

CURRICULUM OF MPhil in English

Approved by the Board of Studies (Department of English) in its 7th meeting held on May 30, 2016



Scheme of Studies & Course Outlines
Revised according to HEC Curriculum (Revised 2012)

DEPARTMENT OF ENGLISH
FACULTY OF ARTS AND HUMANITIES
ABDUL WALI KHAN UNIVERSITY MARDAN

Email: english@awkum.edu.pk

**SCHEME OF STUDIES
FOR MS/M.PHIL IN ENGLISH LINGUISTICS AND LITERATURE**

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

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

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

Semester – I		Semester – II		Semester III & IV
<i>Title</i>	<i>CrHrs</i>	<i>Title</i>	<i>CrHrs</i>	Thesis Writing (20,000 – 25,000 Words)
Research Skills and Methodology	03	Theories of Language	03	
Discourse Analysis	03	Literary Theories	03	

b. ELECTIVE COURSES FOR MS/MPhil

	Semester – I *	Semester – II *	Semester III & IV
GROUP A (LINGUISTICS)	1. Approaches to Foreign/Second Language learning 2. Language in Education 3. Semantics and Pragmatics 4. Translation Studies 5. Sociolinguistics 6. Genre Studies 7. Phonetics & Phonology 8. Critical Discourse Analysis	1. Bilingualism 2. ESP 3. Language & Gender 4. Language, Culture & Identity 5. World Englishes 6. Corpus Linguistics 7. English Language Teaching- Research 8. Cross Cultural Communication	Thesis Writing (20,000 – 25,000 Words)

GROUP B (LITERATURE)	1.Shakespeare Studies	1.Contemporary Poetry	
	2.Romantic Aesthetics	2.Modern Fiction	
	3.American Literature – I (Novel & Short Story)	3.Modern Drama	
	4.Pakistani Literature in English	4.American Literature – II (Drama & Poetry)	
	5. Post Structuralism and Deconstruction	5.World Literature in Translation	
	6.Modern Critical Trends and Theories	6.Postcolonial Studies	

* = Each Subject has 03 Credit Hour

DETAIL OF CORE COURSES

SEMESTER I

RESEARCH SKILLS AND METHODOLOGY

Aims

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

- be familiar with selected research techniques and approaches within the qualitative research paradigm;
- develop understanding and skills of using appropriate tools for collecting data
- develop an understanding of ways of analyzing and reporting qualitative data
- use QSR for analysis of data; and
- understand and use ethical issues at all stages of the research process.
- Be familiar with selected research techniques and approaches within the quantitative research paradigm;
- Develop an understanding of basic concepts underlying the use of statistics;
- Develop an understanding of ways of constructing, analyzing and reporting quantitative data;
- Use SPSS for analysis of data; and
- Understand and use ethical issues at all stages of the research process.

Contents

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

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

Experimental Design

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

Sampling and Survey Design

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

Introduction to Statistics and SPSS

- Descriptive Statistics
- Inferential Statistics

Quantitative Analysis with Descriptive Statistics

- Kinds of variables and levels of measurement
- Different techniques of presenting quantitative data
- Data summary measures
- Frequency Distribution
- Measures of Central Tendency and Dispersion
- Measures of Normality
- Percentages/proportions
- Index/rate

Quantitative Analysis with Measures of Association

- Relationships

- Nature
- Direction
- Analysis

- Measures of Association

- Correlation
- Scatter plots

- Quantitative Analysis with Descriptive Statistics, How to interpret Group differences?

- T-test
- Analysis of Variance (ANOVA) for Group Comparison
- Predictions about Relationships in the Real World

- Regression Analysis
 - Simple Linear Regression
 - Multiple regressions

Recommended Reading

- Bogdan, R. C., Biklen, S. K.(1998). Chapter 1: Foundations of Qualitative Research in Education. *Qualitative Research for Education: An Introduction to Theory and Methods*(3rd. ed.). New York: Allyn and Bacon
- Caelli, K., Ray, L., & Mill, J. (2003).Clear as Mud: Towards Greater Clarity in Qualitative Research. *International Journal of Qualitative Methods*. 2:2.Retrieved 5August 2004 from www.ualberta.ca/ijqm/backissues/pdf/caellietal.pdf
- Cohen, L.; Manion, L. and Morrison, K. (2000).*Research methods in education*. (5thed). London: Routledge.
- Creswell, J.W. (2002). Research design: Qualitative, Quantitative, andMixed Methods Approaches. London: Sage Publication
- Darlington, Y. & Scott, D. (2002). Qualitative Research in Practice: Stories from the Field. Philadelphia: Open University
- Denzin, N.K.& Lincoln, Y.S.(2005). *The Handbook of QualitativeResearch*. (3rded).Sage.
- Fielding. N. G. & Lee, R. M.(1998). *Computer Analysis and Qualitative Research*. London: Sage.
- Glesne, C. (1999). *Becoming Qualitative Researchers: An Introduction*. New York: Longman.
- Hart, C. (1998). Chapter 1.*Doing a Literature Review*. London: Sage.
- Holliday, A. (2002). Doing and Writing Qualitative Research. London: Sage.
- Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: Sage.
- Lincoln, Y. L. and Guba, E. G. (1985). *Naturalistic Inquiry*. London: Sage.
- Mason, J.(2002). *Qualitative Researching*. Thousand Oaks, CA: Sage.
- Maxwell, J.A. (2005). *Qualitative Research Design: An Interactive Approach*. (2nd ed). Thousand Oaks, CA: Sage.
- Miles, M.B. and Huberman, M. A. (1994).*Qualitative Data Analysis: An Expanded Sourcebook*. London: Sage.
- Sandelowski, M. &Barraso, J.(2002).Reading Qualitative Studies. *International Journal of Qualitative Methods*. 1:1. Retrieved 10 August2004 from<http://www.ualberta.ca/~ijqm/>
- Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools*. London: Falmer.
- Smith, R.L. (1997). Implementing Qualitative Research in Pakistan. In M. Cross ley& G. Vulliamy (eds.) *Qualitative Educational Research in Developing Countries: Current Perspectives*. New York: Garland Publishing.
- Strauss, A. & Corbin, J. (1998). Basics ofQualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks, CA: Sage. Action Research
- Day, C., Elliot, J., Somekh, B.& Winter, R. (eds) (2002). *Theory and Practice in Action research*. Oxford: Symposium Books.
- Smith, L. M. (2004).Yesterday, Today, Tomorrow: Reflections on Action Research and Qualitative Inquiry. *Educational Action Research*.12:2.175-195.

- Case Study
- Merriam, S. (1998). Chapter 2: Case Studies as Qualitative Research. *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers. Ethnography
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles and Practices*. London: Routledge. Narrative Inquiry
- D. Jean Clandinin and F. Michael Connelly. *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco: Jossey-Bass Publishers, 2000.
- Abelson, R. P. (1995). *Statistics as Principled Argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Gorard, S. (2001). *Quantitative Methods in Educational Research*. London: Continuum.
- Field, A. and Graham Hole. (2003). *How to Design and Report Experiments*. Sage.
- Blaikie, N. (2003). *Analysing Quantitative Data: From Description to Explanation*. Thousand Oaks, CA: Sage.
- Byrne, D. (2003). *Interpreting Quantitative data*. Thousand Oaks, CA: Sage.
- Black, T. R. (1999). *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics*. London, UK: Sage.
- Edwards, A. L. (1984). *An Introduction to Linear Regression and Correlation*. 2nd ed. New York: Freeman.
- Edwards, A. L. (1985). *Multiple Regression and the Analysis of Variance and Covariance*. 2nd ed. New York: Freeman.
- Field, A. and Graham, H. (2003) *How to Design and Report Experiments*. Sage. pp.172-231.
- Fink, A. (2002). *How to Analyze Survey Data*. Sage.
- Glass, G. V, & Hopkins, K. D. (1996). *Statistical Methods in Education and Psychology*. 3rd ed. Needham Heights, MA: Allyn and Bacon.
- Grimm, L. G. & Yarnold, P. R. (1995). *Reading and Understanding Multivariate Statistics*. Washington DC: American Psychological Association.
- Hatch & Lazarson (1991). *Quantitative Research Design for Applied Linguistics*.
- Huck, S. W. (2004). *Reading Statistics and Research*. 4th ed. Boston, MA: Allyn and Bacon.
- Keppel, G. (1982). *Design and Analysis: A Researcher's Handbook*. 2nd ed. Englewood Cliffs NJ: Prentice-Hall.
- Kerlinger, F. N. (1979). *Behavioral Research: A Conceptual Approach*. Fort Worth TX: Holt, Rinehart and Winston.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage.
- Norusis, M. J. (2004). *SPSS 12.0 Guide to Data Analysis*. Upper Saddle River, NJ: Prentice Hall.
- Pedhazur, E.J., & Schmelkin, L.P. (1991). *Measurement, Design, and Analysis: An Integrated Approach*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Phillips, D.C. (1992). *The Social Scientist's Bestiary*. Oxford UK: Pergamon.
- Salkind, N.L. (2004). *Statistics for People Who (think they) Hate Statistics*. London: Sage.
- Snijders, T. & Bosker, R. (2002). *Multilevel Analysis: An introduction to Basic and Advanced Multilevel Modelling*. Sage.
- Tabachnick, B. G. & Fidell, L. S. (2001). *Using Multivariate Statistics*. 4th ed. New York:

HarperCollins.

