

M.A. IN ENGLISH LANGUAGE AND LINGUISTICS

NON- SEMESTER

ELIGIBILITY OF THE COURSE

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

DURATION OF THE COURSE Two Years

GENERAL AIMS AND OBJECTIVES:

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

Papers to be included: **I Year**

Paper I: Phonetics and linguistic skills

Paper II: Practical Rhetoric

Paper III: Survey of English Literature and Language –I

(From Chaucer to Pre-Raphaelite

The Behaviourist: Skinner to Bloomfield)

Paper IV: English for Employability

Papers to be included: **II Year**

Paper V: Fundamental concepts of Linguistics

Paper VI: Survey of English Literature and Language –

II (From Romantic age to Modern age

The Cognitivist: Ferdinand de Saussure to Noam Chomsky)

Paper VII: Modern English Grammar

Paper VIII: English for Technical Writing

Paper I: Phonetics and Linguistic Skills

Aims and objectives:

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

Unit I: Phonetics and Phonology (English)

Organs of Speech, Systems of Speech

Articulatory Phonetics & Acoustic Phonetics

International Phonetic Alphabet / Association

Phonetic/ Phonemic Transcription

Unit II: Vowels & Consonants

Cardinal Vowel, Vowel Diagram

Place of articulation: Voiced & Voiceless sounds, Oral & Nasal Sounds

Manner of articulation: Strictures involved

Unit III: Strong and Weak forms, Stress, pitch, tone and intonation

Strong & Weak Verbs

Word stress & Sentence Stress

High pitch & Low pitch

Rising, falling, Rise fall & Fall rise Intonation Patterns

Unit IV: Linguistics skills (LSRW)

Micro & Macro skill Training in:

Listening Speaking

Reading Writing

Unit V: Presentations and Interpersonal communication

Monologue,

Conversation practice in domestic situations

Conversation practice in social situations

Conversation practice in official situations

Books for Reference:

1. Allen, W.S. *Living. English Speech*, London. Longman, 1965
2. Arnold, G.F. and A.C.Gimson. *English Pronunciation Practice*. Edward Arnold, 1962.

3. Balasubramanian, T.A. *Text Book of English Phonetics for Indian Students*, Newdelhi. Macmillan. 2000
4. Ball, W.J. *Steps for fluency in Spoken English (Pupil's Book)* London. Longman & Green And co., 1968.
5. *International Phonetic Association Principles of International Phonetic Association. Revised Edition.* London. 1949.
6. Jeyalakshmi, G. *A text book in English Sounds: Vowels and Consonants*, Madurai. Tharvas Publishers, 1998
7. Jones.D *The pronunciation of English.* Cambridge. CUP, 1995
8. Jones.D. *English Pronouncing Dictionary.* New Delhi. University Bookstall, 2008
9. Ladgefoged, P.A. *A Course of Phonetics.* Cambridge. CUP, 1958
10. Mortimar, C. *Weak Forms.* Cambridge. Cambridge University Press, 1978.
11. Sethi, J & P.V.Dhamija. *A Course in Phonetics and Spoken English*, New Delhi, Prenticehall of India, 1989.
12. Tibbitts, E.L. *Practice materials for the English Sounds.* Cambridge, CUP. 1963.
13. Wells, J.C. *Accents of English – 3 Volumes*, Cambridge. Cambridge University Press, 1982.

Paper II: Practical Rhetoric

Aims and objectives:

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

Unit I: Rhetoric,

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

Unit II: Rhetoric of words

Growth & Change of Vocabulary
 Content & Structure Words
 Vocabulary & Diction
 Denotation & Connotation

Unit III: Rhetoric of sentences

Simple, Compound & Complex Sentence
 Sentence Length & Rhythm
 Different types of Rhetorical Sentences

Practice in improving sentences

Unit IV: Rhetoric of Paragraph

Origin, Meaning and Significance

Different types of Paragraphs

Paragraph blocks & Paragraph Patterns

Practice in Paragraph Writing

Unit V: Writing a Research Paper

Note-making, Note-taking, Outlining, Summarizing

Unity, Coherence, Cohesion, Coordination

Beginning, Middle & End, Documentation & Bibliography

Books for Reference:

1. Alexander S., L.C. *Essay and Letter Writing*. Longman. London, 1972.
2. Brooks and Warren. *Modern Rhetoric*. New York: Harcourt Brace Jovanovich, Inc., 1972.
3. Jack Allsop. *Cassell's Students' English Grammar & Exercise*. Oxford. The Alden Press, 1983
4. Jack Allsop. *Cassell's Students' English Grammar*. Oxford. The Alden Press, 1983
5. Kalyani Mathivanan, *Research Methodology*. Chennai.:Emerald Publishers, 2004
6. Moody, H.L.B. *Selected Reading in English Literature and Thought*. London: Longman Group Ltd., 1967.
7. *The MLA Handbook for writers of Research Paper*. Hyderabad. ASRC, 1968
8. Winkler, A.C. *Rhetoric Made Plain*. USA: Harcourt Brace Jovanovich, Inc., 1974.

