

Anekant Education Society's
**TuljaramChaturchand College of Arts, Science and Commerce,
Baramati**

Autonomous

**Course Structure for M.A.II English Language and Literature Teaching Paper
– 3.2**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 5102	English Language and Literature Teaching	4

**SYLLABUS(CBCS) FOR M.A. II Paper –3.2
(w.e. from June 2020)
Academic Year 2020-2021**

Class : M.A. II (Semester- III)

Paper Code: ENG 5102

Paper : 3.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

Learning Objectives:

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

Learning Outcomes:

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit 1- Theories of Language Learning

(15 Lectures)

- A- Behaviorism and its educational implications
- B- Nativism (Universal Grammar/Innate) and its educational implications
- C) The concept of Language Acquisition Device (LAD)
- D) Language acquisition and language learning

Unit II- English in India: Sociolinguistic Perspectives

(15 Lectures)

- A) English studies in India: beginnings (pre-independence scenario)
- B) English studies in India: later developments (post-independence scenario)
- C) Identity of Indian English
- D) Standard Indian English

Unit III-Tools and Methods of Teaching

(15 Lectures)

A) Some basic concepts

- 1-Linguistic/grammatical competence
- 2-Communicative competence
- 3) Pragmatic competence

B) Curriculum and Syllabus

- 1-Difference between curriculum and syllabus
- 2-Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

C) Methods

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

Unit IV-Teaching of Language Skills and Testing:

(15 Lectures)

- A) Teaching of 1) Listening 2) Reading 3) Writing 4) Speaking
- B) Teaching of 1) Pronunciation 2) Vocabulary 3) Grammar
- C) Testing and Evaluation
 - 1) Difference between testing and evaluation
 - 2) Formative and summative evaluation
 - 3) Types of tests and qualities of good test 4) Different types of questions

**Course Structure for M.A. II English Language and Literature Teaching
Paper – 4.2**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 5202	English Language and Literature Teaching	4

**SYLLABUS(CBCS) FOR M.A. II Paper –3.2
(w.e. from June
2020)
Academic Year 2020-2021**

Class : M.A. II (Semester- IV)
Paper Code: ENG 5202
Paper : 4.2
Title of Paper: English Language and Literature Teaching
Credit: 4 : No. of lectures: 60

Learning Objectives:

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

Learning Outcomes:

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit I- Study Skills and Dealing with Learners' Errors(15 Clock Hours)

- A) Teaching of 1) Note taking and note making 2) Using dictionaries
- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

Unit II- Literature Teaching-I**(15 Clock Hours)**

A) Stylistic approach to the teaching of literature

Recommended Unit (II Approaches in Teaching Literature)

B) Information-based Approach

C) Personal-Response Approach and Moral-Philosophical Approach

Unit III-Literature Teaching –II**(15 Clock Hours)**

A) Teaching of Poetry

B) Teaching of Drama/One Act Play

C) Teaching of Fiction (Short/Long)

D) Teaching Biography/Autobiography

Unit IV- Instructional Materials and Classroom Issues (15 Clock Hours)

A) 1-Materials development: print and non-print materials

2) Audiovisual Aids in language teaching

3) ICT-based language teaching

B) Major Issues:

1) Teaching English in Large Classes

2) Teaching English to mixed ability students

3) Using mother-tongue in ELT

C) Lesson Planning for Literature Teaching

References:

Approaches and Methods in Language Teaching-Jack C. Richards- Cambridge English Press

Teaching of English-Dr. Manju Sood- Bookman Publication

Teaching and Learning English-M.L. Tickoo

Resisting Linguistic Imperialism in English Teaching -Canagarajah S Oxford University Press

New Horizons in the Study of Language and Mind- Chomsky N- Cambridge University Press

How to teach a Foreign Language- Jespersen O-London Press

Language through Literature (Book1 and 2) - Landau S. Oxford University Press

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**Course Structure for M.A. II English Language and Literature Teaching
Paper – 3.2**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 5302	English Language and Literature Teaching	4

SYLLABUS (CBCS) FOR M.A. II Paper –3.2

(w.e. from June 2020)

Academic Year 2020-2021

Class : M.A. II (Semester- III)

Paper Code: ENG 5102

Paper : 3.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

Learning Objectives:

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

Learning Outcomes:

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit 1- Theories of Language Learning

(15 Lectures)

A- Behaviorism and its educational implications

- B- Nativism (Universal Grammar/Innate) and its educational implications
- C) The concept of Language Acquisition Device (LAD)
- D) Language acquisition and language learning

Unit II- English in India: Sociolinguistic Perspectives

(15 Lectures)

- A) English studies in India: beginnings (pre-independence scenario)
- B) English studies in India: later developments (post-independence scenario)
- C) Identity of Indian English
- D) Standard Indian English

Unit III-Tools and Methods of Teaching

(15 Lectures)

A) Some basic concepts

- 1-Linguistic/grammatical competence
- 2-Communicative competence
- 3) Pragmatic competence

B) Curriculum and Syllabus

- 1-Difference between curriculum and syllabus
- 2-Different kinds of syllabus (structural, notional-functional/product and process syllabuses)
- 3) EGP and ESP syllabuses

C) Methods

- 1) Grammar-Translation method
- 2) Structural method
- 3) Communicative method

Unit IV-Teaching of Language Skills and Testing:

(15 Lectures)

- A) Teaching of 1) Listening 2) Reading 3) Writing 4) Speaking
- B) Teaching of 1) Pronunciation 2) Vocabulary 3) Grammar
- C) Testing and Evaluation
 - 1) Difference between testing and evaluation
 - 2) Formative and summative evaluation
 - 3) Types of tests and qualities of good test 4) Different types of questions

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**Course Structure for M.A. II English Language and Literature Teaching
Paper – 4.2**

Semester	Paper Code	Title of Paper	No. of Credits
I	ENG 5402	English Language and Literature Teaching	4

SYLLABUS (CBCS) FOR M.A. II Paper –3.2

**(w.e. from June
2020)**

Academic Year 2020-2021

Class : M.A. II (Semester- IV)

Paper Code: ENG 5202

Paper : 4.2

Title of Paper: English Language and Literature Teaching

Credit: 4 : No. of lectures: 60

Learning Objectives:

- 1-To acquaint the students with different theoretical and practical aspects of language and literature teaching
- 2-To acquaint them with different approaches, methods and techniques of teaching English language and literature
- 3-To sensitize the students to the major issues in ELT in the Indian Context
- 4-To enhance literary and linguistic competence of students

Learning Outcomes:

- 1-The students become aware in both the artistry and utility of the English language through the study of literature and basic language skills
- 2-The students become conscious in the development of intellectual flexibility and creativity through language and literature teaching
- 3-The students become competent in literary and linguistic skills.

TOPICS/CONTENTS:

Unit I- Study Skills and Dealing with Learners' Errors

(15 Clock Hours)

- A) Teaching of 1) Note taking and note making 2) Using dictionaries

- B) Contrastive analysis
- C) Error analysis
- D) Remedial teaching

Unit II- Literature Teaching-I

(15 Clock Hours)

- A) Stylistic approach to the teaching of literature

Recommended Unit (II Approaches in Teaching Literature)

- B) Information-based Approach
- C) Personal-Response Approach and Moral-Philosophical Approach

Unit III-Literature Teaching –II

(15 Clock Hours)

- A) Teaching of Poetry
- B) Teaching of Drama/One Act Play
- C) Teaching of Fiction (Short/Long)
- D) Teaching Biography/Autobiography

Unit IV- Instructional Materials and Classroom Issues

(15 Clock Hours)

- A) 1-Materials development: print and non-print materials
- 2) Audiovisual Aids in language teaching
- 3) ICT-based language teaching
- B) Major Issues:
 - 1) Teaching English in Large Classes
 - 2) Teaching English to mixed ability students
 - 3) Using mother-tongue in ELT
- C) Lesson Planning for Literature Teaching

References:

Approaches and Methods in Language Teaching-Jack C. Richards- Cambridge English Press

Teaching of English-Dr. Manju Sood- Bookman Publication

Teaching and Learning English-M.L. Tickoo

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New Horizons in the Study of Language and Mind- Chomsky N- Cambridge University Press

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Course Structure for M.A. English II (Semester III)

From the academic year 2020-2021

Semester	Paper Code	Title of Paper	No. of Credits	No of Lectures
III	ENG 5303	Drama in English	4	60