- Wright, D.B. (1997). *Understanding Statistics: An Introduction for the Social Sciences*. London: Sage.

DISCOURSE ANALYSIS

Aims

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

Contents

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

Recommended Reading

- Jan Blommaert (2005) Discourse
- Brown & George Yule (2007) Discourse analysis
- Paul Gee (2014) How to do discourse analysis toolkit
- Van Dijk (2008). Discourse and power

SEMESTER II

LITERARY THEORIES

This course will introduce the learners to the field of literary theory, a central component of contemporary studies in English and world literature. As you progress through this course, you will gain knowledge of the various premises and methods available to you as a critical reader of literature. You will identify and engage with key questions that have animated - and continue to animate - theoretical discussions among literary scholars and critics, including issues pertaining to ideology, cultural value, the patriarchal and colonial biases of Western culture and literature, and more. The structure of this course is historically based, arranged as a genealogy of theoretical paradigms, beginning in the early 20th century - when literary theory first developed as a formal discipline - and following the evolution of literary theory into the present day.

Course Contents:

- What is Literary Theory?
 - The Rise of Critical Theory in the 20th Century
 - Theory before ‘theory’ – liberal humanism
 - Form, Structure, and Signs
 - Formalism
 - Structuralism
 - Post-structuralism and deconstruction
 - Postmodernism
 - Psychoanalytical criticism
 - Feministic criticism
 - Marxist criticism
 - New historicism and cultural materialism
 - Post-colonial criticism
 - Nematology
 - Eco criticism
 - Semiotics
- Reference books
- ‘Beginning Theory’, an introduction to literary and cultural theory by Peter Barry.
 - *Literary Theory: A Very Short Introduction* Jonathan Culler. *Oxford University Press, 1997*
 - *Literary Theory: The Basics* Hans Bertens. *Routledge, 2001*
 - *Contemporary Literary Theory* G. Douglas Atkins; Laura Morrow. *University of Massachusetts Press, 1989*
 - *Literary Theory and the Claims of History: Postmodernism, Objectivity, Multicultural Politics* Satya P. Mohanty. *Cornell University Press, 1997*
 - *Interpretation, Deconstruction, and Ideology: An Introduction to Some Current Issues in Literary Theory* Christopher Butler. *Clarendon Press, 1984*
 - *Key Concepts in Literary Theory* Julian Wolfreys; Ruth Robbins; Kenneth Womack. *Edinburgh University Press, 2006*

THEORIES OF LANGUAGE

Aims

This course provides an overview of the developments in the studies of language. The scholars are supposed to gain an idea of variety and competing positions in linguistics which add to diversity of opinion and flexibility to this field. They will also understand the emergence of modern linguistics and contribution of the great linguists across the world to its development.

Contents

- Earlier Studies of language before 19th Century
- Emergence of modern linguistics
- Schools of linguistics and their theoretical position: British linguistics (e.g. London School), American Linguistics, European Linguistics (Copenhagen School, Prague School, Russian linguists)
- Key Linguists: Chomsky, Saussure, Halliday, Voloshinov and Vygotsky
- Descriptivism, Structuralism, Generativism and Functionalism etc.
- Theories of language evolution and change

Recommended Reading

- Seuren, Pieter. (1998). *Western Linguistics: An Historical Introduction*: Wiley.
- Foley, William A., *Anthropological linguistics, an introduction*, reimpression de la 1a. ed., Malden/Oxford/Carlton, Blackwell Publishing, 2004 [1997].
- Jackendoff, Ray, *Foundations of language; brain, meaning, grammar, evolution*, Oxford, Oxford University Press, 2002.
- Langendoen, D. Terence. (1968). *The London School of Linguistics: A study of the Linguistic Theories of B. Malinowski and J.R. Firth*
- Graffi, Giorgio. (2013). *European Linguistics Since Saussure: The Oxford handbook of linguistics* .
- Politics and the Theory of Language in the USSR 1917-1938: The Birth of Sociological Linguistics*. (2010). (C. Brandist& K. Chown Eds.). London: Anthem Press.
- Abrams, D. M., &Strogatz, S. H. (2003). *Linguistics: Modelling the dynamics of language death*. *Nature*, 424(6951).
- Blommaert, J. Review of Rampton (1995) 'Crossing: Language and ethnicity among adolescents'. *Journal of Sociolinguistics* 2/1, 1998, 119-123.
- Frawley, W. J. (2003). *International Encyclopedia of Linguistics: 4-Volume Set*: Oxford University Press.
- Halliday, M. A. K. (April 1990). *New Ways of Meaning: A Challenge to Applied Linguistics*. Paper presented at the World Congress of Applied Linguistics, Thessaloniki, Greece. <http://eric.ed.gov/?id=ED324960>
- Luria, H., Seymour, D. M., & Smoke, T. (2005). *Language And Linguistics in Context: Readings And Applications for Teachers*: Lawrence Erlbaum Associates.

ELECTIVE COURSES GROUP-A (LINGUISTICS)

SEMESTER I

1. APPROACHES TO FOREIGN/ SECOND LANGUAGE LEARNING

Aims

On successfully completing this course, students will be able to:

- Compare L1 Acquisition and SLA.
- Analyse some of the difficulties of L2 learners.
- Recognize social and cultural influences on SLA.
- Discuss the contributions of SLA to teaching

Contents

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

1. Theories of Acquisition
 - 1.1 Second language acquisition theory: generative perspective
 - 1.2 What is the logical problem of foreign language learning?
2. Syntax
 - 2.1 Language Universals
 - 2.2 The role of the head initial / head final parameter in the acquisition of English relative clauses
 - 2.1 Properties of the pro_ drop parameter
 - 2.2 The adjacency condition on case assignment
3. Semantics / pragmatics
 - 3.1 Inter language and pragmatic word order
 - 3.2 How do learners resolve linguistic conflicts?
4. Lexicon
 - 4.1 Canonical typological structures and ergativity in English 1 2 Acquisition
 - 4.2 Semantic theory and L2 lexical development
5. Phonology
 - 5.1 A constructivist perspective on non-native phonology
 - 5.2 Stress assignment in inter language phonology
6. Implications for ELT
 - 6.1 Similarities and differences between LIA and SLA
 - 6.2 Implications for ELT

Recommended Reading

1. Brown, H. Douglas and Gonzo, Susan T. (eds.) (1994). *Reading son Second Language Acquisition*, Hemel Hempstead: Prentice Hall
2. Cook, V. J. (1993) *Linguistics and Second Language Acquisition*, London: Macmillan

3. Ellis, Rod. (1985) *Understanding Second Language Acquisition*, Oxford: OUP.
4. Ellis, Rod. (1994) *The Study of Second Language Acquisition*, Oxford: OUP.
5. Gass, Susan and Selinker, Larry. (1994) *Second Language Acquisition: An Introductory Course*, US: Lawrence Erlbaum.
6. Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*, Oxford: Pergamum.
7. Larsen-Freeman, Diane and Michael Long H. (1991) *An Introduction to Second Language Research*, London: Longman.
8. Lightbown, P and Spada, N. (1999) *How Languages Are Learned*. Oxford: OUP.
9. McLaughlin, B. (1987) *Theories of Second Language Learning*, London: Arnold.
10. R Mitchell and F. Myles. (1998) *Second Language Learning Theories*, London: Arnold
11. Sharwood-Smith, M. (1994) *Second Language Learning, Theoretical Foundations*. London: Longman.
12. Skehan, P. (1989) *Individual Differences in Second Language Learning*, London: Arnold.
13. Spolsky, B. (1989) *Conditions for Second Language Learning*, Oxford: OUP.
14. Towel, R. and Hawkins, R. (1994) *Approaches to Second Language Acquisition*, Clevedon: Multilingual Matters
15. White, L. (2003) *Second Language Acquisition and Universal Grammar*, Amsterdam/ Philadelphia: Benjamins.

