	UNIVERSITY OF HYDERABAD
	School of Humanities
	Centre for English Language Studies
PhD program Semester: II	Duration: **January-April 2017** Course Instructor: **Prof Sunita Mishra** Email: **sunitamishra@gmail.com**
Course Number: Core/ Optional: **Core** No. of Credits:**4** Lectures**: 4hours /week**	Title of the Course: Understanding English Language Education : Perspectives from Critical pedagogy

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
c. Social and cultural reproduction in education – The case of English language education.
d. Ideology of the curriculum
e. Classrooms in context
 f. Language ecology, Language rights, and Linguistic imperialism

Books/Articles for reference, discussion and presentation:

Critical Applied Linguistics: A Critical Introduction. Alastair Pennycook. Lawrence Erlbaum Associates, Inc, 2001.

Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction through ESOL: A. Suresh Canagarajah. TESOL Quarterly, Vol. 27, No. 4, 1993.

'The Discourse on Language'. Michael Foucault. *The Archaeology of Knowledge*. Pantheon books, New York. 1971.

English as an International Language: Perspectives and Pedagogical Issues. Ed. Farzad Sharifian. Multilingual Matters, Toronto, 2009. (Selected essays)

'The Forms of Capital'. Pierre Bourdieu. In, Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 1986.

'Human rights and language policy in education' Tove skutnabb-kangas. In *language policy and political issues in education*, volume 1

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Linguistic Imperialism. Robert Philipson. OUP, 1992. (Introduction)

Pedagogy of the Oppressed. Paulo Freire. Continuum International Publishing Group Ltd, 2000.

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

Teaching to Transgress. bell hooks. Routledge, New York, London, 1994.

The English Vernacular Divide: Post-Colonial Language Politics and Practice. Multilingual Matters, 2004.
(Selected essays)

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.

	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
Course Number: Core/ Optional: **Core** No. of Credits:**4** Lectures**: 4hours /week**	Title of the Course *Academic Writing for Doctoral Students*

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 crtical 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
- cirically 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

Course Content:

Unit	Topic	Class Hrs
	PART I. AN OVERVIEW OF ACADEMIC WRITING IN ENGLISH	
1.	**Rhetorical functions in academic writing** 1.1. Introduction 1.2. Defining terms and ideas 1.3. Describing 1.4. Comparing and contrasting 1.5. Classifying 1.6. Explaining causes and effects 1.7. Developing an argument	**5**

2.	**Working with other people's ideas and voices**
	2.1. Difference between paraphrassing and writing summaries
	    2.1.1 Paraphrasing
	        2.1.1.1. Changing the parts of speech
	        2.1.1.2. Chaning word order
	        2.1.1.3. Finding synoyms
	        2.1.1.4. Using passive form
	    2.1.2. Writing summaries
	        2.1.2.1. Requirements for Summaries
	        2.1.2.2. Steps in Summarizing
	        2.1.2.3. Useful Phrases: Beginning a Summary
	        2.1.2.4. Useful Phrases for Longer Summaries
	2.2. Comparative Summaries
	2.3. What is plagiarism and how can it be avoided?
		6

3.	**Finding your own voice** 3.1. Introduction 3.2. Understanding different voices 3.3. Expressing your voice 3.4. Showing confidence 3.5. Showing relationships 3.6. Showing the strength of your claim 3.7. Evaluating statements 3.8. Example of a writer's voice	5

4	**Reviews**
	4.1. Introduction
	        4.1.1. Establishing the context.
	        4.1.2. Providing an overview of the book under review.
	        4.1.3. Providing the reviewer's overall impression of the
	            reviewed work.
	4.2. Summary
	4.3 Critique
	    4.3.1. Unreal conditions
	    4.3.2. Evaluative language
	    4.3.3. Inversions
	    4.3.4. Special verb agreements
	    4.3.5. Concessive contrasts
	4.4. Conclusion
	    4.4.1. Summarize once again the reviewer's overall impression of
	        the book/volume/paper;
	    4.4.2. Outline its various implications/contributions;
	    4.4.3. Indicate its potential readers.
		6

	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	5
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	5
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	6
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. Limations 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 certainity	8

	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 reseacher'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
		4

Sources

Gillett, A, Angela Hammond and Mary Martala 2009. *Inside Track: Successful Academic Writing.* Essex: Pearson Education Limited.

