JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

Syllabus for Pre-Ph. D Examination

English

PAPER – II		Subject Code
S. No	**Subject**	
1	British Literature	**1312101**
2	American Literature & Afro American Literature	**1312102**
3	Common Wealth Literature & Indian Literature	**1312103**
4	Diasporic Literature	**1312104**
5	Theoretical Foundations for Language Teaching and Learning	**1312105**
6	Curriculum Designing and Material Production	**1312106**
7	Language Teaching Methods and Techniques	**1312107**
8	Language and Linguistics	**1312108**

PAPER – III		Subject Code
S. No	**Subject**	
1	Women Studies	**1312201**
2	Translation Studies	**1312202**
3	Literary Theory and Criticism	**1312203**
4	Folk Literature and Culture Studies	**1312204**
5	Literature for Language Teaching and Learning	**1312205**
6	Language Testing	**1312206**
7	CALL, Use of ICT	**1312207**
8	ESP Courses	**1312208**

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English

PAPER – II

British Literature

Unit-I: Thomas Hardy:
Novel: The Return of the Native
Robert Browning: Rabbi Ben Ezra

Unit-II: Works of T.S.Eliot :
Poem: The Waste Land,
Play: The Cocktail Party
Critical Essay: Tradition and Individual Talent

Unit-III: Selections from: Raymond Williams: Drama from Ibsen to Brecht:
Selections from G.S Fraser: The Modern World Writer and His World

Unit-IV: Elaine Show Alter: Towards a Feminist Poetics

Unit-V: Seamus Heaney**:** Death of a Naturalist,
Ted Hughes: □ □ 1970 *Crow: From the Life and the Songs of the Crow*

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English

American Literature & Afro American Literature

Unit-I: Hawthorne: This Scarlet Letter
Hemingway: The Old Man and the Sea
Saul Below: The Victim
Tony Morrison: A Pair of Blue Eyes

Unit-II: Alice Walker: The Color Purple
Barnard Malamud: The Natural

Unit-III: Saul Bellow: The Victim
Tony Morrison: A Pair of Blue Eyes
Maya Angelou: The Heart of a Woman

Unit-IV: John Press: A Map of Modern Verse
Harold Pinter: The Dumb Waiter

Unit-V: Mary Helen Washington: Invented Lives: Narratives of Black Women
Audre Lorde: From a Land Where Other People Live

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English

Common Wealth Literature & Indian Literature

Unit-I: Chinua Achebe: Arrow of God
Patrick White: The Tree of Man

Unit-II: Margaret Atwood: The Edible Woman
Khaleel Hossnain: The Kite Runer

Unit-III: Vikram Seth: The Golden Gate
Raja Rao: The Cat in Shakespeare

Unit-IV: Margaret Atwood
Novel: Surfacing
Short Stories: Murder in the Dark
Non-Fiction Work: Survival: A Thematic Guide to Canadian Literature

Unit-V: Kiran Desai: Inheritance of Laws
Yasmeen Guna Ratne: There Was Country and On An Asian Poet Fallen Among

Reading List:
Bruce King: Modern Indian Poetry in English

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English

Diasporic Literature

Unit-I: Jhumpa Lahiri: The Namesake
Bharathi Mukherjee: Desirable Daughters

Unit-II: Bapsi Sidhwa: The American Bratt
V.S.Naipul: A House for Mr.Biswas

Unit-III: Rohinton Mystry: Such A Long Journey
Salman Rushdie: Shame

Unit-IV: Flaming Spirit: stories from the Asian Women Writer's
Collective Odyssey: short stories by India women writers settled abroad

Unit-V: Ghosh, Amitava : 'The Diaspora in Indian Culture

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English

Theoretical Foundations for Language Teaching and Learning

Unit-I: First language learning**,** Second Language Learning, Differences between L1 and L2 Learning, Krashen's Hypotheses, Chomsky-language learning, Cummins-BICS and CALP