2. LANGUAGE IN EDUCATION

Aims and Objectives

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

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

Contents

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

Methodology

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

Recommended Reading

1. Pennycook, A. (1996). English in the world/The world in English, in J.W. Tollefson (1996) *Power and Inequality in Language Education* (pp.34-58). Cambridge: Cambridge University Press,
2. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
3. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge, Kegan Paul.
4. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3, 401-428.
5. Romaine, S. (1989). *Bilingualism*. Oxford: Basil Blackwell.
6. Schiffman, H.E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
7. Prator, C. (1968). The British Heresy in TESL. In *Language Problems in Developing Nations*. J.A. Fishman et al. Eds. New York: John Wiley.
8. Smith, L. (ed.) (1981). *English for Cross-cultural Communication*. New York: Macmillan.
9. Strevens, P. (1982). World English and the Worlds Englishes or, Whose Language is it anyway? *Journal of the Royal Society of Arts*, June, pp.418-31.
10. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.

3. SEMANTICS AND PRAGMATICS

Aims

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

Contents

- Speech act theory – complex speech acts
- Felicity conditions

- Conversational implicature
- The cooperative principle
- Conversational maxims
- Relevance
- Politeness
- Phatic tokens
- Deixis
- Conceptual Semantics
- Event-Based Semantics
- Fregean Theories of Meaning
- Possible World Semantics
- Justificationist Semantics
- Relevance Theory
- Russellian and Direct Reference Theories of Meaning
- Situation Semantics
- Truth-Conditional Theories
- Two-Dimensional Semantics
- Type-Theoretic Semantics
- The Nature of Contents
- Dynamic Semantics

Recommended Reading

- Grice, H.P. (1989) *Studies in the Way of Words*, Harvard University Press
- Leech, G.N (1983) *Principles of Pragmatics*, Longman
- Levinson, S. (1983) *Pragmatics*, Cambridge University Press
- Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press
- Verscheuren, J. (1999) *Understanding Pragmatics*, Arnold
- A., A. (2001). Contents. *Filo-Sofija* 1 (1):15-18.
- Adams, Fred ;Stecker, Robert & Fuller, Gary (1993). Schiffer on Modes of Presentation. *Analysis* 53 (1):30 - 34.
- Addis, Laird (2005). The necessity and nature of mental content. In Gabor Forrai & George Kampis (eds.), *Intentionality: Past and Future (Value Inquiry Book Series, Volume 173)*. New York: Rodopi NY.
- Ades, Anthony E. & Steedman, Mark J. (1982). On the order of words. *Linguistics and Philosophy* 4 (4):517 - 558.
- Åkerman, Jonas (2015). The communication desideratum and theories of indexical reference. *Mind and Language* 30 (4):474–499.
- Alferes, José Júlio ;Banti, Federico ; Brogi, Antonio & Leite, João Alexandre (2005). The Refined Extension Principle for Semantics of Dynamic Logic Programming. *Studia Logica* 79 (1):7-32.
- Alston, William P. (1974). Semantic rules. In Peter K. Unger & Milton K. Munitz (eds.), *Semantics and Philosophy: [Essays]*. New York University Press. pp. 17--48.
- Amesbury, Richard (2003). Methodological verificationism and truth-conditions: A response to Medina. *Philosophical Investigations* 26 (3):271–277.
- Anderson, C. Anthony (2009). David Kaplan: formal aspects of his work. In Joseph Almog & Paolo Leonardi (eds.), *The Philosophy of David Kaplan*. Oxford University Press. pp. 11.
- Andrea, Bonomi (2006). Truth and reference in context. *Journal of Semantics* 23 (2):107-134.
- Aqvist, Lennart (1962). Semantic concepts of expression. *Philosophy and Phenomenological*

- Araiso, Toshifumi (2009). Reference and Introduction. *Kagaku Tetsugaku* 42 (1):65-81.
- Arrighi, Claudia & Ferrario, Roberta (2008). The dynamic nature of meaning. *Linguistic and Philosophical Investigations* 7.
- Asher, Nicholas (2000). Events, facts, propositions, and evolutive anaphora. In Achille Varzi, James Higginbotham & Fabio Pianesi (eds.), *Speaking of Events*. Oxford University Press. pp. 123--150.
- Asher, Nicholas (1986). Belief in discourse representation theory. *Journal of Philosophical Logic* 15 (2):127 - 189.
- Asher, Nicholas (1985). The trouble with extensional semantics. *Philosophical Studies* 47 (1):1 - 14.
- Asher, Nicholas Michael (1982). *Truth Conditions and Semantic Knowledge: Toward a Theory of Linguistic Understanding*. Dissertation, Yale University
- Atlas, Jay David (1988). What are negative existence statements about? *Linguistics and Philosophy* 11 (4):373 - 394.
- Avron, Arnon (2009). Multi-valued Semantics: Why and How. *Studia Logica* 92 (2):163-182.
- Baatz, Charles W. (1988). Sense and Content. *International Studies in Philosophy* 20 (1):101-101.
- Bach, E. ; Jelinek, E. ; Kratzer, A. & Partee, B. H. (1995). First, the claim that Mohawk does not have quantificational NPs requires some defense. In fact, Mohawk does have sentences that are near-equiv-alents of sentences with quantificational NPs in English.(1) gives examples in which the word akweku appears with universal force:(1) a. John akwekuwa-shako-kv-' . In Emmon Bach, Eloise Jelinek, Angelika Kratzer & Barbara Partee (eds.), *Quantification in Natural Languages*. Kluwer Academic Publishers. pp. 21.
- Bach, Emmon (1986). The algebra of events. *Linguistics and Philosophy* 9 (1):5--16.
- Bach, Emmon (1983). A Framework for Syntax and Semantics. In Alex Orenstein & Rafael Stern (eds.), *Developments in Semantics*. Haven. pp. 2--166.
- Bach, K. (2007). Minimal Semantics. *Philosophical Review* 116 (2):303-306.
- Balestra, Dominic J. (1980). Theory and Meaning. *International Philosophical Quarterly* 20 (4):479-481.
- Ballmer, Thomas T. (1979). Context change, truth and competence. In Rainer Bäuerle, Urs Egli & Arnim von Stechow (eds.), *Semantics From Different Points of View*. Springer Verlag. pp. 21--31.
- Bar Elli, Gilead (forthcoming). Meaning and Realism (in Hebrew). *Iyyun*.
- Bar-Elli, Gilead (2001). The Sense of Reference. *Mind* 110 (437):160-163.
- Bar-Hillel, Yehoshua (ed.) (1965). *Proceedings of the International Congress for Logic, Methodology, and Philosophy of Science*. North-Holland.
- Barker, Chris & Pullum, Geoffrey K. (1990). A theory of command relations. *Linguistics and Philosophy* 13 (1):1 - 34.
- Barker, Chris & Shan, Chung-Chieh (2014). *Continuations and Natural Language*. Oxford University Press.
- Bartsch, Renate (1998). *Dynamic Conceptual Semantics a Logico-Philosophical Investigation Into Concept Formation and Understanding*.
- Bartsch, Renate (1978). *Semantieken* Montague Grammatica. *Algemeen Nederlands Tijdschrift voor Wijsbegeerte* 70:117-136.
- Barwise, Jon (1983). Information and semantics. *Behavioral and Brain Sciences* 6 (1):65.
- Bassac, Christian (2010). Philosophy, Linguistics and Semantic Interpretation. In Piotr Stalmaszczyk (ed.), *Philosophy of Language and Linguistics*. Ontos Verlag. pp. 17.

