

# CURRICULUM

## DOCTOR OF PHILOSOPHY IN ENGLISH (LINGUISTICS) 2022 AND ONWARDS



**DEPARTMENT OF ENGLISH  
UNIVERSITY OF MALAKAND**

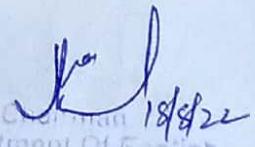
Ph.D in English (Linguistics) Department of English, University of Malakand 2022 and Onwards

  
Chairman 18/8/22  
Department Of English  
University of Malakand

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**APPROVAL DETAILS FROM STATUTORY BODIES**

| DESCRIPTION   | DATE   |
|---|--|
| Recommended in 3 <sup>rd</sup> Board of Studies,<br>Department of English   | 31-08-2021   |
| Recommended in 5 <sup>th</sup> Board of Faculty,<br>Arts and Humanities     | 18-01-2022   |
| Recommended in 16 <sup>th</sup> Academic<br>Council, University of Malakand | 10-05-2022   |
| Approved by the 45 <sup>th</sup> Syndicate,<br>University of Malakand       | 23-06-2022<br>Notification No.<br>UOM/Acad/22/470 Dated 05-08-2022 |

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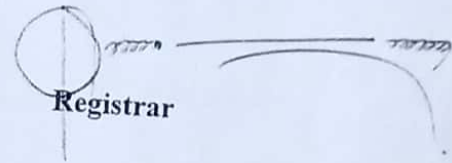


No. UOM/Acad/22/470

Dated: 05-Aug-2022

### NOTIFICATION


It is notified for the information of all concerned that consequent upon recommendations of the Academic Council made in its 16<sup>th</sup> meeting held on 10-May-2022, the Syndicate in its 45<sup>th</sup> meeting held on 23-Jun-2022 [(vide Item-03(5)(A)(3))] approved the scheme of studies and description of courses for PhD in English (Linguistics).

  
Registrar

**Copy for information and necessary action (if any) to:**

1. The Dean, Faculty of Arts and Humanities
2. The Controller of Examinations
3. The Director of Academics
4. The Chairperson, Department of English with the request to furnish a copy of the said document (signed/stamped) to the Network Administrator for uploading the same on the UOM website with intimation to this office for record.
5. Network Administrator
6. PS to Vice-Chancellor
7. PA to Registrar
8. Relevant File

  
Deputy Registrar Academics

  
Chairman  
Department Of English  
University of Malakand  
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**SUBJECT: MINUTES OF THE MEETING OF THE 5<sup>th</sup> BOARD OF FACULTY, FACULTY OF ARTS AND HUMANITIES, UNIVERSITY OF MALAKAND**

The 5<sup>th</sup> meeting of the Board of Faculty was held on 18-01-2022 (10.00 am) at the office of the Dean: Faculty of Art & Humanities, University of Malakand. The following attended the meeting:

1. **Prof. Ata Ur Rahman** Dean, Faculty of Arts and Humanities (Chair)
2. **Prof. Qaisar Khan**, Chairman: Deptt: English, UOM
3. **Prof. Nasar Ullah Wazir**, Director: Pashto Academy, UOP
4. **Prof. Muhammad Tahir**, Deptt: Islamic Studies, AWKUM
5. **Dr. Badshah e Room**, Chairman, Deptt: Pashto, UOM
6. **Dr. Janas Khan**, Associate Professor, Deptt: Islamic Studies, UOM
7. **Dr. Badshah Rahman**, Assistant Professor, Deptt: Islamic Studies, UOM
8. **Dr. Najmul Hasan**, Assistant Professor, Deptt: Islamic Studies, UOM
9. **Dr. Noor ul Basar**, Deptt: Pashto, UOM
10. **Dr. Munir Khan**, Incharge Deptt: Urdu, UOM
11. **Dr. Tariq Khan**, Deptt: English, UOM
12. **Dr. Mian Shah Badshah**, Chairman: Deptt: English, SBBU, Shiringal
13. **Ms. Afshan Jabeen**, Deptt: Urdu, UOM

The meeting started with recitation of verses from the Holy Quran by Dr. Najmul Hasan.

The Dean welcomed all the honorable members and asked Dr. Janas Khan to brief the forum about the agenda items. After the briefing, the forum started discussion on the agenda items the minutes of which are as follows.

**AGENDA ITEM NO: 01**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (ELT)**

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

**AGENDA ITEM NO: 02**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (LINGUISTICS)**

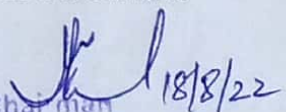
Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

**AGENDA ITEM NO: 03**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGLISH (LINGUISTICS)**

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic

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Council for consideration.

**AGENDA ITEM NO: 04**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (LITERATURE)**

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

**AGENDA ITEM NO: 05**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGLISH (LITERATURE)**

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

**AGENDA ITEM NO: 06**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN ISLAMIC STUDIES**

The Board discussed the scheme of Studies and the description of courses for AD in Islamic Studies. Minor corrections were made, and the case was recommended for onward submission to the Academic Council for consideration.

**AGENDA ITEM NO: 07**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR BRIDGING SEMESTER IN ISLAMIC STUDIES**

The Board discussed the scheme of studies for bridging semester and decided to place it before the Academic Council with the remarks that the bridging semester should be uniformly implemented in all teaching departments for those students who seek admission after successful completion of their Associate Degrees.

**AGENDA ITEM NO: 08**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR STUDENTS HAVING COMPLETED ASSOCIATE DEGREE AND ADMITTED IN ISLAMIC STUDIES**

This agenda item related to the scheme of studies designed for students who seek their degree in the Islamic Studies after completing Associate Degree in colleges. The scheme spread over two years (04 Semesters). The Board thoroughly discussed and examined the courses and recommended the same for consideration of the Academic Council. However, the bridging semester shall be additional as per the university policy.

**AGENDA ITEM NO: 09**

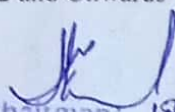
**TEACHING OF THE HOLY QURAN WITH TRANSLATION**

The Board was informed that a joint resolution was passed by provincial assembly of Khyber Pakhtunkhwa for compulsory teaching of The Holy Quran with Translation. The Syndicate in its 36<sup>th</sup> meeting decided to implement the course spanning over 04 years.

