**Course Objectives:**

The course is designed to introduce students to the concept of Critical Pedagogy and Language Education in the Context of English Language Education. It will look at critical perspectives on concepts like Critical Literacy, the Institutions of Education, Classrooms and Curriculum with focus on English education. The concepts and topics mentioned below will be taken up with reference to the material listed below.

**Tentative Course outline:**

1. **Understanding important concepts**
   a. Ideology
   b. Hegemony and language
   c. Discourse
   d. Forms of Capital
   e. Discourse and Language

2. **The Politics of Pedagogy**
   a. Critical literacy and English Language education
   b. Structure, agency, determinism and resistance
   d. Ideology of the curriculum
   e. Classrooms in context
   f. Language ecology, Language rights, and Linguistic imperialism
Books/Articles for reference, discussion and presentation:


‘Human rights and language policy in education’ Tove Skutnabb-Kangas. In *language policy and political issues in education*, volume 1


*Reclaiming the Local In Language Policy and Practice*. Ed. A Suresh Canagarajah. LEA London, 2005. (Introduction)


**Assessment:**

This course will be assessed on the basis of **classroom presentations** and **periodic assignments**. Apart from these, the students will be required to submit a **term paper** which would be based on the topic of their research.
Course Description:
The course is designed to help doctoral students with their academic writing. The scope of this course is not limited to improving students academic texts alone. It goes beyond and aims to develop academic writers. The tasks, activities, and discussions in the class are richly varied ranging from small scale language points to studying the discourse of a chosen discipline. The course consists of nine units in two parts. The first part prepares students to deal with the research genres that follow in the next part. The units in the second part are devoted to raising students awareness to the genre of research articles (RAs) for which the solid base is laid in a very systematic manner through engaging tasks and activities that draw their attention to rhetorical patterns, rhetorical functions and linguistic features associated with them. Peer feedback and individualized teacher feedback through the course enable students to aim at a publication in international peer-reviewed journals alongside a noticeable change in their writing patterns during writing their doctoral theses.

Course Objectives:
By the end of the course, the students should be able to

- use both descriptive and critical rhetorical functions in their academic writing
- legitimately borrow ideas from other scholars with appropriate discipline specific citation practices.
- articulate their own voice while reviewing other’s work
- critically review articles and books by demonstrating a heightened awareness of review as a genre
- write coherent research report introductions by clearly indicating all the moves
- describe methods section in such a way that a clear picture emerges for the reader to replicate the study elsewhere
- interpret the data by highlighting the most important data from the less important one and by commenting on it rather than mere transfer of information.
- discuss findings in relation to the research questions/hypotheses of the study and to the previous findings.
- write abstracts precisely.
- construct a publishable research paper
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Class Hrs</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Rhetorical functions in academic writing</strong>&lt;br&gt;1.1. Introduction&lt;br&gt;1.2. Defining terms and ideas&lt;br&gt;1.3. Describing&lt;br&gt;1.4. Comparing and contrasting&lt;br&gt;1.5. Classifying&lt;br&gt;1.6. Explaining causes and effects&lt;br&gt;1.7. Developing an argument</td>
<td>5</td>
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<tr>
<td>2.</td>
<td><strong>Working with other people’s ideas and voices</strong>&lt;br&gt;2.1. Difference between paraphrasing and writing summaries&lt;br&gt;2.1.1 Paraphrasing&lt;br&gt;2.1.1.1 Changing the parts of speech&lt;br&gt;2.1.1.2 Changing word order&lt;br&gt;2.1.1.3 Finding synonyms&lt;br&gt;2.1.1.4 Using passive form&lt;br&gt;2.1.2 Writing summaries&lt;br&gt;2.1.2.1 Requirements for Summaries&lt;br&gt;2.1.2.2 Steps in Summarizing&lt;br&gt;2.1.2.3 Useful Phrases: Beginning a Summary&lt;br&gt;2.1.2.4 Useful Phrases for Longer Summaries&lt;br&gt;2.2. Comparative Summaries&lt;br&gt;2.3. What is plagiarism and how can it be avoided?</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Finding your own voice</strong>&lt;br&gt;3.1. Introduction&lt;br&gt;3.2. Understanding different voices&lt;br&gt;3.3. Expressing your voice&lt;br&gt;3.4. Showing confidence&lt;br&gt;3.5. Showing relationships&lt;br&gt;3.6. Showing the strength of your claim&lt;br&gt;3.7. Evaluating statements&lt;br&gt;3.8. Example of a writer’s voice</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Reviews</strong>&lt;br&gt;4.1. Introduction&lt;br&gt;4.1.1 Establishing the context.&lt;br&gt;4.1.2 Providing an overview of the book under review.&lt;br&gt;4.1.3 Providing the reviewer's overall impression of the reviewed work.&lt;br&gt;4.2. Summary&lt;br&gt;4.3 Critique&lt;br&gt;4.3.1 Unreal conditions&lt;br&gt;4.3.2 Evaluative language&lt;br&gt;4.3.3 Inversions&lt;br&gt;4.3.4 Special verb agreements&lt;br&gt;4.3.5 Concessive contrasts&lt;br&gt;4.4. Conclusion&lt;br&gt;4.4.1 Summarize once again the reviewer's overall impression of the book/volume/paper;&lt;br&gt;4.4.2 Outline its various implications/contributions;&lt;br&gt;4.4.3 Indicate its potential readers.</td>
<td>6</td>
</tr>
</tbody>
</table>
## PART II: CONSTRUCTING A RESEARCH PAPER

