

Item No. 4

Approval for the syllabus of MA English 2 year annual system of examination 2016 onwards

Syllabus for MA English Annual System of Examination (2016 onwards)

M.A Part-I

Paper-1	Introduction to Language & Linguistics
Paper-2	Phonetics and Phonology
Paper-3	Pedagogical Grammar
Paper-4	TEFL
Paper-5	History of English Literature

M.A Part-II

Paper-1	Poetry
Paper-2	Drama
Paper-3	Novel
Paper-4	Prose
Paper-5	Stylistics
Paper-6	a) Essay (50 marks)
	b) Viva Voce (50 marks)

Year wise detail of Courses

Paper-1: Introduction to Language & Linguistics

Objectives

- i. Introduction to language and its characteristics
- ii. Introduction to Basic Concepts in Linguistics.
- iii. Introduction to Socio, Psycho and Neuro- Linguistics

Course Outlines

- i. Language & its different Characteristics
- ii. The scientific nature of linguistics
- iii. Ferdinand de Saussure's Theory of Language: Language as a sign system; Differential relation Theory, Structure of language; Synchronic and Diachronic Description of Language; Syntagmatic and Paradigmatic Relation
- iv. Morpheme and Morphology; What is a Morpheme? Types of Morpheme: Affixes; Inflection and Derivational Morphemes; Compounding, Word Formation
- v. Syntax: Traditional Grammar; Chomsky's Finite State Grammar, Phrase Structure Grammar, Generative Grammar
- vi. Semantics: Introduction to Basic Concepts of Semantics ;Lexical Semantics (Polysemy, Synonymy etc.); Sentence and Utterance Semantics; Interpersonal Semantics; Speech Act Semantics.
- vii. Neurolinguistics: Language and Brain; the Concepts of Lateralization and Localization.

- viii Psycholinguistics: 1st and 2nd Language Acquisition; Theory of Innateness, Behaviourism Language Universals; Krashen's Hypotheses of 2nd Language Acquisition.
- ix. Sociolinguistics: Linguistics Competence and Communicative Competence. Concepts as Speech Community; Standard and Dialect Varieties; language Variation; Code Switching; Language and Domain.

Recommended Readings:

- Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
- Akmajian, A., Demers, R.A., Farmer, A.K. & Harnish, R.M. (2001). *Linguistics: An Introduction to Language and Communication*. (Fourth edition). Massachusetts: MIT.
- Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
- Farmer, A.K. & Demers, R.A. (2005). *A Linguistics Workbook*. M.I.T Press.
- Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
- Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.
- Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.
- Radford, A., Atkinson, M., Briatani, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.
- Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
- Yule, G. (2006). *The Study of Language*. C.U.P.

Paper-II: Phonetics and Phonology

Aims & Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology

- Introduction to Phonetics & Phonology
- Branches of Phonetics
- Difference between Phonetics and Phonology

2. Stages in the production of speech

- Speech organs
- Manner of articulation
- Place of Articulation

3. Segmental Phonology

i. Phonemes and allophones

- Consonants
- Vowels
- Diphthongs and triphthongs

ii. Syllable and syllabic structure

- Consonant clusters
- Word stress: nouns, verbs, and adjectives

4. Suprasegmental Phonology

i. Sounds in connected speech

- Weak forms
- Assimilation, elision and liaison
- Intonation

ii. Sentence stress and intonation

5. Contrastive Phonology

- Teaching of pronunciation

6. Phonological Rules

7. Phonetic & Phonemic Transcription

Recommended Readings:

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
2. Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
3. Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
4. Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
5. Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
6. Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
7. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
8. Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
9. Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
10. Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
11. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

Paper- III: Pedagogical Grammar

Course Contents:

Objectives

- . To familiarize and enable students to learn and teach basic concepts of Grammar of modern English and acquaint them with functional English.