After detailed discussion, it was recommended that:

1. The course designed for each semester should be placed before the Academic Council.

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2. It was recommended that the course shall be non-credit compulsory part of each semester and it will have 100 Marks. Passing marks will be 50 but in transcript only Pass/Fail be written.
3. It was recommended that there will be Two hours class(es) each week in each semester.
4. The teachers who are engaged in Teaching The Holy Quran with Translation shall be paid remuneration equivalent to approved 2-0 credit hour course for each class of each semester under the policy of payment for such classes applicable to all disciplines.

**AGENDA ITEM NO: 10**

**PUBLICATION POLICY FOR MURJIS**

The Board recommended the proposed policy for publication in Malakand University Research Journal of Islamic Studies (MURJIS) to the Academic Council for further consideration.

**AGENDA ITEM NO: 11**

**LIST OF EVALUATORS/EXAMINERS FOR MPhil/PHD IN ISLAMIC STUDIES**

The Board recommended the list of evaluators/examiners for MPhil/PhD in Islamic Studies for placement before the quarter concerned for consideration/approval.

**AGENDA ITEM NO: 12**

**RECTIFICATION IN THE SYLLABUS OF ASSOICATE DEGREE IN ISLAMIC STUDIES**

The Board recommended the rectifications for consideration of the Academic Council.

**AGENDA ITEM NO: 13**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN URDU**

The Board thoroughly discussed the scheme of studies and description of courses for Associate Degree in Urdu. Minor changes were made in the draft and it was recommended that the case may be submitted to the Academic Council for consideration.

**AGENDA ITEM NO: 14**

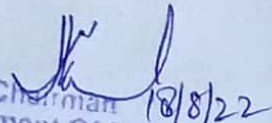
**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN PASHTO**

The Board thoroughly discussed the scheme of studies and description of courses for Associate Degree in Pashto. Minor changes were made in the draft and it was recommended that the case may be submitted to the Academic Council for consideration.

The meeting ended with a vote of thanks from and to the Chair.

**Dean**  
Faculty of Arts and Humanities  
University of Malakand

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**SUBJECT: MINUTES OF THE 3<sup>RD</sup> MEETING OF THE BOARD OF STUDIES, DEPARTMENT OF ENGLISH**

The 3<sup>rd</sup> Meeting of the Board of Studies, Department of English, University of Malakand was held in the office of the Chairperson, Department of English on August 31, 2021 at 10:30 AM. The following attended the meeting.

|                       |                                  |          |
|-----------------------|----------------------------------|----------|
| Prof. Dr. Qaisar Khan | Chairperson                      | Convener |
| Dr. Tariq Khan        | AP, University of Malakand       | Member   |
| Dr. Shaukat Ali       | AP, University of Malakand       | Member   |
| Dr. Tariq             | Lecturer, University of Malakand | Member   |
| Dr. Abdul Hamid       | AP, University of Swat           | Member   |
| Dr. Amir Sultan       | AP, IIUI Islamabad               | Member   |
| Mr. Imran Ullah       | Lecturer GPGC Timergara          | Member   |
| Mr. Imdad Ali         | Lecturer University of Haripur   | Member   |

The following members apologized for not attending.

|                 |                                  |        |
|-----------------|----------------------------------|--------|
| Mr. Sadiqullah  | Associate Professor, GPGC Dargai | Member |
| Dr. Sajid Iqbal | Lecturer, University of Malakand | Member |

The meeting started with recitation of verses from the Holy Quran by Mr. Imran Ullah, Lecturer, GPGC Timergara. The members were then formally welcomed to the meeting. The convener briefed the members about the agenda items to be discussed. Thereafter, discussion on each item was initiated, the minutes of which are as follows.

**AGENDA ITEM NO: 01**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (ELT)**

The Board recommended the scheme of Studies for MPhil in English (ELT). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

**AGENDA ITEM NO: 02**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (LINGUISTICS)**

The Board recommended the scheme of Studies for MPhil in English (Linguistics). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

**AGENDA ITEM NO: 03**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGLISH (LINGUISTICS)**

The Board recommended the scheme of Studies for PhD in English (Linguistics). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

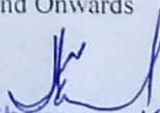
**AGENDA ITEM NO: 04**

**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPhil IN ENGLISH (LITERATURE)**

The Board recommended the scheme of Studies for MPhil in English (Literature). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

**AGENDA ITEM NO: 05**

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**SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGLISH  
(LITERATURE)**

The Board recommended the scheme of Studies for PhD in English (Literature). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

**AGENDA ITEM NO: 06**

**TWO NOMINATIONS FOR BOARD OF FACULTY**

The Board unanimously nominated Dr. Tariq Khan and Dr. Shaukat Ali for the Board of Faculty as provided in the constitution of the Faculty in Statutes.

**General Decision**

It was decided to share the finalized draft with members after formatting through email and in case of no observation, the same draft shall stand approved from the Board of Studies and recommended for consideration of the Board of Faculty.

The meeting ended with a vote of thanks from and to the Chair.

**Chairperson**

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University of Malakand

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## SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGLISH (LINGUISTICS)

### List of Core Courses PhD in English (Linguistics)

The following two core courses (06 credits) are compulsory (one in each semester). Each PhD scholar shall study these courses.

- ENG801 Research Methods and Statistics  
ENG802 Sociolinguistics and Language Planning

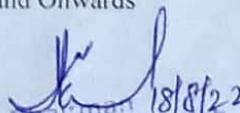
### List of Elective Courses PhD in English (Linguistics)

Each PhD scholar must take Four elective / major courses (two in each semester). Although any course from across the two disciplines — Literature and Linguistics — may be considered as related, the following courses are offered as related / electives.