Paper III: Survey of English Literature and Language –I

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

Aims and objectives:

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

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

Unit I: Age of Chaucer & Renaissance: (13th to 15th Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit II: Age of Shakespeare and Elizabethan age (16th Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit III: Age of Augustan & Puritan age (17th Century)

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

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

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit V: Behaviourist Theories in Language Learning

Pavlov's Classical Conditioning

Skinner's Operant Conditioning

Thorndike's Trial & Error

Leonard Bloomfield

Books for Reference:

1. Bloomfield, Leonard. *Language*. New York: Holt, 1933.
2. De Saussure, Ferdinand. *Course in General Linguistics*. London: Peter Owen, 1960.
3. Edward Albert. *History of English Literature*. India : Oxford University Press, forty fourth impression, 2009
4. Hilgard, E.R. and Bower, G.H. *Theories of Learning*. New Delhi: Prentice Hall of India Pvt Ltd., 1977
5. Howatt, A.P.R. *A History of English Language Teaching*. London: Oxford University Press, 1984
6. Louis Cazamian and Raymond las Vergnas. *History of English Literature*. Madras: Macmillan India Ltd., 1981
7. Skinner, B.F. *Verbal Behaviour* New York. Appleton - century- crofts, 1957

Paper IV: English for Employability

Aim & objectives:

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

Unit 1: Job search, Application: resume, cover letter

Understanding employable skills requirement, self evaluation

Preparing your self: hard skills and soft skills

Looking up job advertisements: News papers, internet based job portals, etc...

Resume preparation, Cover letter

Unit 2: Verbal Aptitude Test

Vocabulary

Sentence conversion and completion, error detection and correction

Comprehension : cloze activities

Comprehension: critical thinking

Unit 3: Group discussion

Principles of group discussion and body language
Debate exercises, Mixed group discussion
Analytical GD
Problem solving GD

Unit 4: Interview

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

Unit 5: Emotional Intelligence & Interpersonal relation, leadership and team building

Self awareness, Self regulation, Empathy, Motivation, Psychometry
Team dynamics, I/ We, Them/ Us approaches
Judgment, decision making, Types of leaders
Communication in team building

Books for reference:

1. Andrews, Sudhir. *How to Succeed at Interviews*. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
2. Heller, Robert. *Effective leadership*. Essential Manager series. Dk Publishing, 2002
3. Hindle, Tim. *Reducing Stress*. Essential Manager series. Dk Publishing, 2003
4. Hurlock, E.B. *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill. 2006
5. Lucas, Stephen. *Art of Public Speaking*. New Delhi. Tata - Mc-Graw Hill. 2001
6. Mile, D.J *Power of positive thinking*. Delhi. Rohan Book Company, (2004).
7. Prasad. V. *Advanced Communication Skills*. New Delhi. Atma Ram Publications, 2002.
8. Pravesh Kumar. *All about Self- Motivation*. New Delhi. Goodwill Publishing House. 2005.
9. Rajendra Pal, & JS Korlahhi. *Essentials of Business Communication*. New Delhi. Sultan Chand & Sons, 2004
10. Smith, B . *Body Language*. Delhi: Rohan Book Company. 2004
11. Swets, Paul. W. *The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates*. New York. Prentice Hall Press, 1983

Paper V: Fundamentals of Linguistics

Aims and Objectives:

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

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

UNIT I: Linguistics:

Meaning, scope and their types

Human and Animal Communication; Language, thought and culture;

Types of languages, origin, functions and features of language

UNIT II: Sociolinguistics

Language and personality domains; language and context; forms of address, code-switching, diglossia, language and ethnic group difference;

language and gender difference; linguistic change & social change.

UNIT III: Language Planning:

problems of multi lingual societies,

language and national identity, bi-multi-lingualism,

linguistic map of India, Minority and majority

languages and language in education.

UNIT IV: Approaches to Language:

Nature of Language Acquisition,. Language and society;

Language & culture, languages in contact.