Unit-II: Behavioural Approach, Cognitive Approach: Piaget, Constructivists theories: Vygotsky, Gardener, Bloom's taxonomy

Unit-III: Methods and Techniques (From Grammar Translation to CLT)

Unit-IV: Task-Based Language Teaching and Learning, Learner Autonomy, Learning Centered Approach

Unit-V: Learning Vocabulary, Grammar and Language skills and sub skills, research methodology

Reading List:

1. Lightbown and Spada. 1993. How are Languages Learned? Oxford University Press
2. Krashen, S., (1981). **Principles and Practice in Second Language Acquisition**. London: Pergamon Press Ellis R. 1982: Second Language Learning Theories
3. Stern HH.1987. Fundamentals concepts of Language Learning
4. Bialystyok, E (2001): Bilingualism in Development. Cambridge: Cambridge University Press
5. Chaudron, C (1988): **Second Language Classroom: Research on Teaching and Learning.** Cambridge: Cambridge University Press

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English

Curriculum Designing and Material Production

Unit-I: Second language learning theories, introduction to curriculum designing and planning, **:** Teacher factors (education, training, experience, exposure) & Learner Factors (age, aptitude, background knowledge), individual differences, mixed ability groups,

Unit-II Curriculum development strategies and models- process model, objectives model, Needs analysis**,** aims and learning outcomes,

Unit-III: Types of Texts for Language Teaching (cultural, academic, content-based), teaching-learning methods, learning resources,

Unit-IV: Implementing the curriculum-syllabus and Supplementary Material, monitoring and evaluating the curriculum, evaluation strategy,

Unit-V: Revisiting curriculum, revising strategy change decisions

Reading List:

1. Keith Johnson: Second Language Curriculum
2. Johnson, E B. 2002. **Contextual Teaching and Learning**. California: Corwin Press.
3. Allen and Unwin. 1993. Curriculum Development and Design. Murry Print.
4. J C Richards.2001.Curriculum Development in Language Teaching. Cambridge university press
5. Kathleen Graves. 1996. Teachers as Course Developers. Cambridge university Press

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English

Language Teaching Methods and Techniques

Unit-I: Fundamental theories of language learning and teaching, bilingualism and multilingualism

Unit-II: Cognitive theories of language learning, short and long-term memory, language and thought (hypotheses), concepts and schemata

Unit-III: Learning strategies, types of strategies, strategies for each language skill and sub-skill

Unit-IV: Learning styles in relation to multiple intelligences, teaching styles and style wars in classroom

Unit-V: Designing tasks for language classroom in relation to learning styles, cognitive abilities, learning styles and cultural influences on learning

Reading List:

1. JC Richards & WA Renandya (eds) 2002.: Methodology in Language Teaching. Cambridge University Press.
2. N.S.Prabhu 1987: Second Language Pedagogy. Oxford University Press
3. M. Bygate, P. Skehan & M. Swain (Eds.), Researching pedagogic tasks. Harlow, Essex: Longman
4. Gardner, H (1993): Frames of Mind: The Theory of Multiple Intelligences (Second edn). New York: Basic Books
5. Oxford, R L (1990): Language Learning Strategies: What every teacher should know. New York: Newbury House
6. P Robinson (ed) 2002: Cognition and Second Language Instruction. Cambridge: Cambridge University Press.

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English

Language and Linguistics

Unit-I: Properties of Language, origin of language, levels of linguistic analyses, language variation-standard language, dialects- regional & social, pidgins and creoles, register and jargon, slang, language planning

Unit-II: Phonology and phonetics- phoneme, phones and allophones, minimal pairs, syllables and clusters, morphology and word formation-morphemes, free and bound morphemes, coinage, borrowing, compounding, blending

Unit-III: Discourse Analysis –interpreting discourse, cohesion, coherence, speech events, conversation analysis, turn-taking, cooperative principle, background knowledge, schemas and scripts, social, classroom, cultural

Unit-IV: Syntax-generative grammar, structure, structural integrity, tree diagrams, phrase structure rules, lexical rules, transformational grammar