- ENG811 Psycho-NeuroLinguistics  
ENG812 Language and Ideology  
ENG813 Genre Analysis  
ENG814 Issues in Syntax  
ENG816 Language Program Management  
ENG817 Morphology and Its Theoretical Foundation  
ENG818 Neuro-Linguistics  
ENG819 Cognitive Linguistics  
ENG820 Sociolinguistics  
ENG822 Linguistic Human Rights  
ENG823 Systemic-Functional Linguistics (SFL)  
ENG824 Critical Discourse Analysis  
ENG825 Psycholinguistics and Language Acquisition  
ENG826 Language and Culture  
ENG827 Pragmatics and Discourse  
ENG830 Philosophy of Language  
ENG831 Language Teacher Education  
ENG832 Language Programme Design and Evaluation  
ENG833 Corpus Linguistics in Language Teaching/Learning

**There shall be mandatory (ENG898) Research Thesis at the successful completion of course work as per University / HEC criteria.**

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## DESCRIPTION OF CORE COURSES PHD IN ENGLISH (LINGUISTICS)

### RESEARCH METHODS AND STATISTICS

ENG801 CH: 3

#### Topics:

- Research as speculation/Research questions
- The design of empirical research
- Qualitative, Quantitative and Ethnographic research
- Measurement, Deviations, standard and otherwise
- Correlating sets of data
- Hypothesis testing
- Statistical tests used in Linguistics
- Documentation Styles (MLA, APA, and Chicago)

#### Recommended Books:

- Brown, J.D. (1988). *Understanding research in second language learning*. Cambridge: CUP.
- Hatch, E.M. and H. Farhady, H. (1982). *Research design and statistics for Applied Linguistics*. Rowley, Mass.: Newbury House.
- Rowntree, D. (1981). *Statistics without tears*. Harmondsworth: Penguin.
- Seliger, H. W. and Shohamy, E. (1989). *Second language research methods*. Oxford University Press.

### SOCIOLINGUISTICS AND LANGUAGE PLANNING

ENG802 CH: 3

#### Topics:

- Description/Introduction
- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- Language choice and attitudes
- Language planning and standardization

#### 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* (3<sup>rd</sup> ed.). Oxford: Blackwell.

### PSYCHO-NEUROLINGUISTICS

ENG811 CH: 3

#### COURSE DESCRIPTION

Psycholinguistics is the empirical and theoretical study of the mental faculty that underpins our consummate linguistic agility. It is as much about the study of the human mind itself as it is about the study of that mind's ability to communicate and comprehend. From a linguistic standpoint, neurolinguistics aims at clarifying how language structures can be instantiated in the brain. Neurolinguistics is located at the interface between linguistics, neurology and psychology. Interestingly, it is deeply entwined with psycholinguistics for gaining intriguing and stimulating insights into the processes governing linguistic abilities. This course is specifically designed to provide insights into the

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interdisciplinary perspectives on the issues in psycholinguistics and neurolinguistics which entail the comprehension of sentences, speech production, memorization, bilingualism, the neuroanatomy of language and neurolinguistic impairments etc. Moreover, the contents of the course specifically invite scholars to address and further research on those dimensions that are not yet fully explained and explored by current theories. To maximize the learning potential, the scholars are required to attend the classes regularly, participate in classroom discussion sessions and unannounced/announced quizzes, compose assignments that reflect their original and creative ideas and present research papers as a significant part of the major project by the end of the semester.

#### Course Objectives

- To examine the psychological and neurological processes that underlie linguistic abilities
- To critically review the major theoretical frameworks which investigate the psychological and neurological aspects of language
- To analyze language impairments as these impairments provide evidence for the organization of language in the brain

#### Course Outcomes

- By the end of the course, the scholars are expected to:
- Gain comprehensive understanding of the critical issues with regard to psycho-neurolinguistics
  - Assess and present research papers within the field of psycholinguistics and neurolinguistics so as to give an up-to-date overview of recent advances in the said fields and provide substantial basis for providing new insights into the selected dimensions

#### Course Contents

- **Comprehension of Sentences**
  - The Construction Process
  - Surface Constituents
  - Syntactic approaches
  - Semantic approaches
- **Language Production**
  - Discourse Plans
  - Sentence Plans
  - Constituent Plans
  - Execution of Speech Plans
- **Psycholinguistic Perspective on Memorization**
  - Propositions in Memory and Recall Search
  - Biases in Reconstruction
  - Modality-Specific Memory
- **The Psycholinguistics of Bilingualism**
  - Sentence Processing in Bilinguals
  - Bilingual Visual Word Recognition
  - Bilingual Text Production Activity: Processes and Strategies
  - Bilingual Memory
- **Neurolinguistics**
  - The Development of Theories about Brain and Language
  - Models and Frameworks in Neurolinguistics Today
- **The neuroanatomy of language**
  - The Structure of the Cerebral Cortex
  - The Broca-Wernicke-Lichtheim Model
  - The Neuropsychological Perspective
- **Neurolinguistics and aphasiology**
  - Reading and Writing from a Neurolinguistic Perspective
  - Acquired Disturbances of Reading and Writing and Developmental Dyslexias
  - Recovery Patterns in Bilingual Aphasia

#### Recommended Readings

- Bastiaanse, R., & Grodzinsky, Y. (1999). *Grammatical Disorders in Aphasia: A Neurolinguistic Perspective*. London: Whurr Publishers Ltd.

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- Bouton, C. B. (2012). *Neurolinguistics Historical and Theoretical Perspectives*. London: Plenum Press.
- Cutler, A. (2005). *Twenty-First Century Psycholinguistics: Four Cornerstones*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Foss, D. J., & Hakes, D. T. (1978). *Psycholinguistics: An Introduction to the Psychology of Language*. London: Prentice Hall.
- Luria, A. R. (1976). *Basic Problems of Neurolinguistics*. Germany: Mouton & Co. B Publishers.
- Murdoch, B. E. (1990). *Acquired Speech and Language Disorders*. USA: Publishing Co Inc.
- Scovel, T. (1998). *Psycholinguistics*. New York: Oxford University Press.

## LANGUAGE AND IDEOLOGY

ENG812 CH: 3

### Course Description

This course is about Language and Power. It draws a connection between language use and unequal relations of power. The course is based on two perspectives. The first is theoretical: to help correct a widespread underestimation of the significance of language in the production, maintenance and change of social relations of power. The second perspective is more practical which focuses on how language contributes to domination of some people by others. In particular the course will deal with exercise of power in modern society which is achieved through ideology and ideological workings of language.

### Course Objectives

- The course will provide students in-depth knowledge about language, power and identity.
- The interrelationship between these important sociolinguistic concepts will be analyzed with relevance to contemporary times and scenario.
- The aim of this module is to enable students to understand the current approach to language called CLS - Critical language study.

