M.A. IN ENGLISH LANGUAGE AND LINGUISTICS

NON-SEMESTER

ELIGIBILITY OF THE COURSE

1. Candidates with a passing minimum of 40 percentage in BA English Major
2. Non-English major students with a score of 50 percentage in English Language paper

DURATION OF THE COURSE Two Years

GENERAL AIMS AND OBJECTIVES:

1. to expose the students to the various aspects of the nature of language, language learning, and relation between language and society and language and psychology.
2. to introduce the students to the theory and practice of English Language Teaching.
3. to equip them with the skills needed to function as teachers, researchers, journalists, reporters etc.
4. to prepare them to face the national higher-level competitive examinations in the area of research, professional competence etc.

Papers to be included: I Year

Paper I: Phonetics and linguistic skills

Paper II: Practical Rhetoric

Paper III: Survey of English Literature and Language –I
(From Chaucer to Pre-Raphaelite
The Behaviourist: Skinner to Bloomfield)

Paper IV: English for Employability

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Papers to be included: **II Year**

- Paper V: Fundamental concepts of Linguistics
- Paper VI: Survey of English Literature and Language – II (From Romantic age to Modern age)
- Paper VII: Modern English Grammar
- Paper VIII: English for Technical Writing

**Paper I: Phonetics and Linguistic Skills**

Aims and objectives:

- to introduce the students to general phonetics
- to improve students’ listening comprehension, spoken English etc.
- to enable them to pronounce correctly

Unit I: Phonetics and Phonology (English)

- Organs of Speech, Systems of Speech
- Articulatory Phonetics & Acoustic Phonetics
- International Phonetic Alphabet / Association
- Phonetic/ Phonemic Transcription

Unit II: Vowels & Consonants

- Cardinal Vowel, Vowel Diagram
Place of articulation: Voiced & Voiceless sounds, Oral & Nasal Sounds
Manner of articulation: Strictures involved

Unit III: Strong and Weak forms, Stress, pitch, tone and intonation
   Strong & Weak Verbs
   Word stress & Sentence Stress
   High pitch & Low pitch
   Rising, falling, Rise fall & Fall rise Intonation Patterns

Unit IV: Linguistics skills (LSRW)
   Micro & Macro skill Training in:
   Listening Speaking
   Reading Writing

Unit V: Presentations and Interpersonal communication
   Monologue,
   Conversation practice in domestic situations
   Conversation practice in social situations
   Conversation practice in official situations

Books for Reference:


**Paper II: Practical Rhetoric**

Aims and objectives:

- To train them in rhetoric of words, sentences and paragraphs.
- To make a review of grammar and modern English usage.
- To familiarize the students with characteristics that mark effective writing.
- To provide adequate information for the preparation of research articles/projects

Unit I: Rhetoric,

Origin, Meaning and Significance
Writer-audience relationship
Different types of writing

Unit II: Rhetoric of words
Growth & Change of Vocabulary
Content & Structure Words
Vocabulary & Diction
Denotation & Connotation

Unit III: Rhetoric of sentences
Simple, Compound & Complex Sentence
Sentence Length & Rhythm
Different types of Rhetorical Sentences
Practice in improving sentences

Unit IV: Rhetoric of Paragraph

- Origin, Meaning and Significance
- Different types of Paragraphs
- Paragraph blocks & Paragraph Patterns
- Practice in Paragraph Writing

Unit V: Writing a Research Paper

- Note-making, Note-taking, Outlining, Summarizing
- Unity, Coherence, Cohesion, Coordination
- Beginning, Middle & End, Documentation & Bibliography

Books for Reference:


Paper III: Survey of English Literature and Language –I

(From Chaucer to Pre-Raphaelite The Behaviourist: Skinner to Bloomfield)

Aims and objectives:
1. to introduce the students to a wide panorama of literature from the age of Chaucer and the beginning of the Romantic age.
2. to train the students to express their opinions on different ideas, movements etc.

Note: The authors prescribed under this paper are not for detailed and in depth study of history of English literature and language studies. The question paper contains 60 objective type of items, 8 questions demanding 40 to 50 words, and 1 essay type of 500 words, following the UGC question paper pattern for JRF / NET exams. Thus this paper simultaneously aims at familiarizing the students with JRF syllabus and examination.