- Baumann, Pierre (2014). Truth and Meaning in the Port-Royal Logic. *Fenomenologia. Diálogos Possíveis Campinas: Alínea/Goiânia: Editora da Puc Goiás* 96:127-140.
- Bealer, George (1989). On the identification of properties and propositional functions. *Linguistics and Philosophy* 12 (1):1 - 14.
- Bende-Farkas, Ágnes (2007). Resultatives and dynamic semantics. In Dekker Aloni (ed.), *Proceedings of the Sixteenth Amsterdam Colloquium*.
- Bennett, B. & Hoffman, D. (1988). Perceptual representations: meaning and truth conditions. In Stephen Schiffer & Susan Steele (eds.), *Cognition and Representation*. Westview Press. pp. 87--128.
- Bennett, Karen (2005). Two axes of actualism. *Philosophical Review* 114 (3):297-326.
- Bensusan, Hilan & de Pinedo, Manuel (2008). Holism and Singularity Towards an Ontology of the Unfitting. *Proceedings of the Xxii World Congress of Philosophy* 17:15-22.
- Berckmans, Paul (1995). Direct Reference And Events. *Diálogos. Revista de Filosofía de la Universidad de Puerto Rico* 30 (66):43-58.
- Berckmans, Paul (1994). Demonstration, apposition and direct reference. *Communication and Cognition. Monographies* 27 (4):499-512.
- Bergmann, Gustav (1944). Pure semantics, sentences, and propositions. *Mind* 53 (211):238-257.
- Bertman, Martin A. (1983). Being and Meaning: Paul Tillich's Theory of Meaning, Truth and Logic. By Ian E. Thompson. *Modern Schoolman* 61 (1):66-67.
- Bes, G. & Lecomte, Alain (1995). Semantic features in a Generic Lexicon. In Patrick Saint-Dizier & Evelyne Viegas (eds.), *Computational Lexical Semantics*. Cambridge University Press.
- Bianchi, Claudia & Vassallo, Nicla (2008). Contextualizing meaning through epistemology. *Proceedings of the Xxii World Congress of Philosophy* 39:7-11.
- Bigelow, John (1997). Devitt's double standard. In Dunja Jutronic (ed.), *The Maribor Papers in Naturalized Semantics*. Maribor. pp. 15.
- Bigelow, John (1996). Language in the World: A Philosophical Enquiry. *Australasian Journal of Philosophy* 74 (1).
- Blackburn, Patrick (1995). Introduction: Static and dynamic aspects of syntactic structure. *Journal of Logic, Language and Information* 4 (1):1-

4. TRANSLATION STUDIES

Aims

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

Contents

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

Recommended Reading

1. Baker, Mona. 1992. *In Other Words: A Course book on Translation*. London: Routledge.
2. Bell, Roger T. 1994. *Translation and Translating*. London: Longman.
3. de Beau Grande, Robert-Alain and Dressler, Wolfgang. 1983. *Introduction to Text Linguistics*. London: Longman.
4. Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
5. Duff, Alan. 1991 (2004). *Translation*. Oxford: Oxford University Press.
6. Fawcett, Peter. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
7. Guenther, F and Gunther-Reutter (eds). 1978. *Meaning and Translation: Philosophical and Linguistic Approaches*. London: Duckworth.
8. Kenny, Dorothy. 1998. "Equivalence," in the *Routledge Encyclopedia of Translation Studies*, edited by Mona Baker, London and New York: Routledge, 77-80.
9. Nida, Eugene A. 1964. *Towards a Science of Translating*. Leiden: E. J. Brill.
10. Nida, Eugene A. and C. R. Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill.
11. Kussmaul, Paul. 1995. *Training the Translator*. John Benjamins Publishing Co.
12. Kress, Gunther. 1989. *Linguistic Process in Sociocultural Practice* (2nd Ed). Oxford: Oxford University Press.
13. Newmark, Peter. 1995. *A Textbook of Translation*. Library of Congress: Cataloguing-in-Publication Data.

5. SOCIOLINGUISTICS

Contents

- Macro sociolinguistic and micro sociolinguistic concerns
- Current status and prospects of sociolinguistic research
- Process of pidgin, creole, dialects and register formation and tools for their study
- Sociology of language
- Societal multilingualism
- Language varieties: language and culture

- Bilingualism, diglossia, hybridity, language shift and change
- Linguistics and social inequality
- Language choice and attitudes
- Language planning and standardization
- Language, power and social domination

Recommended Books:

- Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
- Gumperz, J. (1986). *Directions in sociolinguistics*. Oxford: Blackwell.
- Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. Harmondsworth: Penguin.
- Wardhaugh, R. (1997). *An introduction to sociolinguistics* (3rded.). Oxford: Blackwell.
- Mahboob, A. (2003). The English Language in Pakistan: A Brief Overview of its History and Linguistics. *Journal of Language*, 4(1), 1-48.
- Mair, C. (2003). Linguistics, Literature and the Postcolonial Englishes: An Introduction. In C. Mair, G. Collier, H. Maes-Jlinek & G. Davis (Eds.), *The Politics of English as a World Language: New Horizons in Postcolonial Cultural Studies*. New York: Rodopi.
- Marshall, J. (2004). *Language Change and Sociolinguistics: Rethinking Social Networks*. London: Palgrave MacMillan.
- McConnell, G. D. (1998). Global Scale Sociolinguistics. In F. Coulmas (Ed.), *The Handbook of Sociolinguistics* (pp. 327-344). Oxford: Blackwell
- McKay, S., & Hornberger, N. H. (1996). *Sociolinguistics and Language Teaching*: Cambridge University Press.
- Mesthrie, R. (2008). Sociolinguistics and Sociology of Language In B. Spolsky & F. Hult, M. (Eds.), *The Handbook of Educational Linguistics*. Oxford: Blackwell Publishing Ltd.
- Saporta, S. (1961). *Psycholinguistics; a book of readings*. New York,: Holt.
- Seidlhofer, B. (2003). *Controversies In Applied Linguistics*: Oxford University Press.
- Seuren, P. (1998). *Western Linguistics: An Historical Introduction*: Wiley.
- Sharifian, F., & Palmer, G. B. (2007). *Applied Cultural Linguistics: Implications for Second*

- Stalin, J. V. (1972[1950]). Marxism and Problems of Linguistics. In People's Republic of China (Ed.), From Marx to Mao (pp. 3-55). Peking Foreign Language Press.
- Trask, R. L. (1997). A Student's Dictionary of Language and Linguistics. London: Arnold, AMemeber of Hadder Headline Group.
- Webb, V., & Kembo-Surce (Eds.). (2000). Africa Voices: An introduction to the languages and linguistics of Africa. Oxford: Oxford University Press.
- Williams, C. H., & Van der Merwe, I. (1996). Mapping the multilingual city: A research agenda for urban geolinguistics. Journal of multilingual and Multicultural Development, 17(1), 49-66.

6- GENRE STUDIES

Aims & Objectives:

This course aims at introducing the theories and procedures of genre analysis and its applications in second language teaching. The students will be introduced to different genres for analysis and will practically engage in analyzing some important genres.

Contents

- Defining Genre
- Approaches to genre & genre analysis
- Swales' model of genre analysis
- Procedures involved genre analysis
- Academic Genre
- Professional Genre
- Genre analysis in second language teaching

Recommended Readings:

1. Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
2. Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
3. Basturkmen, H. (2009). Commenting on results in published research articles and masters dissertations in language teaching. *Journal of English for Academic Purposes*, 8, 241-251.
4. Bhatia, V. K. (1993). *Analysing Genre*. London: Longman.
5. Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using a corpus to describe discourse structure*. Amsterdam: Benjamins Publishing Company.

6. Connor, U., & Mauranen, A. (1999). Linguistic analysis of grant Proposals: European Union research grants. *English for Specific Purposes*, 18(1), 47-62.
7. Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes*, 26, 369-392.
8. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.
9. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.
10. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications. 81
11. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.
12. Dudley-Evans, T., & John, M. J. S. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: CUP.
13. Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *The Journal of Information Technology Theory and Application*, 5(3), 63-77.
14. Flowerdew, J. (1993). An educational or process approach to the teaching of professional genres. *ELT Journal*, 47, 305-316.
15. Flowerdew, J., & Dudley-Evans, T. (2002). Genre Analysis of editorial letters to the contributors of international journals. *Applied Linguistics*, 23(4), 463-489.
16. Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
17. Flowerdew, J., & Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. 29, 78-93.
18. Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.
19. Hyland, K. (2001). Humble servants of the discipline? Self-mentioned in the research articles. *English for Specific Purposes*, 20(3), 207-226.
20. Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.

21. Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 22(3), 303-324.
22. Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.
23. Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
24. Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-622.
25. Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching*, 41(2), 237-252.
26. Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, 24(3), 269-292.
27. Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes*, 25, 30-55.
28. Nunan, D. (1997). *Research Methods in Language Learning*. Cambridge: CUP.
29. Paltridge, B. (2006). *Discourse Analysis*. London: Continuum.
30. Postellguilo, S. (1999). The schematic structure of computer science research articles. *English for Specific Purposes*, 18(2), 139-160.
31. Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes*, 21(1), 1-17. 82
32. Samraj, B. (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24(2), 141-156.
33. Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: CUP.
34. Swales, J. M. (1981). Aspects of article introductions (Aston ESP Research Report 1).
35. Swales, J. M. (1986). A genre-based approach to language across the curriculum. In M. L. Tickoo (Ed.), *Language across the curriculum* (pp. 10–22). Singapore: Regional English Language Center.
36. Thompson, S. (1994). Frameworks and contexts: A genre-based approach to analyzing lecture introductions. *English for Specific Purposes*, 13, 171-186.

37. Upton, T. A., & Connor, U. (2001). Using computerized corpus analysis to investigate the text linguistic discourse moves of a genre. *English for Specific Purposes*, 20, 313-329.
38. Weissberg, B. (1993). The graduate seminar: Another research-process genre. *English for Specific Purposes*, 12, 23-35.
39. Yeung, L. (2007). In search of commonalities: Some linguistic and rhetorical features of business reports as a genre. *English for Specific Purposes*, 26, 156-179.

7- PHONETICS & PHONOLOGY

Course Objectives

The course aims to:

1. Train students to analyze human speech sounds scientifically
2. Use computer in the study of pronunciation and speech analysis
3. Use latest software in analysis of sounds of their own languages
4. Understand modern trends in phonetics

Course Contents

- Relationship between Phonetics and phonology
- Airstream mechanism in speech production
- Branches of phonetics
- International Phonetic Alphabet
- Auditory phonetics
- Acoustic phonetics
- Acoustic characteristics of vowels
- Nature of sound waves
- Acoustic characteristics of consonants
- Parameters for acoustic analysis of vowels
- Study of Formants in phonology
- Supra-segmental phonology in acoustics
- Laryngeal contrast in plosives: Voicing onset time (VOT)
- Reading spectrograms using soft wares (Praat etc.)

Recommended Readings

- Alain Marchal. (2009). *from speech physiology to linguistic phonetics*. London: ISTE.
- Docherty, G. J. (1992). *The timing of voicing in British English obstruents*. Berlin: Foris Publications.
- Ladefoged, P. (2006). *A course in phonetics*. Boston, MA: Thomson Wadsworth.

- Ladefoged, P. (2004). Vowels and consonants. Oxford: Blackwell.
- Ladefoged, P. (1996). Elements of acoustic phonetics. Chicago: University of Chicago press.
- Lisker, L. & Abramson, A. (1964). A cross-language study of voicing in initial stops: acoustic measurement. Word 20, 384-422.
- Laver, J. (1994). Principles of Phonetics. Cambridge: Cambridge University press.
- Stevens, K. (1999). Acoustic Phonetics. Cambridge: MIT press.

8- CRITICAL DISCOURSE ANALYSIS

Aims

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

Contents

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

Recommended Reading

1. Fairclough, F. N. *Critical Discourse Analysis: the Critical Study of Language*. London: Longman.
2. Wodak, R. and Meyer, M. (eds). (2002). *Methods of Critical Analysis*

ELECTIVE COURSES GROUP-A (LITERATURE)

1- SHAKESPEARE STUDIES

Shakespeare Studies:

Rationale:

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

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

Suggested Primary Reading:

1. *Macbeth / King Lear* (Any one of the two)
2. *Hamlet / Othello* (Any one of the two)

3. *A Midsummer Night's Dream*
4. *The Tempest*

Suggested Secondary and Specific Reading:

1. Barber, C.L. *Shakespeare's Festive Comedy*. Princeton: 1959
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. London: Fourth Estate, 1999
3. Bradley, A. C. *Shakespearean Tragedy* (22nd Ed.). London: 1929
4. Chambers, E. K. *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan, 1925
5. Danby, John F. *Shakespeare's Doctrine of Nature*. London: 1949
6. Eagleton, Terry. *William Shakespeare*. New York: Blackwell, 1986
7. Elliot, G. R. *Flaming Minister*. Durham, NC, 1953
8. Erikson, Peter. *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: Uof California P, 1991
9. Grady, Hugh. *The Modernist Shakespeare: Critical texts in a Material World*. New York: Oxford UP, 1991
10. Greene, G. et al. Eds. *The Women's Part: feminist Criticism of Shakespeare*. Urbana: U of Illinois P, 1980
11. Jones, Earnest. *Hamlet and Oedipus*. New York: 1949
12. Knight, Wilson G. *The Wheel of Fire*. London: Methuen, 1972
13. Paul, Henry N. *The Royal Play of Macbeth*. New York: 1950
14. Spenser, Theodore. *Shakespeare and the Nature of Man* (22nd Ed.). New York: 1949
15. Tillyard, E. M. W. *Shakespeare's Last Plays*. London: Chatto and Windus, 1938
16. Tillyard, E. M. W. *The Elizabethan World Picture*. New York: Macmillan, 1944

2- ROMANTIC AESTHETICS

Rationale:

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

Suggested Primary Reading:

1. William Wordsworth: Tintern Abbey, The Prelude book 1
2. "S.T. Coleridge: "Rime of the Ancient Mariner"
3. John Keats: Hyperion, The Eve of St. Agnes
4. Shelley: "Hymn to Intellectual Beauty"; Lines from Prometheus Bound
5. Lord Byron; Don Juan: selections

Suggested Secondary and Specific Reading:

1. Edward Dowden, *The French Revolution and English Literature*. 1987.
2. J.G. Robertson, *Studies in the Genesis of Romantic Theory in the Eighteenth Century*. 1923
3. F. R. Leavis, *Revaluation: Tradition and Development in English Poetry*. 1936
4. Cleanth Brooks, *The Well-Wrought Urn: Studies in the Structure of Poetry*. 1947
5. M. H. Abrams, *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. 1954
6. M. H. Abrams, ed., *English Romantic Poets Modern Essays in Criticism*. 1960
7. David V. Erdman, ed, *The Poetry and Prose of William Blake*. 1966.
8. S. F. Damon, *William Blake: His Philosophy and Symbolism*. 1924
9. J. V. Baker, *The Sacred River: Coleridge's Theory of Imagination*. 1957
10. J. B. Beer, *Coleridge the Visionary*. 1959
11. W. J. Bate, ed., *Keats: A Collection of Critical Essays*. 1964
12. George Barnett, *Charles Lamb: The Evolution of Elia*. 1964
13. G. M. Ridenour, *Shelley, A Collection of Critical Essays*. 1965
14. Bennett Weaver, *Wordsworth: Poet of the Unconquerable Mind*. 1965. (A psychological approach)

3- AMERICAN LITERATURE-I (NOVEL & SHORT STORY)

American Literature – I (Novel and Short Story):

Rationale:

This course surveys the origins of American literary movements with reference to their representative writers chosen.

It sets some direction to the study of specific trends in the American Short Story and Novel. AL-I stresses the diversity and uniqueness of the American character and experience, and the foundational voices of self-acclaimed Puritan holiness along with their revolutionary expansions of these so-called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War and scientific progress, dreams of American success, and several voices of social protest.