### Course Outcomes

At the completion of the course the scholars should be able to

- Appreciate connection between language, power and identity;
- Increase their consciousness of how exercise of power in modern society is achieved through language;
- Understand Discourse as a social practice and the relationship between class and power in capitalist society.

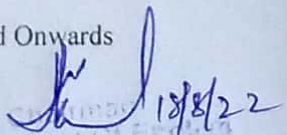
### Core Texts

- Fairclough, N. (1993). *Language and Power*, London and New York: Longman.
- Wodak, Ruth. (1989). *Language, Power and Ideology: Studies in Political Discourse*. London: Benjamin Publishing Company.

### Course Contents

- Introduction of the Module, Definition of Key Terms Related to Language, Power and Identity.
- Approaches to CLS (Critical Language Study)
- Linguistics
- Sociolinguistics
- Pragmatics and its Relationship to CLS
- Conversational Analysis
- Discourse Analysis
- Concept and History of Rhetoric
- Political Rhetoric – Propaganda
- Persuasive Language
- Mid Term Test/Exam
- Recent Theory/Theorists
- Michel Foucault
- Jurgen Habermas
- Relationship of Recent Theories to CLS
- Discourse as Social Practice
- Language and Discourse
- Discourse and Orders Of Discourse
- Discourse as Social Practice
- Class and Power in Capitalist Society

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- Dialectic Of Structures and Practices
- Discourse and Power
- Power in Cross-Cultural Encounters
- Social Struggle in Discourse
- Discourse in Social Change
- Advertising and Consumerism
- Colonizing Tendencies in Advertising

#### Recommended Readings

- Atkinson J.M., Heritage J. (1984). *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.
- Austin, L.J. (2004). *How to do Things with Words*. London: Harvard University. Press.
- Fairclough, Norman. (1995). *Critical Discourse Analysis Harlow*. UK: Longman.
- Foucault, Michel. (2002). *Discipline and Punishment: The Birth of the Prison*. New York: Vintage Books.
- Habermas J. (1984). *Theory of Communicative Action Vol 1: Reason and the Rationalization of Society*. London: Heinemann.
- Herman, S. Edward and Chomsky, Noam. (2004). *Manufacturing Consent: A Propaganda Model*. London: Pantheon Books.
- Russell, Bertrand. (1983). *Power: A New Social Analysis*. London: Oxford Uni. Press.

### GENRE ANALYSIS

ENG813 CH: 3

#### Course Description

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.

#### Course Objectives

- To achieve an understanding of the themes, issues and debates related to important theories and relevant methods of genre analysis.
- To be able to recognize and correctly identify the characteristic features of specific academic genres and analyze them critically.
- To be able to discuss important issues and develop crucial vocabulary concerning both the theoretical and methodological aspects of genre analysis.

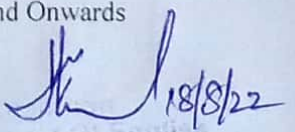
#### Course Contents

- What Is Genre Analysis?
- Why Genre?
- Approaches to Genre
- Basic Principles for Conducting Genre Analysis
- Identifying and Analyzing Text Features
- Researching Genres as Practices
- Methods for Researching Genre Practices
- Genre and Corpus Analysis.
- Perspectives on Genre
- Genre-Based Writing Teaching

#### Recommended Readings

- Bhatia, V. K. (1993). *Analysing Genre*. London: Longman.
- Bhatia, V. K. (2008). 11 Towards critical genre analysis. *Advances in discourse studies*, 166.
- Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*. Routledge.
- Bhatia, V. (2004). *Worlds of written discourse: A genre-based view*. A&C Black.
- Bhatia, V. K. (2017). Methodological issues in genre analysis. *HERMES-Journal of Language and Communication in Business*, 9(16), 39-59.
- Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.
- Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.
- Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for*

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*Specific Purposes*, 22(3), 303-324.

- Hyland, K. (2008). Genre and academic writing in the disciplines.
- *Language Teaching*, 41(4), 543-562.
- Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: CUP.
- 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.
- Thompson, S. (1994). Frameworks and contexts: A genre-based approach to analyzing lecture introductions. *English for Specific Purposes*, 13, 171-186.

## ISSUES IN SYNTAX

ENG814

### Course Objectives

The course aims to familiarize the students with some of the major theories and issues in syntax. The course will help them understand the relation between syntactic theories.

### Course Contents

- Universal Grammar
  - Principles and parameters
  - Categories and features
  - X-Bar Theory
  - Syntactic Structure
  - Merger; empty categories
  - Movement
    - Head movement
    - Verb Movement
  - Negation
  - Case and agreement
  - Operator Movement
  - Economy Principle
  - Split projections

### Recommended Readings

- Baker, L. C. (1995). *English Syntax*. The MIT Press.
- Chomsky, N. (2004). Beyond Explanatory Adequacy. *Structures and Beyond*. In Belletti Adriana (Ed.), *the Cartography of Syntactic Structure*. Vol 3. Oxford: OUP. (104-131).
- Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell.
- Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
- Radford, A. (1997a). *A Minimalist Introduction*. CUP.
- Radford, A. (1997b). *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge University Press.

## LANGUAGE PROGRAM MANAGEMENT

ENG816 CH: 3

### Course Description

This course is intended for foreign language teaching professionals who wish to take up management roles or develop their management skills in language teaching programs. It provides participants with the knowledge and skills they require for successful language program management in a variety of language teaching contexts. This introduces some of the issues that are faced by those who are responsible for organising or managing language teaching operations or related areas of practice. It examines the effects of organisational structure on organisational culture; leadership styles; human resource management; professional development and staff appraisal; project management; financial management; marketing; organisational communication; and managing for innovation.

## MORPHOLOGY AND ITS THEORETICAL FOUNDATION

ENG817 CH: 3

### Course Description

The course introduces theoretical debate on word formation processes in Pakistani languages. It is designed in a way to give the students first the basic knowledge of structures in words i.e. the combinations of words and parts of words in Urdu, Punjabi, Sindhi and Pashto etc. Then along with introducing approaches to morphological analysis, it also gives an idea of interface between morphology and other core areas of linguistics like phonology, syntax and semantics.