Unit I: Age of Chaucer & Renaissance: (13\textsuperscript{th} to 15\textsuperscript{th} Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit II: Age of Shakespeare and Elizabethan age (16\textsuperscript{th} Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit III: Age of Augustan & Puritan age (17\textsuperscript{th} Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit IV: Age of Dryden & Pre-Raphaelites (17\textsuperscript{th} & 18\textsuperscript{th} Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works
Unit V: Behaviourist Theories in Language Learning

Pavlov’s Classical Conditioning

Skinner’s Operant Conditioning

Thorndike’s Trial & Error

Leonard Bloomfield

Books for Reference:


Paper IV: English for Employability

Aim & objectives:

1. To create awareness among the students about the relevance of English in Employment
2. To train the students in the application of career specific English language skills to enhance their employability
3. To train the students gain independence and confidence in job search and interviews
4. To help them get ready to face various placement processes that use English

Unit 1: Job search, Application: resume, cover letter
   Understanding employable skills requirement, self evaluation
   Preparing your self: hard skills and soft skills
   Looking up job advertisements: News papers, internet based job portals, etc…
   Resume preparation, Cover letter

Unit 2: Verbal Aptitude Test
   Vocabulary
   Sentence conversion and completion, error detection and correction
   Comprehension : cloze activities
Comprehension: critical thinking

Unit 3: Group discussion
Principles of group discussion and body language
Debate exercises, Mixed group discussion
Analytical GD
Problem solving GD

Unit 4: Interview
Principles of interview, body language, kinds of interview questions
Technical and Human Resource (HR) interview
Structured and un-structured interview
Group interview and panel interview

Unit 5: Emotional Intelligence & Interpersonal relation, leadership and team building
Self awareness, Self regulation, Empathy, Motivation, Psychometry
Team dynamics, I/ We, Them/ Us approaches
Judgment, decision making, Types of leaders
Communication in team building

Books for reference:


Paper V: Fundamentals of Linguistics

Aims and Objectives:

1. to introduce the students to concepts regarding Language and Linguistics.
2. to introduce the students to the major approaches regarding the nature of Language.
3. to introduce them to the main tenets of major linguistic schools.

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4. to introduce the students to the social and cultural functions of language
5. to train them in applying the theoretical ideas to practical situations
6. to train them in conducting field surveys and presenting reports

UNIT I: Linguistics:

Meaning, scope and their types

Human and Animal Communication; Language, thought and culture;
Types of languages, origin, functions and features of language

UNIT II: Sociolinguistics

Language and personality domains; language and context; forms of address,
code-switching, diglossia, language and ethnic group difference;
language and gender difference; linguistic change & social change.

UNIT III: Language Planning:

problems of multi lingual societies,
language and national identity, bi-multi-lingualism,
linguistic map of India, Minority and majority
languages and language in education.

UNIT IV: Approaches to Language:

Nature of Language Acquisition., Language and society;
Language & culture, languages in contact.
Traditional Approach, Structural approach, Transformational Grammar;

UNIT V: Applied Linguistics:

Psycholinguistics, Computational linguistics
Neurolinguistics, English language Teaching

Contrastive & Error Analysis

Books for Reference:


Paper VI: Survey of English Literature and Language –II

(From The Romantic age to Modern age The Cognivist: Ferdinand De Saussure to Chomsky)

Aims and objectives:

1. to introduce the students to a wide panorama of literature from the Romantic age to the Modern age.
2. to train the students to express their opinions on different ideas, movements etc.
Note: The authors prescribed under this paper are not for detailed and in depth study of history of English literature and language studies. The question paper contains 60 objective type of items, 8 questions demanding 40 to 50 words, and 1 essay type of 500 words, following the UGC question paper pattern for JRF / NET exams. Thus this paper simultaneously aims at familiarizing the students with JRF syllabus and examination.

Course objectives:

Unit 1: The Age of Romanticism

The socio-historical background
Major literary forms
Major writers
Major characteristics and works

Unit 2: The Age of Victorian

The socio-historical background
Major literary forms
Major writers
Major characteristics and works

Unit 3: The Modern and Twentieth Century Literature

The socio-historical background
Major literary forms
Major writers
Major characteristics and works

Unit 4: Cognitivist theories in Language Learning- Ferdinand De Saussure

Semiotics, Whorf-Sapir- Linguistic-relativity hypothesis
Structuralism and language teaching
Structuralism and literary criticism

Unit 5: Cognitivist theories in Language Learning-Noam Chomsky

Language Acquisition Device (LAD) theory

Transformative-generative grammar

Stephen Krashen- Language acquisition theory

M.A.K. Halliday- Systemic Functional Grammar

Books for Reference:


Paper VII: Modern English Grammar

Aims and Objectives:

1. to give a coverage of grammar.
2. to inform about English usage in major areas.