Course Outlines:

- i. Nouns and Nouns phrases.
- ii. Verb and Verb phrases. (Tense, Aspect, Modality and their Uses)
- iii. Adverb and adverbial phrases
- iv. Adjective and adjectival phrases.
- v. Sentence Analysis at Clause / Discourse Level
- vi. Direct / Indirect Speech at Sentence / Discourse Level
- vii. Voice (Active and Passive) Reasons for Passivization
- viii. Pakistani English Usage and Identification of Errors
- ix. Coordination, Subordination, Conjunctions.
- x. Grammatical Functions of Subjects, Objects, Complements, etc.
- xi. Cohesion (Cohesive Devices; Signposting) and Coherence

- xii. Semantic Roles; Agent, Patient, Theme, Instruments, Locatives
- xiii. Simple, compound, complex and compound complex sentences
- xiv. Verbal (Infinitives and Gerunds) and their Functions
- xv. Punctuation
- xvi. Conditional Sentences; Structure and Meaning

Recommended Readings:

- Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
- Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and Heinle.
- Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.
- Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Jespersen, O. (2003). *Essentials of English Grammar: 25th impression, 1987*. Routledge.
- Leech, G. (1988). *Meaning and the English Verb*. London: Longman.
- Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.
- McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.
- Odlin, T. (Ed.), (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.
- Swan, M. (2005). *Practical English usage*. Oxford Univ. Press.
- Thomson, A. J., Martinet, A. V., & Draycott, E. (1986). *A practical English grammar*.

Paper IV: TEFL

Objectives

- To enable students explain key concepts involved in teaching language skills,
- To enable them devise and use activities to teach different language skills, and integrate multiple language skills in a single lesson.
- To enable students describe chief characteristics of important approaches and methods of teaching second and foreign languages,
- To enable students acquire the latest knowledge and practical skills for the teaching of English as a Foreign/Second language at all levels
- To enable students plan and construct tests for testing different language skills, and interpret test scores.

Teaching Listening

- What is listening?, Purposes, listening comprehension process (sensory memory---short term memory---long term memory), transactional and interactional listening, listening processes (bottom-up, top-down, interactive), listening strategies (prediction, listening for main idea, details, inference, guessing meaning from context, listening and note-taking, etc.), intensive and extensive listening, listening problems, activities for teaching listening (pre, during, and post listening activities)

Teaching Speaking

- What is speaking?, Purposes, what is involved in speaking (communicative competence)?, teaching pronunciation (segmental and suprasegmental features of conversation (turn taking, back channeling, pausing, etc.), speaking problems, criteria for selecting speaking activities (fluency vs. accuracy, open-ended vs. close-ended, etc.), activities for teaching speaking (Role play, dialogue, discussion, speech (prepared and impromptu), presentation, summarizing, etc.)

Teaching Reading

- What is reading?, purposes, reading comprehension process, reading processes (bottom-up, top-down, interactive), reading strategies (prediction, reading for main idea, details, inferencing, guessing meaning from context, summarizing, graphic organizers, etc.), intensive and extensive reading, fluency reading, reading problems, reading and vocabulary, activities for teaching reading (pre, during, and post reading activities)

Teaching Writing

- What is writing?, Purposes, difference between speech and writing, the process of writing, organization of paragraph/essay, writing different types of paragraphs, characteristics of a good piece of writing (unity, cohesion, coherence, etc.), types of writing (descriptive, narrative, expository) and their characteristics, Communicative writing and its features, writing problems, activities for teaching writing (controlled, guided, and free writing activities), writing and error correction

Teaching Methods

- Various aspects (theoretical underpinnings, principles, activities, merits, and demerits) of approaches and methods in teaching Second/Foreign languages, such as Grammar-Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching, Situational Language Teaching etc.

Testing and Assessment

- Testing vs. Assessment, Types (Formative, Summative, Diagnostic, Proficiency, Achievement, etc.) and purposes of tests, Criteria for test usefulness (Reliability, Validity, Practicality, Interactiveness, Authenticity, and Impact), types of score interpretation (norm-referenced and criterion-referenced), constructing objective and subjective tests, types of scoring

Classroom Organization(Pair work, Group work and Related Problems)

Teaching Aids

- How to Use Audio-Visual Aids in Teaching of English as a Second/Foreign Language

Lesson Planning

Recommended Books

Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.

- Bachman, L., & Palmer, A. (1996). *Language testing in practice*. New York: Oxford University Press.
- Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes*. Cambridge: CUP.
- Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: CUP.
- Brumfit, J. C. (1985). *Language and Literature Teaching: From Practice to Principle*. Pergamon Press
- Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
- Carter, R. & McCarthy, R. (1997). *Exploring Spoken English*. Cambridge: CUP.
- Celce-Murcia, M. (Ed.). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
- Grabe, W. & Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
- Harmer, J. (2003). *Practice of English Language Teaching*. London: Longman.
- Harmer, J. (1998). *How to Teach English*. London: Longman.
- Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
- Hughes, R. (2002). *Teaching and Researching Speaking: Applied Linguistics in Action*. Harlow: Longman.
- Miller, M. D., Linn, R., & Gronlund, N. (2009). *Measurement and evaluation in teaching*. (Tenth Edition). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (Second edition). London: Heinemann.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second edition). Cambridge: CUP.
- Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. *Forum*. Vol: xxv, No: 4, 47-55.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.
- Wallace, C. (1992). *Reading*. Oxford: OUP.
- White, R. & Arndt, V. (1991). *Process Writing*. London: Longman.