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### Course Objectives

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

- Be familiar with word structures and the analysis of word structures with or without being given in phonetic transcription.
- Develop an understanding of applying morphological rules on words in Pakistani languages.
- Develop an understanding of word analysis in relation with semantic change.
- Develop an understanding of basic theoretical concepts of word analysis.
- Develop an understanding of applying the theories of morphology e.g. Optimality Theory for any morphological analysis.
- Develop confidence to write a research oriented term paper on the morphology of Pakistani Languages

### Course Outcomes

Students are expected to be able to do descriptive analysis of word structures, do the theoretical discussions and write a research paper on morphological issues in Pakistani languages.

### Course Outline

#### (Examples from Pakistani languages obligatory)

- Introduction to Morphology: words and their parts: free morphemes and bound morphemes
- Phonetic Transcription of Words phonetic symbols, writing words with IPAs
- Functions of Bound Morphemes/Affixes: prefixes, suffixes, infixes, interfixes, circumfixes
- Inflectional Morphology: pluralization, case form, degree marking, verb forms
- Derivational Morphology: formation of nouns, adjectives, verbs, adverbs
- Derivation by compounding and by modification of base, reduplication
- Morphology of Pak Languages: word forms in Urdu, Punjabi and other Pakistani languages
- Morphological Productivity: productivity of affixes: prefixes, suffixes, infixes.
- Minor Processes of Derivation: reduplication, blending, clipping, backformation, acronyms.
- Morpheme Lexeme Based Morphology, Lexical Morphology Hypothesis, Morpheme-Lexeme
- Base Morphology, Word Based Morphology, Distributed Morphology
- Optimality Theory (OT): A Constraint Based Theory

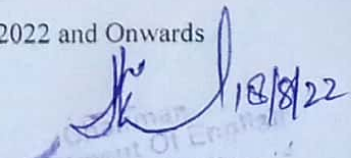
### Suggested Readings

- Aronoff, Mark. 1994. *Morphology by itself*. MIT Press, Cambridge.
- Bauer, Laurie. 2003. *Introducing Linguistic Morphology*--Edinburgh University Press
- Booij. 2005) *The Grammar of Words--An Introduction to Linguistic Morphology*
- David et al. 2009. *Urdu Morphology*
- Mangrio, Riaz Ahmed. 2016. *The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands*, Newcastle upon Tyne, Cambridge Scholars Publishing.
- McCarthy. 2002. *An Introduction to English Morphology-Words and their Structure* Plag. 2002. *Word Formation in English - Cambridge University Press*

### Other Recommended Readings

- Anderson, Stephen. 1992. *A-Morphous Morphology*. CUP, Cambridge
- Ayto, J. 1999. *Twentieth Century Words*, Oxford: OUP.
- Baker, Mark. 1988. *Incorporation: a Theory of Grammatical Function Changing*. University of Chicago Press, Chicago.
- Bauer, L. 2006/'Compounds and Minor Word-formation Types' In Aarts, B. & McMahon *the Handbook of English Linguistics*. Blackwell
- Bauer, L. 2001. *Morphological Productivity*, Cambridge University Press
- Beard, Robert. 1995. *Lexeme-Morpheme Base Morphology*. Suny Albany Press, Albany
- Carstairs, Andrew. 1987. *Allomorphy in inflection*. Croom Helm, London.
- Carter, R. 1998. *Vocabulary: Applied Linguistics Perspectives*. (2<sup>nd</sup> ed. London: Routledge.
- Chen, Matthew. 1987. 'The syntax of Xiamen tone sandhi.' *Phonology* 4: 109-150.
- Chomsky, Noam. 1970. 'Remarks on Nominalization.' In: *Readings in Transformational Grammar*, ed. R. A. Jacobs and P.
- S. Rosenbaum. Ginn, Waltham, MA, 184-221
- Halpern, Aaron. 1995. *on the placement & morphology of clitics*. CSLI Publications, Stanford.
- Hoey, M. (1991). *Patterns of Lexis in Texts*. Oxford: OUP.

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- Hoey, M. 2005. *Lexical Priming: A new theory of language*. London: Routledge.
- Inkelas, Sharon .2005. Morphological Doubling Theory: "Evidence for Morphological Doubling in Reduplication" In Hurch, Bernhard (Ed.), *Studies on Reduplication Empirical Approaches to Language Typology* (No. 28). Mouton de Gruyter. 65-88
- Kiparsky, Paul. 1982. 'Lexical phonology and morphology.' In *Linguistics in the Morning Calm*, vol. 2, ed. I. S. Yang. Hanshin, Seoul, 3-91.
- Lieber, Rochelle. 1981. on the organization of the lexicon. Doctoral dissertation, MIT. MITWPL
- Marantz, Alec. 1988. 'Clitics, morphological merger, & the mapping to phonological structure.' In Michael Hammond & Michael Noonan, *Theoretical Morphology: Approaches in Modern Linguistics*. Academic Press, San Diego, 253-270.
- McCarthy, (2002). *English vocabulary in use*. Cambridge: CUP.
- Selkirk, Elisabeth O. 1996. 'The Prosodic structure of function words.' In *Signal to syntax: Bootstrapping from speech to grammar in early acquisition*, ed. James L. Morgan and Katherine Demuth. Lawrence Erlbaum, Mahwah, NJ, 187-213.
- Zwicky, Arnold. 1985a. 'Clitics and particles.' *Language* 61: 283- 305.
- Zwicky, Arnold. 1985b. 'How to Describe Inflection.' *Proceedings of the Berkeley Linguistics Society* 11: 372-386. Berkeley, California.
- Zwicky, Arnold & Geoffrey Pullum. 1983. 'Cliticization vs. Inflection: English n't.' *Language* 59: 502-13.
- Zwicky, Arnold and Geoffrey Pullum. 1992. A misconceived approach to morphology. In *Proceedings of WCCFL 91*, ed. D. Bates. CSLI, Palo Alto, 387-398.

## NEURO-LINGUISTICS

ENG818 CH: 3

### Course Description

Neuro-linguistics is the study of the neural mechanisms underlying the acquisition, use, comprehension, and production of language in the brain. This is an interdisciplinary field informed by theoretical linguistics and psycholinguistics as well as cognitive neuroscience, neuropsychology, computer science and evolutionary linguistics. The course explores the anatomical basis for language in the human brain and presents a range of topics for the students to study language in relation to the functioning of brain.