### 5. Introduction sections
- **5.1. Rhetorical move structure**
  - 5.1.1. Establishing a research territory
  - 5.1.2. Establishing a niche
  - 5.1.3. Occupying the niche
- **5.2. Language focus**
  - 5.2.1. Linking ideas through old and new information order
  - 5.2.2. Marking generic and specific noun phrases
  - 5.2.3. Citation and verb tense
  - 5.2.4. Signal words
  - 5.2.5. Modal auxiliaries and tentativeness

### 6. Methods Section
- **6.1. Rhetorical move structure**
  - 6.1.1. Overview of the experiment
  - 6.1.2. Population / sample
  - 6.1.3. Location
  - 6.1.4. Restrictions and limiting conditions
  - 6.1.5. Sample technique
  - 6.1.6. Procedures
  - 6.1.7. Materials
  - 6.1.8. Variables
  - 6.1.9. Statistical treatment
- **6.3. Rhetorical function: Narrating and Reporting**
- **6.2. Language focus: Choosing verb tense and voice in procedural Descriptions**

### 7. Results section
- **7.1. Rhetorical move structure of data commentaries**
  - 7.1.1. Locating the data
  - 7.1.2. Highlighting the data
  - 7.1.3. Discussing the data
- **7.2. Rhetorical function: Generalisations**
- **7.3. Language focus**
  - 7.3.1. Choosing verb tenses for results
  - 7.3.2. Verbs in indicative and informative summaries
  - 7.3.3. Linking as-clauses
  - 7.3.4. Direct versus hedged statements

### 8. Discussion Sections
- **8.1. Rhetorical move structure**
  - 8.1.1 Specific reference to the study
    - 8.1.1.1. A reference to the main purpose or the hypothesis
    - 8.1.1.2. A review of the most important findings
    - 8.1.1.3. Possible explanations for or specifications about the findings
    - 8.1.1.4. Limitations of the study that restrict the extent to which the findings can be generalized.
  - 8.1.2. General statements about the study.
    - 8.1.2.1. Implications of the study
    - 8.1.2.2. Recommendations for future research and practical applications
- **8.2. Rhetorical functions**
  - 8.2.1. Expressing certainty
8.2.3. Cause and effect
8.2.4. Comparing and contrasting
8.2.5. Arguing and discussing
8.3. Language focus
     8.3.1. Complex sentence structure
     8.3.2. Verb tenses
     8.3.3. Expressions indicating the researcher’s position