SYLLABUS (CBCS) FOR M.A. II Paper – 3.3

(w.e. from June 2020)

Academic Year 2020-2021

Class : M.A. English II (Semester- III)

Paper Code : ENG 5103

Paper : 3.3

Title of Paper : Drama in English

Credits 4

No. of lectures : 60 hours

A) Learning Objectives:

- 1) To acquaint students with the richness of Greek and Elizabethan drama, especially Sophocles, Shakespeare, Marlowe and his contemporaries.
- 2) Students will be exposed to the origin and development of English drama, various themes and forms of different ages.
- 3) To learn historical contexts, psycho-social aspects and discern various cultural and moral values associated with texts.
- 4) To create literary sensibility for appreciation in students and expose them to artistic and Innovative use of language by writers and to various worldviews

B) Learning Outcomes:

- 1) It enables students to analyses literature and drama by using appropriate theoretical, historical and cultural apparatus.
- 2) Students get to know about various cultures through literature.
- 3) It helps students to explore the creative use of language and the entire range of human experiences through dramas.
- 4) They learn the dramatic structure, dramatic devices and analyze its effect on the readers.

C) Course Contents:

Unit-I: Sophocles: *Oedipus Rex* (15 clock hours)

Unit II: Christopher Marlowe -*Dr. Faustus* (15 clock hours)

Unit III: -William Shakespeare: *Romeo and Juliet* (15 clock hours)

Unit IV: William Congreve -*The Way of the World* (15 clock hours)

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Course Structure for M.A. English II (Semester IV)

From the academic year 2020-2021

Semester	Paper Code	Title of Paper	No. of Credits	No of Lectures
IV	ENG 5403	Drama in English	4	60

SYLLABUS(CBCS) FOR M.A. II Paper – 4.3 (Semester IV)

(w.e. from June 2020)

Academic Year 2020-2021

Class	: M.A. English: Part-II (Semester- IV)		
Paper Code	: ENG 5203		
Paper	: 4.3		
Title of Paper	: Drama in English		
Credit	: 4	No. of lectures	60

D) Course Contents:

Unit I: Anton Chekhov- <i>The Cherry Orchard</i>	(15 clock hours)
Unit II: John Osborne- <i>Look Back in Anger</i>	(15 clock hours)
Unit III: Bertolt Brecht- Mother Courage and Her Children	(15 clock hours)
Unit IV: Wole Soyinka- A Dance of the Forests	(15 clock hours)

E) Suggestions for Teachers:

It is important that teachers introduce students to the socio-political and historical background of the prescribed period, the tendencies and trends dominant in the period, the stylistic features of the prescribed authors and the major characteristics of their works. Such information provides students with background and necessary contexts. Teachers can encourage students to read original texts prescribed, literary histories and critical works. Exercises into literary pieces, practical criticism and analytical discussions may be conducted in the classroom for effective understanding. Teachers can make use of ICT methods to create interest and promote literary sensibility in students.

F) Reference books:

Standard and recognized editions of textbooks and reference books may be used

Bowers, Fredson, *Elizabethan Revenge Tragedy*. Princeton, N.J: Princeton University Press, 1940.

Bloom, Harold. *Elizabethan Drama*. New York: Infobase Publishing, 2004.

Boulton, Marjorie. *Anatomy of Drama*

Brooks Cleanth and Fiedelston. *Understanding Drama*

Braunmuller, A.R. and Hathaway, M. *Cambridge Companion to English Renaissance Drama*. New York: Cambridge University Press, 2003.

Bradbrook, M. C. *Themes and Conventions of Elizabethan Tragedy*, Cambridge, 1935

Heilman, Robert. *Tragedy and Melodrama: Versions of Experience*. London and Seattle: 1968.

Maus, Katherine (ed.), *Four Revenge Tragedies*. Oxford: OUP, 1995.

Nicoll, Allardyce, *Theory of Drama*. New York, Thomas Crowell Co., 1931.

Steiner, George *The Death of Tragedy*. London: Faber and Faber, 1961.

Oedipus the Rex

Sophocles. *The Three Theban Plays*. By Robert Fagles, Harmondsworth, Penguin Classics, 1984.