### Course Outline

- Neuroanatomy and Neurophysiology of the Language
- Mapping Brain & Language
- Language production, perception & Processing
- Language Acquisition & Bilingualism
- Language Disorders
- Sign Languages
- Language & Cognition

### Recommended Readings

- Ingram, J. C. L. (2007). *Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders* (*Cambridge Textbooks in Linguistics*). Cambridge University Press. ISBN-10: 0521796407
- Stemmer, B. and Whitaker, H.A. (2010). *Handbook of the Neuroscience of Language*. Academic Press. ISBN-10: 008045352X.
- Chomsky, Noam (1957). *Syntactic structures*. The Hague: Mouton.
- Chomsky, Noam (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Grodzinsky, Yosef (1990). *Theoretical perspectives on language deficits*. Cambridge, MA: MIT Press, A Bradford Book.
- Poeppel, David and David Embick (2004). *Defining the relation between linguistics and neuroscience*
- Bear, Mark; Barry Connors and Michael Paradiso (2001). *Neuroscience: exploring the brain*. Baltimore: Lippincott Williams & Wilkins.

## COGNITIVE LINGUISTICS

ENG819 CH: 3

### Course Description

Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual

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integration theory, have been applied to wide ranges of nonlinguistic phenomena.

The aim of the course is to familiarize the students with theoretical frameworks of Cognitive Linguistics required to carry out research in the field.

#### Course Contents

- Origin of Cognitive Linguistics
- Foundations of cognitive science
- Cognition development
- Reasoning, object recognition
- Eye movements, visual recognition
- Language processing and acquisition
- Optimality theory and neuroscience
- Cognitive Linguistics vs. Chomsky's Generative Grammar
- Construal
- Iconicity
- Landmarks and trajectory
- Spatial Relationships and Image Schemata
- Conceptual Metaphors
- Frames, Categorization and Prototypes
- Mental Spaces

#### Suggested Readings

- Croft, William & D. Alan Cruse. 2004. *Cognitive Linguistics*. (Cambridge Textbooks in Linguistics.) Cambridge: Cambridge University Press
- Geeraerts, Dirk. 2006. *Cognitive Linguistics: Basic Readings*. Berlin: Mouton de Gruyter.
- Matthews, Peter. 2005. *The Concise Dictionary of Linguistics* (Oxford Paperback Reference). New York: Oxford University Press.
- Evans, Vyvyan and Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Lawrence Erlbaum Associates. ISBN: 0805860142
- Evans, Vyvyan, Benjamin Bergen, & Jorg Zinken, editors. 2006. *The Cognitive Linguistics Reader* London: Equinox.
- Goldberg, Adele. 1994. *Constructions*. Chicago: University of Chicago Press.
- Lee, David. 2002. *Cognitive Linguistics: An Introduction*. New York: Oxford University Press.
- Ungerer, Friedrich & Hans-Jörg Schmid. 2006. *An Introduction to Cognitive Linguistics*. London: Longman.
- Taylor, John R. 2003. *Cognitive Grammar*. (Oxford Textbooks in Linguistics.) New York: Oxford University Press.
- McCawley, James D. 1998. *The Syntactic Phenomena of English*. Chicago: University of Chicago Press.
- Goldberg, Adele. 2006. *Constructions at Work*. New York: Oxford University Press.

### SOCIOLINGUISTICS

ENG820 CH: 3

#### Course Description

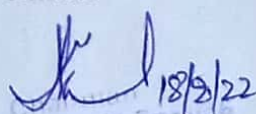
Sociolinguistics, which explores interrelationship between language and society, is both interesting and complicated. It helps in developing deeper understanding of society as well as language. This purpose of this course is to build on the knowledge and understanding of MPhil scholars that they come with. The outline includes almost all key issues which are deemed important in the field. It also includes some important nonlinguistic variables which are associated with language and its use. It examines language in relation to society, with particular reference to the linguistic situation in Pakistan and investigates the correlation between linguistic variables and non-linguistic variables such as gender, age and social class.

#### Course Objectives

The objectives of the course are to enable the students to

- Understand the core concepts used in the field
- Reflect upon the crucial issues in Sociolinguistics with particular reference to the relationship between language and non-linguistic variables such as gender, social class, age, etc.
- Develop and understanding of the current sociolinguistic situation in Pakistan with particular reference to bilingualism, multilingualism, language policy, language maintenance and language shift
- Explore new vistas of research in the field with special reference to Pakistani context

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**Course Outcomes**

- At the end of the course, students would be able to
- Demonstrate an understanding of the core concepts of sociolinguistics
- Identify and explain different sociolinguistic aspects of language
- Conduct research in various areas of sociolinguistics

**Course Contents**

- Sociolinguistics and Sociology of Linguistics
- Dialectology
- Language Ideology
- Pidgin and Creole, Creolization and Decreolization
- Language Attitudes: Convergence, Divergence and Acts of Identity
- Language, Identity and Culture
- Language and Power
- Problematization of Gender, Social Class, Age and Ethnicity
- Quantitative Sociolinguistic: Exploration of language in its social context through the methods of quantitative analysis of linguistic variation, including the Labovian and implicational models.
- Sociolinguistic Field Methods: Research Methods for Sociolinguistic Fieldwork including Interviewing, Observation, Survey Design and Experimental Work. Focus on Methodology, Planning and Implementation.
- Language Diversity and Speech Communities, Bilingualism and Multilingualism, Dimensions, Manifestations and Effects of Bilingualism
- Language Maintenance, Language Decline, Language Shift and Language Death
- Language Revival, Language Cultivation
- Language Policy and Planning (LPP)
- LLP: how different nations view it.
- Language Policies of Pakistan since 1947

**Recommended Readings**

- Bell, Martin, J. (ed) (2010) *The Routledge Handbook of Sociolinguistics Around the World*. Routledge:
- Coupland, Nikolas and Jaworski, Adam. (1997). *Sociolinguistics: A Reader and Coursebook*. Great Britain: Palgrave.
- Hudson, R. A. (1980). *Sociolinguistics*. Great Britain: Cambridge University Press.
- Llamas, Carmen, Louise Mullany, and Peter Stockwell. (2007). *The Routledge Companion to Sociolinguistics*. New York: Routledge.
- Mesthrie, Rajend. (ed.). (2011). *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press.
- Mesthrie, Rajend. et. al. (2009). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Spencer Oatey, H. (1993). Conceptions of social relations and pragmatics research. *Journal of Pragmatics*, 20, 27-47.
- Trudgill, Peter. (1980). *Sociolinguistics: An Introduction*. Great Britain: Hazell Watson & Viney Ltd.
- Ulrich Ammon, Norbert Dittmar, Klaus J. Mattheier, Peter Trudgill (2006) *Sociolinguistics: an international handbook of the science of language and society*.