Unit-V: Semantics- conceptual and associative meaning, semantic features, semantic roles, agent and theme, role of culture in meaning making

Reading List:

1. Yule G. 2009 (ed) The Study of language. Cambridge University Press
2. Trask RL.1995. Language- the basics. Routledge
3. Crystal,D.1992. Introducing Linguistics. Penguin English
4. Lyons, j.1981. Language and Linguistics. Cambridge University Press
5. Hockett, C F: A Course in Modern Linguistics. Macmillan

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English

PAPER – III

Women Studies

Unit-I: Tasleema Nasreen: Lajja
Shashi Deshpandey: *The Dark Holds No Terrors*

Unit-II: Arudhati Roy: *The End of Imagination*.
Mary Woolstone Craft: A Vindication of the Rights of Women

Unit-III: Virginia Woolf: A Room of One's Own
Gloria Naylor: *The Women of Brewster Place*
Luce Irigaray: *Speculum of the Other Woman*

Unit-IV: Buchie Emicheta: The Joys of Motherhood
Simone De Beauvoir: The Second Sex

Unit-V: Bell Hooks: Ain't I a Woman?: Black Women and Feminism
Margarete Laurence: The Stone Angel

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English

Translation Studies

Unit-I: Dostovysky: The Idiot
Chekov: The Cherry Orchid

Unit-II: Victor Hugo: Les Miserables
Albert Camous: The Plague

Unit-III: Samuel Beckett: Waiting for Godot
Prem Chand: Godaan

Unit-IV: Kalidasa: Sakuntalam (translated by M.R.Kale,)
Rabindranath Tagore: Binodini

Unit-V: Susan Bassnett: Translation Studies

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English

Literary Theory and Criticism

Unit-I: Reader Response Theory & Eco Criticism, Realism,

Unit-II: Post Colonial Criticism

Unit-III: Five Approaches to Criticism

Unit-IV: Functions and Principles of Criticism

Unit-V: Structuralism, Existentialism, Neoclassicism, Genre Analysis,

Reading List:

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English

Folk Literature and Culture Studies

Unit-I: Kevin Gilbert (Living Black), Kateri Awikenzie-Damm ed., (Skins: Contemporary Indigenous Writing)

Unit-II: Wahida Clark
California Cooper

Unit-III: Culture and Popular Culture

Unit-IV: Can the Subaltern Speak." Marxism and the Interpretation of Culture Ed. Carry Nelson and Lawrence Grossberg

Unit-V: Mahasweta Devi: The Breast Giver

Pramod K Nair: Introduction to Cultural Studies

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English

Literature for Language Teaching and Learning

Time: Unit-I: Fundamentals of language teaching, classroom techniques, learner and teacher factors, learner-centered classroom, learner autonomy

Unit-II: Content-based teaching, task-based teaching, experiential learning

Unit-III: Analysing different types of texts, language of different genres of texts, levels of reading-factual, inferential, interpretative, extrapolative

Unit-IV: Facilitating enhancement of critical thinking and creative thinking skills and language, grammar, vocabulary and study skills through literature

Unit-V: Evaluation procedures, designing language tasks and activities based on literature reading

Reading List:

1. Brumfit CJ and Carter, R A.1986. Literature and Language Teaching. Oxford university press
2. Short, M. 1996. *Exploring the Language of Poems, Plays and Prose*. London: Longman.
3. Byram, M & Grundy.P.2002. Context and Culture in Language Teaching and Learning. Multilingual Matters.
4. Simpson, P.1997. Language through Literature: an Introduction. London: Routledge.
5. Duff, A & Maley, A (2007) Literature (Resource Books for Teachers), Oxford University Press.
6. Maley, A (2001) ‘Literature in the language classroom' in The Cambridge Guide to Teaching ESOL, Cambridge University Press.