Traditional Approach, Structural approach, Transformational Grammar;

UNIT V: Applied Linguistics:

Psycholinguistics, Computational linguistics

Neurolinguistics, English language Teaching

Contrastive & Error Analysis

Books for Reference:

1. Chomsky, *Linguistic Theory*. (rept). London. OUP, 1966.
2. Cook, Guy. *Discourse*. Oxford: Oxford University Press, 1989.
3. Corder, Pit. *Introducing Applied linguistics*. Edinburgh Course in Applied Linguistics vol.2. Oxford. ELBS, 1976
4. Corder, W. Jim. *Contemporary Writing – Process and Practice*. Chicago: Scott Foresman and Company, 1979.
5. Crystal, David. *Linguistics*. London. Edward Arnold II ed. 1969.
6. Fowler, Roger. *Essays on Style and Language: Linguistic and Critical Approaches to Literary Style*. London: Routledge and Kegan Paul, 1971.
7. Fowler, Roger. *Style and Structure in Literature*. Oxford: Blackwell, 1975.
8. Fowler, Roger. *The Language of Literature*. London: Routledge and Kegan Paul, 1971.
9. Halliday, M.A.K. 'Categories of the theory of Grammar'. *Journal of Linguistics*, New York. 1965
10. Halliday, M.A.K. *The Linguistics Sciences and Language Teaching*. London. Longman, 1964.
11. J.Fishman. *Language Problems in Developing Nations*. Mouton. The Hague, 1972
12. J.Fishman. *Readings in Sociology of Language*. Mouton. The Hague, 1968
13. J.J.Gumperz. & D.Hymes (eds). *Directions in Sociolinguistics*. New York. Holt, Rinehart & Winston, 1972
14. J.J.Pride & Holmes (eds). *Sociolinguistics*. Harnondsworth. Penguin, 1972
15. P.Giglioli. *Language and Social Context*. Harnondsworth. Penguin, 1972
16. Peter Trudgil. *Sociolinguistics: An Introduction to Language & Society*. New York. Holt, Rinehart & Winston, 1978
17. R.A.Hudson. *Sociolinguistics*. Cambridge: Cambridge University Press, 1981.
18. Robins, R.H. *General Linguistics: As Introductory Survey*. London. Longman, 1964.

Paper VI: Survey of English Literature and Language –II

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

Aims and objectives:

1. to introduce the students to a wide panorama of literature from the Romantic age to the Modern age.
2. to train the students to express their opinions on different ideas, movements etc.

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

Course objectives:

Unit 1: The Age of Romanticism

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit 2: The Age of Victorian

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

Unit 3: The Modern and Twentieth Century Literature

The socio-historical background

Major literary forms

Major writers

Major characteristics and works

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

Semiotics, Whorf-Sapir- Linguistic-relativity hypothesis

Structuralism and language teaching

Structuralism and literary criticism

Unit 5: Cognitivist theories in Language Learning-Noam Chomsky

Language Acquisition Device (LAD) theory

Transformative-generative grammar

Stephen Krashen- Language acquisition theory

M.A.K. Halliday- Systemic Functional Grammar

Books for Reference:

1. Biggie Morris L. and Hiunt Maurtice, P. *Learning Theories for Teachers*. New York: Harper and Row publishers, 1982
2. Charles. F. Hockett. *A course in Modern Linguistics* , New York: Macmillan, 1968
3. Chomsky. N. *Syntactic Structures*.The Hague: Mouton and company, 1957
4. Edward Albert *.History of English Literature*. India : Oxford University Press, forty fourth impression,2009
5. Hilgard ,E.R.and Bower, G.H. *Theories of Learning*. New Delhi: Prentice Hall of India Pvt Ltd., 1977
6. Howatt. A.P.R. *A History of English Language Teaching*.London: Oxford University Press, 1984

Paper VII: Modern English Grammar

Aims and Objectives:

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

UNIT I Noun Phrase:

Types, structure and functions

Article features, adjectives, prepositions

Pre and post modifiers, dangling modifiers

UNIT II : Verb Phrase:

Types structure and functions

Tense , auxiliaries,

Predicates, adverbs, aspects

Passives, modals and anomalous finites

UNIT III: Clauses:

Types structure and functions.

Noun clauses, Adjectival clause

Adverbial clause

UNIT IV: Sentences:

Seven basic sentence patterns

Infinitive and participle constructions,

Adjunct , Conjunct and Disjunct

UNIT V : Sentence Types:

Simple, complex and Compound sentences

Periodic, Cumulative sentences

Books for Reference:

1. Close, R.A. *University Grammar of English, workbook*. London. Longman, 1974.
2. James Sledd: *A Short Introduction to English Grammar*.Princetonhall. PUP, 1972
3. Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. Harlow: English Language Book Society/Longman, 1975.
4. Penny. Ur. *Grammar Practice Activities*. Cambridge. CUP, 1988.
5. Quirk, et al: *A University Grammar of English (Student Edition)*. London. Longman, 1973.