9. **Research Paper Abstracts**
9.1. Rhetorical Move Structure
     9.1.1. Background/introduction/situation
     9.1.2. Present research/purpose
     9.1.3. Methods/materials/subjects/procedures
     9.1.4. Results/findings
     9.1.5. Discussion/conclusion/significance
9.2. Language focus: verb tenses

**Sources**

**Course Delivery**
Teacher-led discussions integrated with learning-centered tasks
Peer-feedback and teacher feedback
Student-led critical discussions

**Assessment Tasks and Weighting**

<table>
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<tr>
<th>Type of Assessment Task</th>
<th>Weighting</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class tests</td>
<td>20%</td>
<td>3 in-class tests for 10 marks each as part of continuous assessment. <strong>The two best scored of the three tests</strong> will be counted for the final assessment.</td>
</tr>
<tr>
<td>Book/article review</td>
<td>15%</td>
<td>Students are required to write a book or article review based on the inputs gained from the course.</td>
</tr>
<tr>
<td>Research article introductions</td>
<td>15%</td>
<td>Students are required to write a research article introduction based on the insights gained from the course.</td>
</tr>
<tr>
<td>Term paper</td>
<td>50%</td>
<td>Students are required to write a research article from their research work which could be revised based on the feedback and sent for a publication in a refereed journal.</td>
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</table>
UNIVERSITY OF HYDERABAD
School of Humanities
Centre for English Language Studies

PhD program
Semester: II
Duration: January-April 2017
Course Instructor: Dr. Jasti Appa Swami
Email: jastiappaswami@gmail.com

Core/ Optional: Core
No. of Credits: 4
Lectures: 4 hours/week

Title of the Course:
Introduction to Systemic Functional Linguistics

Course Description
The course aims to introduce students to fundamental concepts of systemic functional linguistics (SFL). It sensitizes the participants in the course that language is a system of choices for meaning-making and that it is necessary to understand how this choice of language gets influenced by its cultural and social context. The course makes the participants understand that the goals and needs of language users determine the form/structure of language.

The course has interdisciplinary relevance. Students in the Centre for Applied Linguistics and Translation Studies and the Centre for Cognitive Sciences will find this course useful in analysing their research data. Those students whose research is in the areas of Culture Studies and Stylistics in the Department of English and the Centre for Comparative Literature too will find this course useful as it will help them interpret cultural constructs from Functional Linguistics’ perspective. Students from sociology and anthropology whose research interest lies in language and society and language and culture will see value in the course as it will provide them with theoretical support to account for the relationship between language and society and language and culture.

Course Content
1. Introduction to systemic functional linguistics
2. Context of situation: Register
3. Context of culture: Genre
4. Introduction to lexico-grammar
5. Transitivity: The grammar of experiential meaning
6. Clause-complex: The grammar of logical meaning
7. Mood: The grammar of interpersonal meaning
8. Theme: The grammar of textual meaning
9. Text as process: Exploring how texts unfold

Main Text

Recommended Texts

More texts will be suggested during the course.

Assessment
40% continuous assessment comprising presentations, tests and written assignments. 60% final written paper.
Objective - the course intends to give the research scholars a review of work done in the field of Technology enabled language learning and self-directed learning with focus on developing communicative competence.

- Viewpoints on the acquisition of a second Language
- Teaching/Learning Communication skills
- Strategies for building competency
- Planning for self-directed learning
- Role of self-directed learning in developing Communicative competence.
- Self-directed learning in the digital age
- Technology enhanced language learning
- Innovations in Learning Technologies for English Language teaching

Reference books –

- Communicative Language Teaching: Managing The Learning Process
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