Paper-V

History of English Literature

Objectives

To enable the students to know about the important developments in the history of English Literature

Course Outlines:

- Anglo Saxon Period.
- Anglo Norman Period
- Renaissance Age
- Restoration Period
- Metaphysical Poetry
- Romantic Age
- Victorian Age
- Neo-Classical Age
- Feminism
- Modernism
- Post colonialism
- Postmodernism

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benveniste, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Compton-Rickett, A. *A History of English Literature*. Thomas-Nelson & Sales, 1940 (latest edition).
5. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
6. Dachies, David. (1961). *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition).
7. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
8. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
9. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
10. Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin.
11. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
12. Mulik, B.R. *A critical History of English Literature*. NKM. Lahore.
13. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
14. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

Part-II

Paper-I: Poetry

Course Contents:

1. Chaucer: *Prologue to the Canterbury Tales*
2. Milton: *Paradise Lost Book I & IX.*
3. John Donne: *Love & Divine Poems*
4. Alexander Pope: *Rape of the Lock*
5. John Keats: *Famous Odes*
6. William Wordsworth: *Prelude Book I & II*
7. T.S. Eliot: *The Love Song of J. Alfred Prufrock and Hollow men*

Note: A compulsory question with reference to the context will be included.

Paper-II: Drama

Course Contents:

- Sophocles: *Oedipus Rex*
- Christopher Marlowe: *Dr Faustus*
- Shakespeare: *Twelfth Night / Hamlet*
- Samuel Beckett: *Waiting for Godot*
- G. B. Shaw: *Arms and the Man*

Note: A compulsory question with reference to the context will be included.

Paper-III: Novel

Course Contents:

1. Henry Fielding : *Joseph Andrews*
2. Jane Austen: *Pride and Prejudice*
3. Mohsin Hamid: *The Reluctant Fundamentalist*
4. Emily Bronte: *Wuthering Heights*
5. William Golding: *Lord of the Flies*
6. Thomas Hardy: *Tess of D'urbervilles*
7. E. M. Foster: *A Passage to India*

Paper-IV: Prose

Course Contents:

1. Francis Bacon: *Bacon's Essays*
2. Jonathan Swift: *Gulliver's Travels*
3. Charles Lamb: *Essays of Elia*
4. Aldous Huxley: *Adonais and the Alphabet*
5. Bertrand Russell: *Essays of Unhappiness*
6. Lytton Strachey: *Eminent Victorians*

Note: A compulsory question with reference to the context will be included.

Paper-V: Stylistics

Course Contents:

- Linguistic Criticism
- Literary Language and Literariness
- Stylistics as a bridge between Linguistics and Literary Criticism
Literature as a foregrounded language, Parallelism and Principle of Equivalence Along the Axes of Combination and Similarity. Scheme as Foregrounded Repetition, of Expression, Measure as a Concept of Meter., Tropes as Foregrounded irregularities of Contents, Distinction Between Standard Language and Poetic Language, Distinguishing Features Literary Language; Type of Deviation.
- Text and Meaning. Where do the meaning lie? Text or Reader?
- Is the Concept of Foregrounding Specific to Literature? Foregrounding and Other Discourses i.e. Advertisement, Newspaper,
- Discourses Analysis
- Stylistics and Analysis of Short Stories and Poems
- Figurative Language; Metaphor, Metonymy, Irony, etc.
- Stylistics and the Teaching of English

Recommended Books

- Chapman, R. (1975). *Linguistics and Literature*. Champman.
- Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*. Routledge.
- Crystal, D. and Davy, D. (1969). *Investigating English Style*. Indiana University Press.
- Leech, G. (2002). *A Linguistic Guide to English Poetry*. Longman.
- Widdowson, H.G. (1992). *Practical Stylistic: An Approach to poetry*. OUP.
- Widdowson, H.G. (1976). *Stylistics & the teaching of English Literature* OUP.

Paper-V:

- Essay (50 marks)
- Viva Voce (50 marks)

Note: Choice of essays will be given from the course contents including both the Linguistics and Literature Components.