UNIT I Noun Phrase:

Types, structure and functions

Article features, adjectives, prepositions

Pre and post modifiers, dangling modifiers
UNIT II : Verb Phrase:

Types structure and functions

Tense, auxiliaries,

Predicates, adverbs, aspects

Passives, modals and anomalous finites

UNIT III: Clauses:

Types structure and functions.

Noun clauses, Adjectival clause

Adverbial clause

UNIT IV: Sentences:

Seven basic sentence patterns

Infinitive and participle constructions,

Adjunct, Conjunct and Disjunct

UNIT V : Sentence Types:

Simple, complex and Compound sentences

Periodic, Cumulative sentences

Books for Reference:

Aim & objectives:

1. To strengthen the writing skills of the students as transferable skills so as to improve their employability.
2. To improve students’ ability to use English writing for specific purposes
3. To develop students’ ability to write error free content in English for professional purposes

Unit 1: Business Writing
   Reading comprehension, business vocabulary
   Business Letters, memos,
   Circular, notices, Agenda, minutes
   Emails, Business jargons

Unit 2: Report writing
   Critical reading comprehension
   Summary and précis writing
   Note making, Press reports
   Research report

Unit 3: Content development
   E- Content Writing
   Web advertisements
   Actual, Virtual, Actual
   Story Boarding, Power point slides

Unit 4: Process and operations: expository
   Definition writing
   Description, Explanation, Illustration
   Essay writing,
   Editing and Proof reading

Unit 5: Brochure, manual preparation and advertisements
   Principles of advertisement
   Brochure, Manual
   Commercial ads
   Social ads

Paper VIII: English for Technical Writing


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Books for Reference:


**QUESTION PAPER PATTERN**

Time: 3 hrs. Max marks: 100

**Section A: 5X 20=100 marks**

I. Answer the questions given below:

Two alternative questions from each unit (five units) and on the whole ten questions may be asked.

Answer the questions from 1 to 5 choosing either (a) or (b).

1. (a) or (b)
2. (a) or (b)
3. (a) or (b)
4. (a) or (b)
5. (a) or (b)

Same question paper pattern may be followed for all the eight papers.
ELIGIBILITY OF THE COURSE  A Pass in BA English

DURATION OF THE COURSE  One Year

Aim & objectives:

1. to introduce the students to the fundamentals in English Language Teaching.
2. to introduce them to the theories of first and second Language Learning.
3. to introduce them to the prevailing methods of teaching and assessment
4. to familiarize them with principles of course designing, testing and evaluation.
5. to train them to prepare and use instructional material for classroom teaching.
6. to use educational technology for classroom teaching.
7. to acquaint the students with the general concepts of curriculum and syllabus
8. to introduce them to different types of syllabi and their analysis.
9. to introduce the students to the basic principles of testing

Paper I: ELT: **History and Principles:**

Language teaching - 20\textsuperscript{th} century trends.

Special authors for study (Henry Sweet, Palmer, Hornby, West, Widdowson).

Language learning theories: behaviourism, cognitive approach, natural approach and their educational implication.

English Teaching in India
Methods and Approaches:
Structural –oral- situational,
Humanistic and Modern approaches

Paper II: ELT: English Curriculum and Syllabus
English syllabuses-a review
Present objectives of teaching English in India
Different Types of courses

Purpose & types of testing, production & administration of a test; Assessing performances and interpretation of result and
Revision for standardizing test.
Describing language skills;
Techniques for the testing of language skills.
Question banks internal & external assessment,

Paper IV: Teaching Techniques
Teaching aids and Educational technology
Blackboard, Pictures, Realia,
Overhead Projector, Tape Recorder Television,
Video, Audio-visual, Language Laboratory,

Books for Reference:

QUESTION PAPER PATTERN

Time: 3 hrs. Max marks: 100

Section A: 5X 20 = 100 marks

I. Answer the questions given below:

Two alternative questions from each unit (five units) and on the whole ten questions may be asked. Answer the questions from 1 to 5 choosing either (a) or (b).

1. (a) or (b)

2. (a) or (b)

3. (a) or (b)

4. (a) or (b)

5. (a) or (b)

Same question paper pattern may be followed for all the FOUR papers.