6. Thompson and Martinet: *Practical English Grammar*. Oxford. OUP, 1979
7. Zandvoort, R.W. *A Handbook of English Grammar*. London. Longmans 1965.

Paper VIII: English for Technical Writing

Aim & objectives:

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

Unit 1: Business Writing

Reading comprehension, business vocabulary
Business Letters, memos,
Circular, notices, Agenda, minutes
Emails, Business jargons

Unit 2: Report writing

Critical reading comprehension
Summary and précis writing
Note making, Press reports
Research report

Unit 3: Content development

E- Content Writing
Web advertisements
Actual, Virtual, Actual
Story Boarding, Power point slides

Unit 4: Process and operations: expository

Definition writing
Description, Explanation, Illustration
Essay writing,
Editing and Proof reading

Unit 5: Brochure, manual preparation and advertisements

Principles of advertisement
Brochure, Manual
Commercial ads
Social ads

Books for Reference:

1. Brooks and Warren. *Modern Rhetoric*. New York: Harcourt Brace Jovanovich, Inc., 1972.
2. Jack Allsop. *Cassell's Students' English Grammar & Exercise*. Oxford. The Alden Press, 1983
3. Jack Allsop. *Cassell's Students' English Grammar*. Oxford. The Alden Press, 1983
4. Jakobvits, Leon A. 'Rhetoric and Stylistics.'" *College Composition and Communication* 20 (1969): 314-28.
5. Moody, H.L.B. *Literary Appreciation*. London: Longman Group Ltd., 1968.
6. Moody, H.L.B. *Selected Reading in English Literature and Thought*. London: Longman Group Ltd., 1967.
7. Moody, H.L.B. *The Teaching of Literature in Developing Countries*. London: Longman Group Ltd., 1971.
8. S.Alexander, L.C. *Essay and Letter Writing*. Longman. London, 1972.
9. *The MLA Handbook for writers of Research Paper*. Hyderabad. ASRC, 1968
10. William F. Irsmscher. *The Holt Guide to English*. Newyork. Holt, Rinehart &Winston, 1972
11. Winkler, A.C. *Rhetoric Made Plain*. USA: Harcourt Brace Jovanovich, Inc., 1974.

QUESTION PAPER PATTERN

Time: 3 hrs.

Max marks: 100

Section A: 5X 20=100 marks

I. Answer the questions given below:

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

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

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

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

APPENDIX -BH

MADURAI KAMARAJ UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

PGDTE

SYLLABUS FOR PG DIPLOMA IN ENGLISH LANGUAGE TEACHING

NON- SEMESTER

ELIGIBILITY OF THE COURSE A Pass in BA English

DURATION OF THE COURSE One Year

Aim & objectives:

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

Paper I: ELT: History and Principles:

Language teaching - 20th century trends.

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

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

English Teaching in India

Methods and Approaches:
Structural –oral- situational,
Humanistic and Modern approaches

Paper II:ELT: English Curriculum and Syllabus

English syllabuses-a review

Present objectives of teaching English in India

Different Types of courses

Paper III: ELT: Testing and Evaluation

Purpose & types of testing, production & administration of a test; Assessing performances and interpretation of result and

Revision for standardizing test.

Describing language skills;

Techniques for the testing of language skills.

Question banks internal & external assessment,

Paper IV: Teaching Techniques

Teaching aids and Educational technology

Blackboard, Pictures, Realia,

Overhead Projector, Tape Recorder Television,

Video, Audio-visual, Language Laboratory,

Books for Reference:

1. Allen, J. & Davis, A. *Testing and Experimental Methods*. London. George Allen and Unwin, 1986
2. Howatt, A.P.R. *A History of English Language Teaching*. Oxford. OUP, 1984
3. Krishnaswamy N. and T. Sriraman. *English Teaching in India*. Madras: T.R. Publications Pvt. Ltd., 1994.
4. Lado: *Language Testing*. London. Longman, 1961

5. Nagaraj, Geetha, *English Language Teaching Approaches Methods techniques*, Hyderabad. Orient Longman, 1996
6. Nunan, D. *Syllabus Design*. Oxford. OUP, 1988.

QUESTION PAPER PATTERN

Time: 3 hrs.

Max marks: 100

Section A: 5X 20=100 marks

I. Answer the questions given below:

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

1. (a) or (b)

2. (a) or (b)

3. (a) or (b)

4. (a) or (b)

5. (a) or (b)

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