast differences in English language proficiency levels may be expected. The goal therefore would be to facilitate students to make meaningful progress in a differentiated classroom and advance in various domains, from their respective baseline level to the next.

##### LEARNING OUTCOMES

###### Reading skills

Upon successful completion of this course, students will be able to:

- preview or survey a news report, essay or book chapter and capture its general theme or topic in one sentence.
- skim an essay, article or book chapter and gather the central idea and main points presented in the piece.
- scan an essay, article or book section and locate specific information efficiently.
- identify the properties that differentiate expository, descriptive, narrative and persuasive texts from one another.

###### Writing skills

Upon successful completion of this course, students will be able to:

- follow the process model to craft one-paragraph expository and persuasive essays.
- develop short narrative accounts relating a sequence of events.
- summarize an essay, article or book section.

- start their own blog and write short posts.
- write a letter to the editor on a problem of public concern.

### **Oral interaction skills**

Upon successful completion of this course, students will be able to:

- give short speeches on topics of popular or academic interest.
- participate actively in class discussions.
- display a global understanding of short and long pieces of oral communication (interviews, speeches and documentaries).

### **Vocabulary skills**

Upon successful completion of this course, students will be able to:

- enhance their store of words through *prefixes, suffixes, and roots*.
- use word-formation rules (*derivation, conversion, compounding, blending*).
- apply *word-attack skills* through the use of context cues while listening and reading.

### **Grammar skills**

Upon successful completion of this course, students will be able to:

- recognize the concept and types of phrases, clauses and sentences.
- maintain subject-verb agreement in their communication.
- employ the main English tenses correctly.
- recognize and use modal verbs with dexterity.
- master the key uses of English punctuation marks.
- practice the rules of capitalization in writing.

## **METHODOLOGY**

As indicated in the introduction, the instructional approach in English I is inspired by critical pedagogy and culturally relevant teaching. These as well as other approaches to language instruction (such as project-based and task-based learning) are expected to inform key decisions including the choice of texts, teaching methods, assessment practices etc.

The course provides ample freedom to teachers to utilize authentic resources for developing the required skills aligned with the educational vision articulated in the introduction.

## **ASSESSMENT AND EVALUATION**

The nature of this course demands both formative and summative assessment which can be done through portfolio assessment, classroom tests, oral presentations, and assignments in the form of mini projects for active student-engagement. This will be followed by summative assessment in the form of the terminal exam at the end of the semester.

Formative Assessment: 50 marks

Summative Assessment: 50 marks

## BIBLIOGRAPHY

- Aartes, B. (2011). *Oxford modern English grammar*. Oxford University Press.
- Afflerbach, P., & Cho, B. (2009). Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. In S. Israel & G. Duffy (Ed.) *Handbook of reading comprehension research* (pp. 69-90). Lawrence Erlbaum.
- Alicia, J. (2020). *Step by step guide for writing short essays*. Available at: <https://bestessaywritingservice.org/blog/guide-to-write-short-essay/>
- Behrens, L. & Rosen, J. L. (2007). *Writing and reading across the curriculum*. (2<sup>nd</sup> edition). Pearson. Longman.
- Brians, P. (2013). *Common errors in English usage*. (3<sup>rd</sup> edition). William, James and Co.
- Bromberg, M., Liebb, J., & Traiger, A. (2012). *504 Absolutely essential words*. (Barons Educational Series). Simon and Schuster.
- Burt, A. (2002). *The A-Z of correct English*. Oxford University Press.
- Climate Council. (2018). *How to write an effective letter to the editor*. Climate Council. <https://www.climatecouncil.org.au/how-write-effective-letter-editor/>
- Eastwood, J. (2004). *Oxford practice grammar* (New edition with tests and answers). Oxford University Press.
- Jeffrey, R. (2016). *About writing: A guide*. Open Oregon Educational Resources.
- <https://openoregon.pressbooks.pub/aboutwriting/chapter/avoidingplagiarism>.
- Kesselman-Turkel, J. & Peterson, F. (2003). *The vocabulary builder*. The practically painless way to a larger vocabulary. The University of Wisconsin Press.