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

Suggested texts

American Novel:

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

American Short Story:

- Alexander Allen Poe, “The Fall of the House of Usher,” “The Murder in Rue Morgue,” “The Mask of the Red Death”
- Nathaniel Hawthorne, “The Celestial Railroad,” “The Minister’s Black Veil,” “The

- Maypole of Mary Mount,” “Young Goodman Brown”
- Earnest Hemingway, “The Too Big Hearted Rivers”
- Harriet E Wilson, “A Friend for Nig” from *Our Nig*

Suggested Reading:

1. Bloom, Harold. Ed. *Modern Critical Views: William Faulkner* (Modern Critical Views Series). New York: Chelsea House, 1986
2. Bradbury, M. *Modern American Novel*, 1983
3. Brown, Julie. Ed. *American Women Short Story Writers: A Collection of Critical Essays*. New York: Garland Pub, 1995
4. Chase, R. *The American Novel and its Traditions*, 1958
5. Gray, R. *American Fiction: New Readings*, 1983
6. Hardwick, Elizabeth. *Herman Melville*. Viking Books: 2000

4. PAKISTANI LITERATURE IN ENGLISH

Aim

This course explores the contributions of Pakistan writers of English literature. The period of 70 years has witnessed the addition of classics from Pakistani writers. This course will enable the scholars to gain an insight for the academic worth of this contribution.

Contents

Ahmed Ali, “Twilight in Delhi”

Nasir Ahmed Farooqi, “Faces of Love and Death”, “Snakes and Ladders”

Zulfikar Ghose, “The Murder Aziz Khan”

H.K. Burki, “Saqipur Sacred”, “Some Men are Brothers”

Mohsin Hamid “The Reluctant Fundamentalist”, “How to get Filthy Rich in Rising Asia”

Mohammed Hanif, “The Case of Exploding Mangoes” and “Our Lady of Alice Bhatti”

Bapsi Sidwa, “The Ice-Candy Man”, “The Bride”

Daniyal Mueenuddin, “In Other Rooms, Other Wonders”

Nadeem Aslam, “Maps for Lost Lover” and “The Blind Man’s Garden”

Kamila Shamsie, “Kartography”, “Burnt Shadows”, “Salt and Saffron”

Tehmina Durrani, “My Feudal Lord”

Fatima Bhutto, “The Shadow of the Crescent Moon”

Ayad Akhtar, “American Dervish”

Nafisa Haji, “The Writing on My Forehead”

Rafia Zakaria, “The Upstairs Wife”

Omar Shahid Hamid, “The Spinner’s Tale”

Tariq Ali, “The Duel”

Bibliography

Tariq Rahman, ‘A history of Pakistani Literature in English 1947-1988’

Kanwal, A., & Aslam, S. (2018). *Routledge Companion to Pakistani Anglophone Writing*: Routledge.

Kanwal, A. (2015). *Rethinking Identities in Contemporary Pakistani Fiction: Beyond 9/11*: Palgrave Macmillan UK.

Lal, M., & Kumar, S. P. (2007). *Interpreting Homes in South Asian Literature*: Dorling

Kindersley (India), licensees of Pearson Education in South Asia.

Majeed, H. (2015). *English Fiction in Pakistan. Focus on QaisraShahraz*: GRIN Publishing.

Waterman, D. F. (2015). *Where Worlds Collide: Pakistani Fiction in the New Millennium*: Oxford University Press.

Rao, V. P. P., Rani, K. N., & Rao, D. B. (2004). *India-Pakistan: Partition Perspectives in Indo-English Novels*: Discovery Publishing House.

Shamsie, M. (2015). *And the World Changed: Contemporary Stories by Pakistani Women*: Feminist Press at CUNY.

Nāhīd, K., & Azfar, A. (2018). *The Culture and Civilization of Pakistan*: Oxford University Press.

5. POST STRUCTURALISM AND DECONSTRUCTION

1. Post- Structuralism Introduction
2. Signification
3. Difference
4. Writing
5. Transcendental Signified
6. Text
7. Discourse
8. Ideology
9. Simulacrum/ Simulation
10. Rhizome
11. How it all got started
12. The Big Names in Post-Structuralism
 - Paul de man
 - GayatriChakravortySpivak
 - Lacan
 - Roland Barthes
 - Michel Foucault
 - Jean Baudrillard
 - Homi K Bhabha
 - Judith Butler
13. What does Post-Structuralism think of Literature, Authors, and Readers?
 - What is Literature?
 - What is an Author?
 - What is a Reader?
14. How it all went down?
15. Derrida Presents “ Structure, Sign and Play in the Discourse of the Human Sciences”.
 - 1966- Jacques Lacan’s ‘Ecrits’
 - 1967- Jacques Derrida’s ‘of Grammatology’
 - 1968- Roland Barthes’ ‘The Death of the Author’
 - 1970- Roland Barthes’ ‘S/Z: An Essay’
 - 1972- Jacques Derrida’s ‘Margins of Philosophy, Dissemination and Position’
 - 1975- Michel Foucault’s ‘Discipline and Punish: The Birth of the Prison’
 - 1980- Gilles Deleuze and Felix Guattaris’ ‘A Thousand Plateaus: Capitalism and

Schizophrenia'

- 1981- Jean Baudrillard's 'Simulacra and Simulation'
- 1982- Paul de Man's 'Allegories of Reading: Figural Language in Rosset, Rilke, Nietzsche, and Proust'
- 1989- Homi K Bhabha's 'The Commitment to Theory'
- 1990- Judith Butler's 'Gender Trouble: Feminism and the Subversion of Identity'.

6. MODERN CRITICAL TRENDS AND THEORIES

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

SEMESTER – II **(LINGUISTICS)**

1- BILINGUALISM

Aims

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

Contents

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

Recommended Reading

1. Auer, Peter. (ed.) 1998. *Code-Switching in Conversation: Language, Interaction, and Identity*. London: Routledge.
2. Auer, Peter. 1984. *Bilingual conversation*. Amsterdam: Benjamin's Publishing Company.
3. Baker, Colin and Prys, Jones, Sylvia (eds.). 1998. *Encyclopedia of bilingualism and bilingual education*. Clevedon: Multilingual Matters.
4. Baker, Colin. 1996. *Foundations of bilingual education and bilingualism*. 2nded. Clevedon: Multilingual Matters.
5. Grosjean, François. 1982. *Life with Two Languages: An Introduction to Bilingualism*. Cambridge, MA: Harvard University Press.
6. Heller, Monica and Martin-Jones, Marilyn (eds.). 2001. "Voices of Authority: Education and Linguistic Difference." *Contemporary Studies in Linguistics and Education*, vol. 1. Westport, CT: Ablex Publishing.
7. Jacobson R. (Ed.). 1998. *Codeswitching Worldwide*. Berlin: Mouton de Gruyter.
8. Kaye, Alan and Edwards, John 1999. *Multilingualism*. London: Routledge.
9. Milroy, Lesley and Muysken, Pieter (eds). 1995. *One Speaker, Two Languages: Cross-disciplinary Perspective on Code-switching*. Cambridge: Cambridge University Press.
10. Romaine, Suzanne. *Bilingualism*. Blackwell: Oxford, 1995.

2- ENGLISH FOR SPECIFIC PURPOSES (ESP)

Aims

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

Course Objectives:

By the end of the course, students will:

- Develop an understanding of the major issues of concern for ESP practitioners;

- Become aware of the methods currently practiced in the teaching of ESP;
- Be able to conduct needs analysis of the students they are designing the syllabus for;
- Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

Course Contents:

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

Recommended Reading

1. Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture." In *English for Specific Purposes*, 22.297-314.
2. Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. Ed. *ELT Textbooks and Materials: Problems in Evaluation and Development*. ELT Documents 126.
3. Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP
4. Fanning, P. 1993. "Broadening the ESP Umbrella." *English for Specific Purposes*. 12 (2).
5. Holliday, A. and T. Cooke. 1982. "An Ecological Approach to ESP." In *Lancaster Practical Papers in English Language Education*. 5 (Issues in ESP). University of Lancaster.
6. Johns, A.M and T. Dudley-Evans. 1991. "English for Specific Purposes: International in Scope, Specific in Purpose." In *TESOL Quarterly*. 25 (2).
7. McDonough, J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins.
8. Okoye, I. 1994. "Teaching Technical Communication in Large Classes." *English for Specific Purposes*. 13 (3)
9. Widdowson, H.G. 1981. English for Specific Purposes: criteria for course design. In L. Selinker, E. Tarone and V. Hamzeli (Eds.) *English for Academic and Technical Purposes*. Rowley, Mass: Newbury.
10. Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