Murray and Geraldine Hughes. (2008). *Writing up your University Assignments and Research Projects: A Practical Handbook.* New York: Open University Press.

Swales, J. M., and C. B. Feak. 1994. *Academic Writing for Graduate Students: A Course for Nonnative Speakers of English.* Ann Arbor: University of Michigan Press.

Swales, J. M., andC. B. Feak. 2000. *English in Today's Research World: A Writing Guide.* Ann Arbor: University of Michigan Press.

Yakhontova, T. (2003). *English Academic Writing for Students and Researchers*.

Wallwork. (2013*). English for Academic Research: Writing Exercises*. New York: Springer.

Weissberg, R., and S. Buker. 1990. *Writing up Research: Experimental Research Report Writing for Students of English.* Englewood Cliffs, N. J.: Prentice Hall.

Course Delivery

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

Assessment Tasks and Weighting

Type of Assessment Task	Weighting	Remarks
In-class tests	**20%**	3 in-class tests for 10 marks each as part of continuous assessment. **The two best scored** of **the three tests** will be counted for the final assessment.
Book/article review	**15%**	Students are required to write a book or article review based on the inputs gained from the course.
Research article introductions	**15%**	Students are required to write a research article introduction based on the insights gained from the course.
Term paper	**50%**	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.

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Course Number: Core/ Optional: **Core** No. of Credits:**4** Lectures**: 4hours /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

Eggins, Suzanne. (2004). *An Introduction to Systemic Functional Linguistics.* London: Continuum.

Recommended Texts

Downing, Angela and Philip Locke. (2002). *A University Course in English Grammar.* London: Routledge

Halliday, M.A.K. (2004). *Introduction to Functional Grammar.* London: Arnold.

Martin, J. R., Matthiessen and Painter. (1997). *Working with Functional Grammar*. London: Arnold.

Thompson, Geoff (1996) *Introducing Functional Grammar*. London: Arnold.

More texts will be suggested during the course.

Assessment

40% continuous assessment comprising presentations, tests and written assignments. 60% final written paper.

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PhD program Semester: II	Duration: **January-April 2017** Course Instructors: **Prof Sunita Mishra** **Dr. Joy Anuradha**
Course Number: Core/ Optional: **Core** No. of Credits:**4** Lectures**: 4hours /week**	Title of the Course: Readings in developing Learner autonomy and Communicative competence through Learning Technologies.

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 –
- Breen, M. P. and Candlin, C. N. The Communicative Curriculum in Language Teaching. London: Longman.
- Hymes, D., 1971. 'On communicative competence' in Pride, J. and Holmes, J., 1972. Sociolinguistics. Harmondsworth: Penguin Books
- Krashen, S., 1977. 'The monitor model for adult second language performance' in Burt, M., Dulay, H. and Finnochiaro, M. (eds). Viewpoints on the Acquisition of English as a Second Language. New York: Regents.
- Krashen, S., 1976. 'Formal and informal linguistic environments in language acquisition and language learning'. TESOL Quarterly, 10, 1976
- The Essentials Of A Communicative Curriculum In Language Teaching. Michael P. Breenandchristopher N. Candlin Applied Linguistics, Vol. I, No. 2.
- Communicative Language Teaching: Managing The Learning Process
- The Self-Directed Teacher.Managing The Learning Process. David Nunan, Clarice Lamb. Cup, 1996
- The Sourcebook For Self-Directed Learning. Ed. William J. Rothwell, Kevin J. Sensenig Hrd Press, 1999
- Innovations in learning technologies for English language teaching. Edited by Gary Motteram. British Councilo, 2013.

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Course Number: Core/ Optional: **Core** No. of Credits:**4** Lectures**: 4hours /week**	Title of the Course: Understanding English Language Education : Perspectives from Critical pedagogy

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
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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.