**LINGUISTIC HUMAN RIGHTS****ENG822 CH: 3****Course Objectives**

This course is an attempt to create an awareness among students about contemporary issues related with language rights. In the light of basic human rights approved by UNO's charter every individual has the right to enjoy freedom of speech and getting education in his own mother tongue. This is the hegemonic condition of oppression that some language is given a high status to mar the intellectual output of a nation. This course tries to provide information about basic linguistic rights and their importance in the progress of the academia of a nation.

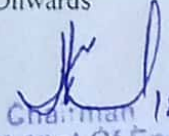
**Course Outcomes**

At the end of the course the students are expected to understand, Universal Declaration of Human Rights (1948) especially Linguistic Rights/ Language Rights.

**Course Contents**

- Brief History of the Linguistic Rights
- The endangered Languages- Dying Cultures
- The role of Linguistic Rights in Education, in Curriculum Development, in Character Building
- The Need to develop curriculum according to the Linguistic Rights in Teacher education.
- The Linguistic Rights and Literature.

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- The place of Regional Languages in Popular culture.( Film, media, print)
- The role of Linguistic Rights in building international Culture.
- Linguistic Rights and Ideology.
- Linguistic Rights and freedom of Individual thought.
- Linguistic Rights and Contemporary issues.
- Linguistic Rights and issues in language culture and identity.
- Linguistic Rights and our Limitations
- The historical background of Linguistic rights Universal Declaration of Linguistic Rights(1996)
- European Charter for regional or minorities languages.(1992)
- Convention on the Rights of Child Education.(1989)
- Language rights and human rights , culminating in Linguistic human rights(LHR)
- Linguistic rights in Private and Public domain
- Overt and Covert Rights
- Negative and Positive Rights
- Territorially given language Rights
- Practical Application of Linguistic Rights
- Language rights in Pakistan
- The Place of Regional languages in Pakistan

#### Suggested Readings

- UNO's Declaration of Human Rights. (1948)
- Universal Declaration of Linguistic Rights(1996)
- European Charter for regional or minorities languages.(1992)
- Convention on the Rights of Child Education.(1989)
- Language rights and human rights , culminating in Linguistic human rights(LHR)
- Language Policies of Pakistan

### SYSTEMIC-FUNCTIONAL LINGUISTICS (SFL)

ENG823 CH: 3

#### Topics:

- Language, context and function
- Identifying clauses and clause constituents
- An Overview of Functional grammar
- The Metafunctions
- Text as message & text as exchange
- Grammatical metaphor
- Groups and phrases

#### Recommended Books:

- Apart from Halliday (1994), which is the core text, the following are essential readings for developing an understanding of Hallidayan linguistics.
- Halliday, M.A.K. (1994). *An Introduction to Functional Grammar*, (2<sup>nd</sup> ed.). London: Arnold.
- Eggins, S. (1994). *An Introduction to Systemic-Functional Linguistics*. London: Pinter.
- Leckie-Terry, H. (1995). *Language and Context: A Functional-Linguistics theory of Register*. London:
- Thompson, G. (1996). *Introducing Functional grammar*. London: Arnold.

### CRITICAL DISCOURSE ANALYSIS

ENG824 CH: 3

#### Course Objectives

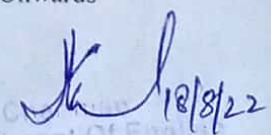
The course aims at enabling the students to analyze discourse from socio-cultural and sociopolitical perspectives. The course will enable students to understand the criticality involved in construction and interpretation of social discourses. The objectives of the course are to:

- Introduce students to various approaches and methods of power based analytical paradigms
- Enable students to understand theories of CDA and their application to locally contextualize data

#### Course Contents

- Discourse as a social and political enterprise
- Theories of Discourse Analysis
- Different Approaches to CDA
- Michel Foucault

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- Norman Fairclough
- Van Dijk
- Ruth Wodak
- Common Features of CDA
- Difference between CDA and PDA
- Application of CDA on diverse texts

**Recommended Readings**

- Cots, M. J. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. *English Language Teaching Journal*. 60, 336-345.
- Fairclough, F. N. (1995). *Critical Discourse Analysis: the Critical Study of Language*. London: Longman.
- Lee, D. (1992). *Competing discourses: Language and ideology*. London: Longman.
- Locke, T. (2004). *Critical discourse analysis*. London: Continuum.
- Lucke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. *Annual Review of Applied Linguistics*. 26. 96-110.
- Martin, J. R., & Rose, D. (2003). *Working with discourse: Meaning beyond the clause*. Bloomsbury Publishing.
- Martin, J.R., & White, P. R. (2003). *The language of evaluation* (Vol. 2). Basingstoke: Palgrave Macmillan.
- Toolan, M. (Ed.), (2002). *Critical discourse analysis: Critical concepts in linguistics*. New York: Routledge
- Wodak, R. and Meyer, M. (Eds.), (2002). *Methods of Critical Analysis*.
- Weiss, G., & Wodak, R. (Eds.), (2003). *Critical Discourse Analysis: Theory & Interdisciplinarity*. Palgrave Macmillan.

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| <b>PSYCHOLINGUISTICS AND LANGUAGE ACQUISITION</b> | <b>ENG825 CH: 3</b> |
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**Topics:**

- General introduction: definition and scope of psycholinguistics and the psychology of language learning
- Psycholinguistic theories of language acquisition
- Neurolinguistics and neurofunctional theories of language acquisition
- Behaviourism vs. information processing
- Generativism: The Chomskyan revolution
- The relative importance of syntax and semantics in language comprehension
- The structure of the language processor
- Language production and its relation to comprehension

**Recommended Books:**

- Archibald, J. (ed.) (1999). *Second language acquisition and linguistic theory*. Oxford: Blackwell.
- Bates, E. and Tomasello, M. (eds.) (2001). *Language development: The essential readings*. Oxford: Blackwell.
- Clark, H.H. and Clark, E.V. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich
- Crain, S. and Lillo-Martin, D. (eds.) (1999). *An introduction to linguistic theory and Language acquisition*. Oxford: Blackwell.
- Granham, A. (1985). *Psycholinguistics: Central topics*. London: Methuen
- McDonough, S. (1981). *Psychology in foreign language teaching*. London: Allen and Unwin.