## BS SECOND YEAR SEMESTER III

### ENG 400.1 ENGLISH II: ACADEMIC READING AND WRITING

#### OVERVIEW

English II builds on the groundwork done in the English I module and extends it in two specific skill areas. Firstly, it seeks to enable students to skillfully read pieces in diverse genres—including texts in English relevant to their respective fields of study. Secondly, it looks to empower students to produce a variety of texts, including the forms of writing practiced in their respective disciplines. As instruments of academic communication, the course also focuses on developing students' grammatical knowledge and vocabulary, relevant to their academic needs.

#### LEARNING OUTCOMES

##### Academic and professional reading skills

Upon successful completion of this course, students will be able to:

- develop speed reading techniques such as space reading, chunking and visualization.
- get rid of obstacles to effective reading such as sub-vocalization, regression and text fixation.

- develop the stamina for reading moderately long texts.
- raise questions that bring out the strength as well as the limitations of the writer's point of view.
- identify properties that differentiate expository, descriptive, narrative and persuasive texts from one another.
- distill key ideas from research articles as well as other multimodal (textual-graphic) academic material pertaining to their field of study effectively and efficiently.

### **Academic and professional writing skills**

Upon successful completion of this course, students will be able to:

- Write letters to the editor on issues of common concern.
- Prepare a CV and a job application letter customized for the target position.
- Produce short and long texts in genres encountered in their field of study. e.g., for zoology students these may include short lab reports; for history students these may include short biographical pieces.
- Develop a blog post entry for their own blog on a topic of their own interest.
- Craft a book review of an item relevant to their interest.

### **Academic vocabulary building**

Upon successful completion of this course, students will be able to:

- master Coxwood's Academic Word List intended for post-secondary academic communication across disciplines.
- use synonyms in their writing effectively.
- differentiate among confusing words including homonyms, homophones and homographs.
- consider collocational restrictions in the use of words.
- appreciate and practice contextually appropriate registers of language and styles of formality.

### **Grammar skills**

Upon successful completion of this course, students will be able to:

- use complex sentence structures.
- apply discourse markers appropriately to combine clauses.
- make use of cohesive devices within and across paragraphs.
- use direct and indirect speech skillfully.
- edit any document containing grammatical inaccuracies.
- differentiate and deploy active and passive voice.
- comprehend and use the different types of conditional clauses properly.

## **METHODOLOGY**

Consistent with English I, the instructional approach in English II is inspired by critical pedagogy and culturally relevant teaching. These as well as other approaches to language instruction (such as project-based learning) are expected to inform key decisions including the choice of texts, teaching methods, assessment practices etc.

The course provides ample freedom to teachers to utilize authentic resources for developing the required skills aligned with the educational vision articulated in the introduction.

## ASSESSMENT AND EVALUATION

The nature of this course demands both formative and summative assessment which can be done through portfolio assessment, classroom tests, oral presentations, and assignments in the form of mini projects for active student engagement. This will be followed by summative assessment in the form of the terminal exam at the end of the semester.