3- LANGUAGE AND GENDER

Aims

The goals of this course are to:

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

Contents

This course explores:

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

Recommended Reading

1. Coates, J.(1986). *Women, Men and Language*. Longman: London.
2. Graddol, D. and J. Swann.(1989). *Gender Voices*. Blackwell: Oxford, UK.
3. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto
4. Tannen, Deborah (1990) *You Just Don't Understand*. New York: Ballantine Books. (YJDU)
5. Johnson, Sally and Ulrike Hanna Meinhof (1997) *Language and Masculinity*. Oxford: Blackwell. (LAM)
6. Hall, Kira, and Mary Bucholtz. Eds. *Gender Articulated*. New York: Routledge, 1995.
7. Tannen, Deborah. Ed. *Gender and Conversational Interaction*. New York: OUP, 1993.
8. Thorne, Barrie, Cheris Kramarae, and Nancy Henley. Eds. *Language, Gender, and Society*. Rowley, MA: Newbury, 1983.
9. Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. *Sexism and Language*. Urbana, IL: NCTE, 1977.
10. Roman, Camille, Suzanne Juhasz, and Cristanne Miller. Eds. *The Women & Language Debate: A Sourcebook*. New Brunswick, NJ: Rutgers UP, 1994
11. Frank, Francine Wattman, and Paula A. Treichler. *Language, Gender and Professional Writing*. New York: MLA, 1989

4- LANGUAGE, CULTURE AND IDENTITY

Aims

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

Contents

- Relationship between language and culture
- Role of language and culture in the formation of identity
- Types of identity: Religious; Ethnic; Linguistic; Cultural; National
- The issue of identity in multicultural societies
- Identity Crisis
- Language Attitudes

- Ethnic conflicts
- Linguistic conflicts
- Problems of linguistic inequality
- Linguistic imposition
- Culture shock

Recommended Reading

1. Edwards, J. (2004). "Bilingualism: Contexts, Constraints, and Identities." In the *Journal of Language and Social Psychology*. Vol. 23
2. Edwards, J. (1985). *Language, Society and Identity*. Oxford: Basil Blackwell.
3. Royce, A. P. (1982). *Ethnic Identity: Strategies of Diversity*. Bloomington: Indiana.

5- WORLD ENGLISHES

Objective

English has become a lingua franca for business, technology, research, education, and popular culture around the world. However, there are ongoing debates about this phenomenon. Is the spread of English good or bad? Is it natural or forced? Does it create new opportunities for cross-cultural communication, or does it intensify existing global economic inequality? In this course, we will explore global Englishes in their historical and present contexts, engaging perspectives from the fields of linguistics, sociolinguistics, postcolonial studies, and English language teaching.

Contents

1. Introduction to the course
2. Introduction: Historical, social & political contexts; Colonial legacy
3. Postcolonial Englishes, New Englishes, Asian Englishes, African Englishes
4. Standard language ideology, intelligibility and acceptability
5. New Englishes in education: teaching and testing
6. World Englishes in popular culture: computer-mediated communication, global music
7. Classification of Englishes; nativeness
8. Postcolonial Englishes: A dynamic model
9. New Englishes: Ecology and evolution
10. The politics of English
11. Towards intelligibility and acceptability of New Englishes
12. World Englishes in popular culture
13. English as commodity in global contexts
14. World Englishes: Looking back, looking around, looking forward

Recommended Readings

Bruthiaux, Paul. 2003. Squaring the circles: Issues in modelling English worldwide. *International Journal of Applied Linguistics* 13(2): 159-78.

Hickey, Raymond, ed. 2005. *Legacies of Colonial English: Studies in Transported Dialects*. CUP.

Lim, Lisa. 2012. Standards of English in Southeast Asia. In Raymond Hickey, ed. *Standards of English: Codified Varieties Around the World*. (Studies in English Language.) Cambridge: Cambridge University Press. 274-293.

Melchers, Gunnel & Philip Shaw. 2003. *World Englishes*. Arnold. Chapters 2; 3.3-3.7 (3.4.4 for Three Circles); 5.

Mesthrie, Rajend & Rakesh M. Bhatt. 2008. *World Englishes: The Study of New Linguistic Variables*. CUP. Chap 1.

Schneider, Edgar W. 2003. The dynamics of New Englishes. From identity construction to dialect birth. *Language* 79(2): 233-281.

Schneider, Edgar W. 2007. *Postcolonial English: Varieties Around the World*. CUP (e.g. Chap 3 for an outline of the model)

6- CORPUS LINGUISTICS

Objectives

After completing this course the scholars will:

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

Course Content

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

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

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

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

Recommended Readings

- Aston, G., & Burnard, L. (1998). *The BNC Handbook*. Edinburgh, Scotland: Edinburgh University Press.
- Azar, B. (1989). *Understanding and using English grammar* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Biber, D. (1993). Representativeness in corpus design. *Literary and Linguistic Computing*, 8, 1–15.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. London: Longman.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1997). Direct approaches in L2 instruction: A turning point in communicative language teaching. *TESOL Quarterly*, 31, 141–152.
- Cobb, T. (1997). Is there any measurable learning from hands-on concordancing. *System*, 25, 301–315.
- Conrad, S. (1999). The importance of corpus-based research for language teachers. *System*, 27, 1–18.
- Danielson, D., & Porter, P. (1990). *Using English, your second language*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27, 91–113.
- Ellis, R. (1995). Interpretation tasks for grammar teaching. *TESOL Quarterly*, 29, 87–105.
- Ellis, R. (1998). Teaching and research: Options in grammar teaching. *TESOL Quarterly*, 32, 39–60.
- Fotos, S. (1993). Consciousness and noticing through focus on form: Grammar tasks performance versus formal instruction. *Applied Linguistics*, 14, 385–407.
- Fotos, S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly*, 28, 323–351.
- Francis, G., Hunston, S., & Manning, E. (1996). *Cobuild grammar patterns 1: Verbs*. London: HarperCollins.
- Greenberg, K. (1992). *Effective writing: Choices and conventions* (2nd ed.). New York: St. Martin's Press.
- Hunston, S., & Francis, G. (2000). *Pattern grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: Benjamins.
- Jenkins, M. (1986). *Writing: A content approach to ESL composition*. Englewood Cliffs, NJ: Prentice Hall.
- Johns, T. (1986). Micro-Concord: A language learner's research tool. *System*, 14, 151–162.

- Johns, T. (1994). From printout to handout: Grammar and vocabulary teaching in the context of data-driven learning. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 293–313). Cambridge: Cambridge University Press.
- Kennedy, G. (1998). *An introduction to corpus linguistics*. London: Longman.
- Mair, C. (1990). *Infinitival complement clauses in English*. Cambridge: Cambridge University Press.
- Master, P. (1994). The effect of systematic instruction on learning the English article system. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 229–252). Cambridge: Cambridge University Press.
- McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.
- McCarthy, M., & Carter, R. (1995). Spoken grammar: What is it and how can we teach it *ELT Journal*, 49, 207–218.
- McEnery, T., & Wilson, A. (1996). *Corpus linguistics*. Edinburgh, Scotland: Edinburgh University Press.
- Meyer, C. (1992). *Apposition in contemporary English*. Cambridge: Cambridge University Press.
- Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching*. New York: Oxford University Press.
- Papa, M., & Iantorno, G. (1986). *Turning points: Communicating in English*. New York: Addison-Wesley.
- Yip, V. (1994). Grammatical consciousness-raising and learnability. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 123–138). Cambridge: Cambridge University Press.

7. ENGLISH LANGUAGE TEACHING & RESEARCH

AIMS

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

The course will also supports and develops investigation and research within the area of second or foreign language teaching. Research of both a quantitative and qualitative (including ethnographic) orientation is of interest to the journal, which as a matter of policy publishes work related to the teaching of any second language, not just English. A wide range of topics in the area of language teaching is covered, including: programme; syllabus; materials design; methodology; the teaching of specific skills and language for specific purposes.

Contents

Basic theoretical concepts and principles underlying major approaches and methods to L2/FL teaching: from traditional to contemporary knowledge understanding of the basic tenets/techniques of major approaches/methods to L2/FL teaching roles of teacher and student in L2/FL language teaching and learning methods and techniques of teaching L2/FL languages.