Else Gerald, *The Origin and Early Form of Greek Tragedy*. Martin Lectures, vol.20. Cambridge: Harvard University Press, 1965.

Kott, Jan *The Eating of Gods: An Interpretation of Greek Tragedy*, New York: Random House, 1973.

Adams, S.M. *Sophocles the Playwright*, Toronto: Toronto University Press, 1957

Bowra, Sir Maurice. *Sophoclean Tragedy*, Oxford, 1944.

Fergusson, Francis. *The Idea of a Theatre* (chapter 1) London: Oxford University Press, 1949.

Goheen, R.F. *The Imagery of Sophocles' Antigone: A Study of Poetic Language and Structure*, Princeton: Princeton University Press, 1951

Jones, John. *On Aristotle and Greek Tragedy* (section 3, chapters 5 and 6) London: Chatto and Windus, 1962.

Kitto, H.D.F. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet* (chapter 5) London: Methuen, 1964

----- Sophocles, *Dramatist and Philosopher*, London: Oxford University Press, 1958.

Dr. Faustus

Christopher Marlowe. *Doctor Faustus*, edited by Kitty Dutta, New Delhi: Oxford University Press, 1980 rpt. 1986

Jump John D. (ed.) *Christopher Marlowe, Doctor Faustus: A Casebook*: London: Macmillan, 19

Leech, Clifford. *Marlowe: A Collection of Critical Essays*, London, 1964

Levin Harry, *The Overreacher: A Study of Christopher Marlowe*. London: 1952

Romeo and Juliet

Bradley, A.C. *Shakespearean Tragedy*. London: Macmillan and Company, 1904.

Dutton, Richard and Howard, Jean. *A Companion to Shakespeare's Works* Vol. II. Oxford: Blackwell, 2003.

Legatt, Alexander. *Shakespeare's Political Drama*. London: Routledge, 2005.

Granville-Barker, Harley. *Prefaces to Shakespeare*. first series. London: Sidgwick and Jackson, 1927.

Webster, Margaret. *Shakespeare Without Tears*. Cleveland and New York: The World Publishing Company, 1955.

The Way of the World

Congreve, William (2000). *The Way of the World*. London, England: A & C Black Limited.

Linda Zionkowski and Cynthia Klekar. Ed. *The Culture of the Gift in Eighteenth-Century England*. New York: Palgrave MacMillan, 2009.

The Cherry Orchard

Anton Chekhov: *Selected Works*, vol.2. Moscow: Progress Publishers, 1973.

Styan, J.L. *The Dark Comedy*, Cambridge, 1962.

Look Back in Anger

John Osborne, *Look Back in Anger* ed. by Prashant Sinha, Mumbai: Oxford University Press, 1992.

Anderson, Michael. *Anger and Detachment: A Study of Arden, Osborne and Pinter*. London: Putnam Publishing, 1976

Gascoigne, Bamber, *Twentieth Century Drama*, London: Hutchinson, 1962.

Taylor, John Russell. *Anger and After*. Baltimore: Penguin Books, 1963.

----- *John Osborne: Look Back in Anger: A Casebook*. London: Macmillan, 1968.

Mother Courage and Her Children

Brecht, Bertolt. *Brecht on Theatre*, Edited by John Willett

Brecht, Bertolt. *The Good Woman of Setzuan, Parables for the Theatre*. New York: Grove Press, 1948.

Sargisson, Lucy. *Contemporary Feminist Utopianism*. New York: Routledge, 1996.

A Dance of the Forests

Hans M. Zell, Carol Bundy, Virginia Coulon, *A New Reader's Guide to African Literature*, Heinemann Educational Books, 1983.

Gikandi, Simon, ed. *Encyclopedia of African Literature*. London: Routledge, 2003.

Irele, Abiola. "The Significance of Wole Soyinka". *Perspectives on Nigerian Literature 1700 to the Present* 1. (1988).

Jeyifo, Biodun. *Wole Soyinka: Politics, Poetics, and Postcolonialism*. Cambridge: CUP, 2003.

Soyinka, Wole. *A Dance of the Forests*, 1963. Oxford: OUP, 1979.

Wright, Derek. *Wole Soyinka Revisited*. New York: Twayne Publishers, 1993.
