

Course Code: BAENGELEC300

Course Title: Approaches and Methods in Language Teaching

Core/Elective: Core

Credits: 3

Course Description

This course will introduce students to various theories of language learning ranging from behaviorism to cognitivism with an aim to connect them with different approaches and methods in language teaching. Class discussions and reflections will make various issues and challenges in the language learning and teaching process visible and help students to gain insights into prevalent methods used during the early twentieth century to the most recent ones. The course will first situate the language learner in a highly globalized and multilingual context and then develop a critical understanding of learner identity and attitudes towards learning of English. Discussions on different approaches, methods, and techniques used in language teaching will help students to trace their own journeys as language learners. They will be expected to critically reflect on their experiences as learners and identify various factors influencing learning through peer- and micro-teaching sessions. These sessions will enable students to make connections between theory and practice.

Learning Outcomes

1. Understand prominent theories in language learning and identify their limitations and possibilities
2. Differentiate between methods, approaches, and techniques and critically evaluate their usefulness in a given classroom context
3. Understand prevalent approaches and methods in language teaching and apply them in peer and micro teaching sessions

Prescribed Reading

Diane Larson and Freeman. *Techniques and Principles in Language Teaching*. Oxford University Press, 2000.

Jack C. Richards and Theodore S Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.

Penny Ur. *A Course in English Language Teaching*. Cambridge University Press, 2012.

Evaluation Scheme

Internal assessment (40%): one test of 20 marks will be conducted and one take-home assignment with a component of peer teaching of 20 marks will be given for continuous evaluation throughout the semester

External (60%): semester-end examination with a component of project work

Course Code: BAENGLITC301

Course Title: British Literature: 20th Century

Core

Credits: 3

Course Description

This course aims to introduce the student to British literature in the age of imperial expansion and the contribution of British culture and literature to the discourse of European “modernity.” It also attempts to give the student an understanding of the spread of the ideas of progress and liberalism through the process of resistance to British cultural imperialism in the colonies, both in Britain as well as in the Anglophone empire.

Prescribed Readings

T. S. Eliot, W. B. Yeats, the War Poets, Dylan Thomas, Benjamin Zephaniah – Selected poems
James Joyce – Short fiction
Joseph Conrad – *Heart of Darkness*
D. H. Lawrence – *Sons and Lovers*
Virginia Woolf – *Mrs Dalloway*
E. M. Forster – *A Room with a View*
Somerset Maugham – *Of Human Bondage*
Harold Pinter – *The Birthday Party*
Tom Stoppard – *Travesties*
Bernard Shaw, Samuel Beckett – Selected plays

Course Outcomes

The student will be:

1. critically acquainted with the innovations in theme, genre, and literary movements that mark Britain’s contribution to the discourse of European “modernity”;
2. able to analyze the fraught imperial encounter and the resistance to hegemonic “Victorian” values from within British society itself; and
3. able to discern the gradual pluralization of British society due to the dissolution of the empire

Evaluation Scheme

Internal: 40%

External: 60%

Course Code: BAENGLINC302

Course Title: Phonology I

Core/Elective: Core

Credits: 3

Prerequisites: None

Course Description

The course presents an overview of the difference between phonetics and phonology, the development of phonological theory within a Generative framework, especially the use of distinctive features (binary vs monovalent representations), phonological processes, and the notion of underlying representation and surface representation.

Objectives and Learning Outcomes

The course is intended to present the scope of phonology (Phonetics vs. phonology).

1. Students will gain an understanding of the following areas: the identification of phonological processes and natural classes, the nature of phonological explanations, the structure of phonological theory, the shape of phonological representations (features vs elements), and a comparison between different theories of phonological processes.
2. Students will also be able to identify theoretical approaches to phonological analysis, produce evidence of analytical ability, and determine phonological processes evident in a wide-range of the world's languages.

Modules

Module 1: What is phonology? Difference between phonetics and phonology

Module 2: Structural phonology: Identification of Phonemes

Module 3: Problems with Structural Phonology- Introduction to Generative Phonology

Module 4: Distinctive Features

Prescribed Reading

Handouts will be provided on all topics. These handouts would be based primarily on content from the following texts:

- *Understanding Phonology*

Book by Carlos Gussenhoven; Haike Jacobs 2017

- *Introductory Phonology*

Book by Bruce Hayes 2009

- *Introducing Phonology*

Book by David Arnold Odden 2005

- *Phonology in Generative Grammar*

Book by Kenstowicz 17/03/1994

- *English Phonetics and Phonology: An Introduction*

Book by Philip Carr 2019

- *Source Book for Linguistics*

Book by William Cowan, Jaromira Rakušan 1987

- *The Routledge Companion to Linguistics in India*

Book by Hemalatha Nagarajan 2022 (in print)

Evaluation Scheme

Internals: quizzes, assignments, tests (open book) (40%)

Externals: semester-end examination (60%)

Course Code: BAENGELEE303

Course Title: Introduction to Bi/Multilingualism

Core/Elective: Elective

Credits: 3

Course Description

This course introduces students to bilingualism and bilingual education. During the course, relevant concepts and models of bi/multilingualism are discussed. The course offers a mix of the theoretical and empirical foundations of the various disciplines of linguistics and applied linguistics to enable students to develop an informed and critical awareness of issues of linguistic analysis and language use. As part of the course, important theories related to bilingualism such as Developmental Interdependence Theory, Common Underlying Proficiency Model, Separate Underlying Proficiency, and The Thresholds Theory are explored, and seminal papers related to bi/multilingualism are discussed. The insights students develop on the course about bilingualism and multilingualism will help them to understand the processes of teaching and learning of first, second, and foreign languages.