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

Recommended Books:

- Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. Pearson/Longman.
- Patsy M. Lightbrown & Nina Spada. (2003). How Languages Are Learned. Oxford University Press.
- Professional Journals: Foreign Language Annuals, TESOL Quarterly, The Modern Language Journal, Language learning, Language Teaching, The Asian EFL Journal, Bilingual Education, Journal, Bilingual Education Research, etc.

8. CROSS CULTURAL COMMUNICATION

Aims

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

Contents

- Introduction to Intercultural Communication
- Theoretical perspectives that help to explain interactions between members of different cultures.
- Current literature and prevailing concepts in the field of cross-cultural communication
- Principles to improve intercultural communication.
- Strategies to avoid communication breakdown among people of diverse cultures

- Cultural diversity
- Influence of culture on communication
- Anxiety in Intercultural Encounters
- Barriers to Intercultural Communication
- Sources of Intercultural Miscommunication
- Strategies to improve Intercultural Communication
- Cross-cultural adaptation
- Multicultural Collaboration

Recommended Reading

1. Anderson, R. and Ross, V. 1998. *Questions of Communication: A Practical Introduction to Theory* (second edition). New York: St. Martin's Press
2. Chick, K. J. 1996. "Intercultural Communication." In McKay, L. S. and Hornberger, H. N. Eds. *Sociolinguistics and Language Teaching*. CUP
3. Griffin, E. 2000. *A First Look at Communication Theory* (third edition). New York: McGraw Hill
4. Gumperz, J. and Roberts, C. 1980. *Developing Awareness Skills for Interethnic Communication*. Occasional Papers No: 12. Singapore: Seamo Regional Language Centre
5. Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." in (D. Carbaugh, Ed.) *Language in Society*. 22. Pp. 300-304.
6. Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert. Ed. *Language and Society in Africa*. Pp. 197-214. Johannesburg: University of the Witwatersand Press.

SEMESTER II (LITERATURE)

1- CONTEMPORARY POETRY:

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

Suggested Texts

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

Suggested Secondary Reading:

1. Alexander, Paul. *Ariel Ascending: Writings about Sylvia Plath*. New York: Harper and Row, 1985.
2. Blair, John G. *The Poetic Art of W. H. Auden*
3. Cox, C. B. and Hinchliffe, A. P. Eds. *The Waste Land: A Casebook*. London 1968
4. Kermode, F. *Modern Essays*. Glasgow, 1981
5. Leavis, F.R. *New Bearings in English Poetry*. London: 1961
6. Unterecker J. *W.B. Yeats: A Reader's Guide*. London: 1988

2- MODERN FICTION:

Rationale:

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

Suggested Primary Reading:

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

Suggested Secondary Reading:

1. Beach, J.W. *The Twentieth Century Novel*. 1952
2. Bent, Andrew. *Study Course on William Golding's Lord of the Flies*. 2000
3. Ellmann, Richard. *James Joyce*. 1959
4. Guerard, Albert J. *Conrad: The Novelist* 1958
5. Kettle, Arnold. *Introduction to English Novel II*. London: Hutchinson,

1978

6. Leavis, F.R. *The Great Tradition*. London: Chatto and Windus, 1962
7. Reynolds, M & Noakes, I. *Iris Murdoch: The Essential Guide to Contemporary Literature*. OUP, 1999

3- MODERN DRAMA

Rationale:

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

Suggested Texts (Any 4)

- Henrik Ibsen: *The Wild Duck*
- Tennessee Williams: *A Street Car Named Desire*
- Jean Anouilh: *The Thieves Carnival*
- Bertolt Brecht: *Mother Courage and Her Children*
- John Osborne: *Look Back in Anger*
- Caryl Churchill: *Top Girls*

Suggested Secondary Reading:

1. Gassner, John. *Form and Idea in Modern Theatre*. New York: 1954
2. Lumley, Fredrik. *Trends in 20th Century Drama*. Fairlawn: 1956; revised, 1960
3. Clark, Barrett H. Ed. *European Theories of the Drama*. New York: Crown, 1947

Suggested Reading, Specific and General:

1. Pronko, Lenard Cabell. *The World of Jean Anouilh*. Berkeley: 1951
2. Gray, Ronald. *Bertolt Brecht*. New York: 1961
3. Northam, John. *Ibsen's Dramatic Method*. London: 1953
4. Kitchin, L. *Mid-Century Drama*. London: 1960 (For Osborne)
5. Bishop, Thomas. *Pirandello and the French Theatre*. New York: 1961
6. Campbell, George A. *Strindberg*. New York: 1933
7. Kritzer, Amelia Howe. *The Plays of Caryl Churchill: Theatre of Empowerment*. London: Macmillan, 1991.
8. Lane, Richard. Ed. *Beckett and Philosophy*, Palgrave Macmillan, 2002.

9. Scott, M. Ed. *The Birthday Party, The Caretaker, The Homecoming: A Casebook*. London: Macmillan, 1986.
10. Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

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

Rationale:

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

Suggested Texts:

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

Suggested Texts: (plays: any 4)

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

General Resources on Genres (poetry):

- Bloom, H. *Figures of Capable Imagination*, 1976
- Waggoner, H. H. *American Poetry From the Puritans to the Present*, 1968, Rev. 1984

General Resources on Genres (drama):

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

5- WORLD LITERATURE IN TRANSLATION

Rationale:

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

Suggested Primary Reading:

1. Basho (Japanese): Selections of Haiku (at least 5)
2. Albert Camus (French and Algerian): *The Outsider*
3. Cervantes, M (Spanish): Don Quixote (Part 1-Book 1&2)
4. Kafka, Franz (German): *Metamorphosis*
5. Homer (Roman): Selections from "The Iliad" and "The Odyssey"
6. Dostoevsky (Russian): *Crime and Punishment*
7. Rumi (Persian): Selections from the Mathnavi: (Divan & Discourse; The Song of the Reed / The Artists)
8. Iqbal, M (Indo-Pakistani): Selections from *Javaid Nama: The Spirit of Rumi Appears*
9. Faiz Ahmed Faiz (Pakistani): Dawn of Freedom: Aug 1947. Translated by Agha Shahid Ali
10. Federico Garcia Lorca (Spanish): *Blood Wedding*
11. Lu Hsun (Chinese), "The Kite" and "After Death" in *Wild Grass*. Peking: Foreign Language Press, 1974

Suggested Secondary Reading:

1. Arberry, A. R. Ed. *Persian Poems*. London: J. M. Dent and Sons, 1954
2. Bowra, C.M. *Tradition and Design in the Iliad*. Oxford: Clarendon Press, 1950
3. Bree, G. Ed. *Camus: A Collection of Critical Essays*. Prentice Hall
4. Blyth, R.H. *The Genius of Haiku*. London: 1994
5. Bloom, Harold. Ed. *Franz Kafka's The Metamorphosis*. New York: Chelsea, 1998
6. Madariaga, Salvador D. E. *Don Quixote: An Introductory Essay in Psychology*. London: Oxford UP, 1948
7. Murray, G. *The Rise of the Greek Epic*. Oxford UP, 1934
8. O'Kelly, H. W. Ed. *The Cambridge History of German Literature*. Cambridge: CUP, 1997
9. Schimmel, A. M. *The Triumphal Sun*. New York: State U of New York P, 1993

6. POSTCOLONIAL STUDIES

Rationale:

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

and criticism as a distinct and significant addition to English literary studies.

Suggested Primary Reading: (choose any 5)

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

Suggested Secondary Reading:

1. Achebe, Chinua, "The Role of a Writer in A New Nation." *Nigeria Magazine*. No 81: 1964
2. Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. *The Post-Colonial Studies Reader*, London: Routledge, 1995
3. Belsey, C. *Critical Practice*, London: Methuen, 1980
4. Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: Oxford UP, 1995
5. Loomba, Ania. *Colonialism/ Postcolonialism*. London: Routledge, 1998
6. Peck, J. Ed. *New Casebook on Post-colonial Literatures*. Macmillan, 1995
7. Smith, H. *Beyond the Post Modern Mind*. Lahore: Suhail Academy, 2002.

RESEARCH WORK SEMESTER—III & IV

THESIS/DISSERTATION WRITING

Rational:

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