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English

Language Testing

Unit-I: Language Learning, assessment theories; role of testing and evaluation in language assessment, basic principles of assessment

Unit-II: Selecting and designing tests for all Language skills (LSRW, grammar and vocabulary), stages in designing tests, Testing tasks, gradation, testing types, formative and summative, assessments, integrated skills testing

Unit-III: Correctness and appropriateness of tests, Describing and measuring language ability through tests, tests and suitability for each skill, testing four skills, Designing and Evaluating Procedures and Instruments of testing

Unit-IV: Alternative assessment tools and testing devices; pre and post tests, washback theory, Statistical Analysis of test scores

Unit-V: Professional ethics in guidance and evaluation**,** constructive feedback, counseling

Reading List:

1. Coombe, C, Davidson, O'Sullivan and Stoynoff, 2012: The Cambridge Guide to Second Language Assessment, Cambridge University Press
2. Bachman LF.1990. Fundamental Considerations in Language Testing
3. Madsen, Harold S 1983. Techniques in Testing.
4. Bachman LF and A Palmer 2010. Language Assessment in Practice. Oxford University Press
5. Hughes. A.1989.Testing for language teachers. Cambridge University Press
6. Brown and Abhay Vikrama. 2010. Language Assessment: Principles and Practices. Pearson.

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English

CALL, Use of ICT

Unit-I: Different aids for language teaching-learning, learner autonomy, learner centered teaching, Media, Computer Assisted Language Learning, CALI (I for Instruction), TELL (Technology Enhanced Language Learning)

Unit-II: Online learning, multi-media and internet use for language learning, developing language skills, vocabulary and learning grammar

Unit-III: Designing CALI programs, hyper texts, choice of texts for learning, other web tools for language learning

Unit-IV: Roles of teachers, learners and technology redefined with Computer interference in language learning classes

Unit-V: Virtual worlds, impact of CALL, Assessment criteria,

Reading List:

1. Levy M. (1997) *CALL: Context and Conceptualisation*, Oxford: Oxford University Press.
2. Davies G. & Higgins J. (1982) *Computers, language and language learning*, London: CILT.
3. Bush M. & Terry R. (1997) (eds.) *Technology-enhanced language learning*, Lincolnwood, Illinois: National Textbook Company.
4. Dudeney G. (2007) *The Internet and the language classroom*, Second Edition, Cambridge: Cambridge University Press.
5. Richardson W. (2006) *Blogs, Wikis, Podcasts and the Powerful Web Tools for Classrooms*. Thousand Oaks: Corwin Press.
6. Davies G. (ed.) *Information and Communications Technology for Language Teachers (ICT4LT)*, Slough, Thames Valley University [Online]: http://www.ict4lt.org/en.htm

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ESP Courses

Unit-I: English as First Language, English as Second Language (ESL), English as Foreign Language(EFL), Teaching English Second Language (TESL), Teaching English as Foreign Language (TEFL), Different Registers, Language Teaching Techniques For Varied Purposes

Unit-II: Ways of describing language, models of learning, teacher orientation, learners' ideology and expectations

Unit-III: Approaches to design ESP courses, language-centered, learner-centered, needs based, skills centered, learning-centered approaches,

Unit-IV: Stages of ESP course Design,Designing and Delivering ESP courses, knowledge and linguistic knowledge levels of the learners, needs analysis, curriculum, syllabus, instructional design and delivery, resources and aids available

Unit-V: Impact factor, assessment procedures, revisiting the course designing- a dynamic process; review of any two sample courses (E.g.:Business English, Technical English)

Reading List:

1. N. Krishna Swamy & Lalitha Krishna Swamy: Teaching English Approaches, Methods and Techniques.
2. Tom Hutchinson and Alan Waters: English for Specific Purposes.Cambridge University Press
3. Harmer, J. 2001. The Practice of English Language Teaching. England: Pearson Education Limited.
4. Long M H and Crookes, G. 1992. Three Approaches to Task-Based Syllabus Design. TESOL Quarterly, Vol. 26, No. 1., pp. 27-56.