Course Outcomes

Upon completion of this course, learners will be able to:

1. distinguish bilingualism as a social phenomenon as well as an individual phenomenon;
2. understand issues of linguistic analysis and language use following the knowledge of theories of bi/multilingualism; and
3. use inputs of bi/multilingualism in the teaching and the learning of first, second, and foreign languages.

Essential Reading

Annamalai, E. (2001). *Managing Multilingualism in India: Political and Linguistic*

Manifestations. New Delhi: Sage.
Aronin, L. and Singleton, D. (2012). *Multilingualism*. John Benjamins Publishing Company.
Baker, C. and Wright, W.E. (2021). *Foundations of Bilingual Education and Bilingualism*.
Multilingual Matters.
Patten, V. B. et al., eds. (2020). *Theories in Second Language Acquisition: An Introduction*.
Routledge.

Evaluation Scheme

Internal assessment 1: class test (20%)
Internal assessment 2: presentations (20%)
Semester-end examination (60%)

Course Code: BAENGELEE304

Course Title: Understanding Communication

Core/Elective: Elective

Credits: 3

Course description

Mastery of interpersonal communication is indispensable for both personal and professional success. This mastery is achieved through comprehensive learning and consistent practice. "Understanding Communication" delves into the foundational principles of interpersonal communication, providing an essential first step towards achieving mastery in this crucial area.

Students will gain a comprehensive understanding and appreciation of fundamental concepts, including:

- Theories and models of interpersonal communication
- Functions and processes involved in interpersonal communication
- Various types of communication and the barriers that can impede them
- Nonverbal and intercultural communication
- Communication anxiety and strategies for active listening

Having this extensive understanding will enable students to apply these concepts in their everyday interactions, thereby strengthening their communication skills in real-world contexts.

Assessment will be conducted in two parts: internal and end-of-term. The internal assessment, worth 50 marks, will include tests, quizzes, presentations, assignments, and student-led seminars. The end-of-term assessment, also worth 50 marks, will consist of a book review and/or application tasks, and a viva voce.

Objectives and Outcomes

- *Objective 1:* Explore and critically examine various theories and models of interpersonal communication to understand their foundational principles and applications.
- *Outcome:* Students will describe, explain, and critically evaluate the theories and models of interpersonal communication.

- *Objective 2:* Investigate and understand the key functions and processes essential for effective interpersonal communication, with an emphasis on practical application.
- *Outcome:* Students will comprehend, analyse, and apply the various functions and processes of interpersonal communication.

- *Objective 3:* Gain comprehensive knowledge of different types of communication and identify the barriers that can impede interpersonal interactions.
- *Outcome:* Students will identify, evaluate, and demonstrate strategies to overcome barriers in interpersonal communication.

- *Objective 4:* Analyse the significance, impact, challenges, and subtleties of nonverbal and intercultural communication in diverse settings.
- *Outcome:* Students will synthesize the knowledge and apply appropriate nonverbal and intercultural communication skills in diverse interpersonal interactions.

- *Objective 5:* Develop an understanding of communication anxiety, including its sources, and explore effective strategies for managing and reducing this anxiety.
- *Outcome:* Students will identify sources of communication anxiety and apply effective coping strategies in their interactions.

- *Objective 6:* Explore the concept and importance of active listening, and understand its influence on the quality of interpersonal communication.
- *Outcome:* Students will demonstrate and integrate active listening techniques in their interpersonal communication.

Reading List

1. Adler, R., & Rodman, G. *Understanding Human Communication*. Tata McGraw Hill.
2. Bowe, H., & Martin, K. *Communication across Cultures*. Cambridge University Press.
3. Collins, S. D. *Listening and Responding*. Cengage Learning.
4. DeVito, J. A. *The Interpersonal Communication Book*. Harper & Row.
5. Hall, B. J. *Among Cultures: The Challenge of Communication*. Thomson.

6. Kincaid, L. D. (Ed.). *Communication Theory: Eastern and Western Perspectives*. Academic Press.
7. Littlejohn, S. W. *Theories of Human Communication*. Wadsworth Publishing House.
8. Mattelart, A. *The Invention of Communication*. University of Minnesota Press.
9. McBride, S. *Many Voices, One World*. Kogan Page.
10. McMillan, S. *How to be a Better Communicator*. Kogan Page.
11. Mortensen, C. D. (Ed.). *Basic Readings in Communication Theory* (2nd ed.). Harper and Row.
12. Philipsen, G. *Speaking Culturally: Explorations in Social Communication*. SUNY Press.
13. Schramm, W. *The Story of Human Communication*. Harper & Row.