Formative Assessment: 50 marks

Summative Assessment: 50 marks

## BIBLIOGRAPHY

- Glendinning, H. E. & Holmstrom, B. (2008). *Study reading: A course in writing skills for academic purposes*. (2<sup>nd</sup> edition). Cambridge University Press.
- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. Taylor & Francis.
- Hewings, M. (2002). *Advanced grammar in use: A self-study reference and practice book for advanced learners of English*. Cambridge University Press.
- Hintsala, C. (2021). *Learn English vocabulary and how to use them in sentences*. <https://www.udemy.com/course/learn-english-vocabulary-and-how-to-use-them-in-sentences/?referralCode=B77046F555FD20FEC662>
- Maurer, J. (2012). *Focus on grammar: An integrated skills approach*. (5<sup>th</sup> edition). Pearson Education Inc.
- Murphy, R. (2003). *Grammar in use*. Cambridge University Press.
- Skipper, M. (2017). *Advanced Grammar and Vocabulary: Students' Book*. Express Publishing.
- Thonney, T. (2015). *Academic Writing: concepts and connections*. Oxford: Oxford University Press.
- University of Leicester, Student Learning Development (2009). *What is critical reading?* University of Leicester. <https://www2.le.ac.uk/offices/ld/all-resources/study-guidespdfs/writing-skills-pdfs/critical-reading-v1%200.pdf>

## BS THIRD YEAR SEMESTER VI

**ENG 502**

**ENGLISH III: COMMUNICATION SKILLS**

## OVERVIEW

English III is the capstone module that rounds off English I, while complementing English II, with a rigorous attention to oral interaction skills, especially in academic and professional arenas. This course focuses as much on the much-neglected listening skills as it does on public speaking and other interaction skills, such as participation in meetings, decision-making through discussion and decoding body language. In the service of these skills, the vocabulary and grammar of oral interaction will also be covered in this

course. Maintaining a culturally relevant and critically responsive pedagogy, instructors may customize the content and activities in the course with a view to enhancing the life chances of their students, even as they seek to empower students to improve and enrich the world with their contributions.

## **LEARNING OUTCOMES**

### **Listening skills**

Upon successful completion of this course, students will be able to:

- engage prior knowledge in performing listening tasks.
- distill key ideas in a range of cultural, professional and academic genres of oral communication.
- make quick and intelligent inferences while listening to different types of listening material.
- comprehend the salient varieties of standard spoken English, in particular standard British English (the Received Pronunciation) and the General American accent, while also being able to follow Pakistani English.
- perform extensive listening tasks effectively and enjoyably such as viewing documentaries, 'reading' audiobooks and other programs of professional or personal interest.

### **Presentation skills**

Upon successful completion of this course, students will be able to:

- follow the process method to develop informational and persuasive speeches.
- organize and deliver academic and professional presentations.
- use PowerPoint (if and when available) to enrich their presentations.
- demonstrate skillful use of elements of vocal, verbal and visual delivery including voice variation, pauses, gestures, eye communication and other aspects of body language.
- identify and eliminate common problems that impede the effective delivery of presentations.

### **Interaction skills**

Upon successful completion of this course, students will be able to:

- organize, lead and participate in a meeting following an agenda to resolve one or more issues.
- use appropriate expressions to indicate agreement and disagreement with others in a professional setting.
- deploy tactics in meetings and discussions to negotiate issues and resolve conflicts.

### **Vocabulary and grammar skills**

Upon successful completion of this course, students will be able to:

- differentiate spoken and written English in terms of structural complexity, stylistic variation and registers, appropriate to different media.
- use speech-appropriate expressions, phrasal verbs and figures of speech in their presentations and classroom interaction.
- adapt their word choice according to the situation and setting.

## **METHODOLOGY**

Consistent with English I and English II, the instructional approach maintained in English III is inspired by critical pedagogy and culturally relevant teaching. These as well as other approaches to language

instruction (such as task-based approach and project-based learning) are expected to inform key decisions including the choice of teaching material, teaching methods, assessment practices etc. The course provides ample freedom to teachers to utilize authentic resources for developing the required skills aligned with the educational vision articulated in the introduction.

## ASSESSMENT AND EVALUATION

The nature of this course demands both formative and summative assessment which can be done through portfolio assessment, classroom tests, oral presentations, and assignments in the form of mini projects for active student engagement. This will be followed by summative assessment in the form of the terminal exam at the end of the semester.

Formative Assessment: 50 marks

Summative Assessment: 50 marks

## BIBLIOGRAPHY

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