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| <b>LANGUAGE AND CULTURE</b> | <b>ENG826 CH: 3</b> |
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**Topics:**

- Speech community and communicative competence
- The performance of language: acts, events, and activities
- Language socialisation and literary practices
- The Power of Language

**Recommended Books:**

- Duranti, A. (ed.) (2000). *Linguistic Anthropology*. Oxford: Blackwell.
- Duranti, A. (ed.) ((2001). *Key Terms in Language and Culture*. Oxford: Blackwell.
- Foley, W. (1997). *Anthropological Linguistics*. Oxford: Blackwell.

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**PRAGMATICS AND DISCOURSE**

**ENG827 CH: 3**

**Topics:**

- Pragmatics and discourse
- Conversational implicature and structure
- Presupposition, speech acts and conversational maxims
- Conversational analysis
- The role of context in interpretation
- Written and Spoken discourse
- Information structure
- Reference in text and discourse

**Recommended Books:**

- Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP
- Carter, R. et. al. (ed.) (2001). *Working with Texts: A core Introduction to language analysis*. London:
- Kadmon, N. (2001). *Formal Pragmatics: Semantics, pragmatics, presupposition, and focus*. Oxford: Blackwell.
- Levinson, S.C. (1983). *Pragmatics*. Cambridge: CUP.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.
- Mey, J.I. (2000). *Pragmatics*. Oxford: Blackwell.
- Schiffrin, D., Tannen, D. and Hamilton, H. (eds.) (2001). *The Handbook of Discourse Analysis*. Oxford

**PHILOSOPHY OF LANGUAGE**

**ENG830 CH: 3**

This course will provide a survey of contemporary philosophy of language. The course provides a diversity of readings in the philosophy of language from the ancient Greeks to contemporary analytic, feminist, and multicultural perspectives

**Recommended Books:**

- Hale, B. and Wright, C. (1997). *A Companion to the Philosophy of Language*. Oxford: Blackwell.
- Nye, A. (1998). *Philosophy of Language: The big questions*. Oxford: Blackwell.
- Stereley, K. and Devitt, M. (1999). *Language and reality: An Introduction to the Philosophy of Language* (2<sup>nd</sup> ed.). Oxford: Blackwell.

**LANGUAGE TEACHER EDUCATION**

**ENG831 CH: 3**

**Course Contents**

- Training or Education?
- Concepts and objectives of teacher education
- Methodology for teacher education
- Developing language skills: language use and language analysis
- Developing teaching skills through observation
- Programme design and evaluation
- Language teacher as reflective practitioner

**Recommended Books:**

- Allwright, D. (1988). *Observations in language classroom*. London: Longman.
- Richards, J. and Nunan, D. (eds.) (1990). *Second language teacher education*. Cambridge: CUP.
- Wallace, M.J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: CUP.
- Woodward, T. (1991). *Models and metaphors in language teacher training*. Cambridge: CUP.

**LANGUAGE PROGRAMME DESIGN AND EVALUATION**

**ENG832 CH: 3**

**Course Contents**

- The scope of curriculum and syllabus studies

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- Curriculum design models and syllabus types
- The ecology of curriculum: context and needs analysis
- Syllabus making procedures
- Curriculum evaluation
- Innovation and the implementation of curriculum change

**Recommended Books:**

- Brumfit, C.J. (ed.) (1984). *General English syllabus design: ENG Documents 118*. Oxford: Pergamon Press/The British Council.
- Dubin, F. and Olshtain, E. (1986). *Course design*. Cambridge: CUP.
- Johnson, R.K. (ed.) (1989). *The second language curriculum*. Cambridge: CUP.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: CUP.
- White, R.V. (1986). *The ENG Curriculum*. Oxford: Blackwell.
- Yalden, J. (1987). *Principles of course design for language teachers*. Cambridge: CUP.

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| <b>CORPUS LINGUISTICS IN LANGUAGE TEACHING/LEARNING</b> | <b>ENG833 CH: 3</b> |
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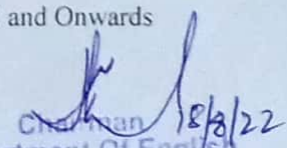
**Course Contents**

- The Nature and Scope of Corpus Linguistics
- Types of Corpus
- Building a Corpus
- Principles of Corpus Linguistics
- What Can You Do With A Corpus?
- Corpora in Language Teaching
- Corpus-cited Texts
- Corpus-designed Activities
- Corpora and Concordancing Tools

**Recommended Books:**

- Meyer, C. F. (2002). *English corpus linguistics: An introduction*. Cambridge: Cambridge University Press.
- Adolphs, S. (2008). *Corpus and context: Investigating pragmatic functions in spoken discourse (Vol.30)*. Amsterdam: John Benjamins Publishing.
- Hyland, K., Huat, C. M., & Handford, M. (Eds.). (2012). *Corpus applications in applied linguistics*. UK: A&C Black.
- Baker, P. (Ed.). (2012). *Contemporary corpus linguistics (Vol. 16)*. UK: A&C Black.
- Baker, P. (2006). *Using corpora in discourse analysis*. London, United Kingdom: Continuum.
- Aijmer, K., & Rühlemann, C. (Eds.). (2014). *Corpus Pragmatics*. Cambridge, UK: Cambridge University
- Lindquist, H. (2009). *Corpus linguistics and the description of English*. UK: Edinburgh University Press.
- Gries, S. T., Wulff, S., & Davies, M. (Eds.). (2010). *Corpus-linguistic applications: Current studies, new directions*. Amsterdam. BRILL
- Kennedy, G. (2014). *An introduction to corpus linguistics*. Routledge.
- Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis (Vol. 43)*. John Wiley & Sons.

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