Course Code: BAENGELEE305

Course Title: Editing and Publishing

Core/Elective: Elective

Credits: 3

Course Description

This course is structured vocationally and has a multidisciplinary foundation involving, *inter alia*, linguistics (stylistics, discourse analysis), orthography, communicative- and writing skills (cohesion, coherence, punctuation, register, style). It will start with the definition of some fundamental terms such as *text*, *editing*, *publishing*, and the like. Whether it is writing a thesis, creating teaching materials, or writing articles for blogs, newspapers or academic journals, or writing fictional works or poetry, editing and proofreading is an integral part of publishing. Recent developments in language teaching and creating instructional materials, make editing skills greatly relevant to all core practitioners, particularly to teachers, trainee teachers, and teacher trainers. Moreover, there is a pressing demand on teachers to be involved in research and publication. Good editing skills are a prerequisite for publication. Distinctions will be made among such professionals associated with the editorial enterprise as abstractors, copy-editors, designers, desktop publishing experts, editors, indexers, manuscript evaluators, project managers, proofreaders, researchers, textbook development editors, translators, and writers. These aims will be primarily achieved by demonstrating the specifics of each domain/field of operation in the editorial sphere. There can be a possible survey of electronic- and software facilities available in the field.

Learning Outcomes

1. Demonstrate skills to take up professional editorial functions

2. Gain awareness of the issues that beset language – its gendered, hierarchical structure
3. Write different genres and create teaching materials
4. Identify the need to revise their own drafts, and edit them.
5. Edit works by different writers without altering their individual tone or style
6. Demonstrate knowledge of technology and software that can aid editing

Reading List

Joseph M. Williams: *Style: Towards Clarity and Grace*. The University of Chicago Press, 1990.

Butcher, Judith, Caroline Drake, and Maureen Leach. *Butcher's Copy-Editing*. Cambridge: Cambridge University Press, 2012.

Laura Anderson. McGraw-Hills *Proofreading Handbook*. McGraw-Hill, 2006.

The Oxford Dictionary for Writers and Editors. Oxford University Press, 2000.

Evaluation Scheme

Internal (40%): continuous assessment; one assignment (20 marks) every month; final score to be based on best two assignments

External (60%): assignments

Course Code: BAENGLITE306

Course Title: Indian Writing in English

Core/Elective: Elective

Credits: 3

Course Description

This course is designed to acquaint students with the literary works and literary theory produced in India in English Language. The field of Indian writing in English opened with the publication of *The Travels of Dean Mahomet* by Sake Dean Mahomed in 1794; since then it has been growing continuously. There is hardly any genre which is not tried by Indian authors writing in English. At international level as well the contribution of India to the field of literature in English has been recognized from the beginning, as evident from the fact that the second Nobel Prize in Literature in English was given to Rabindranath Tagore. The major objective of this course is to discuss major Indian Writers who write in English and study the socio-cultural, historical contexts of their writings. This course will cover all genres that are tried by Indian English writers, that is, Poetry, Prose, Drama, Fiction, and Critical Writings. History of each genre will also be discussed to understand the evolution of that particular genre. While dealing with any work, author, or genre, the focus will be on locating that author not only in the history of Indian Writing in English but also in the History of English Literature, which will help in understanding the location of Indian authors at international level. Almost all Indian English writers are

influenced by the native tradition of writing in Indian languages along with Sanskrit tradition; therefore, emphasis will be on understanding these influences on these authors.

Discussion format will be supplemented by lectures on social, historical, and culture contexts. Students will be expected to come to each class with the assigned readings. They are advised to write down notes as they read on significant ideas, the overall key point of the passage, and their own reactions and criticisms. This organizes thinking and allows them to participate readily in class discussion. The teacher can take up the texts for classroom teaching according to the available time, interest of students and his/her own expertise. The students can choose texts for assignments from the prescribed list; if they want otherwise they are free to work on the texts and themes of their choice with the consent of the teacher.

This course aims to:

1. introduce students to major phases and figures of Indian Literature in English through the study of selected literary texts;
2. help students understand literary sensibility and critical evaluation of the literary texts and implant a sense of appreciation of the literary text from an Indian context;
3. expose students to the various aspects of Indian writings, such as artistic and innovative use of language by the writers;
4. enhance literary and linguistic competence of students
5. familiarize students with the historical development of this field of study;

The course is divided into five modules:

Module 1

Introduction: Definition and functions of Indian Literature in English – “Indian Literature: Notes towards the Definition of a Category” by Aijaz Ahmed, and *A History of Indian English Literature* by M.K. Naik

Module 2: Poetry

Toru Dutt – “Lakshman”; “The Lotus”; “Our Casuarina Tree”

Sarojini Naidu – “Nala and Damayanti”; “Ecstasy”; “The Indian Fantasy”; “In The Bazaars of Hyderabad”

Jayant Mahapatra – “Evening Landscape by the River”; “From Temple” (from *Indian Poetry in English*, ed. Makarand Paranjape, Macmillan, 1993)

Nissim Ezekiel – “Goodbye Party for Ms Pushpa T. S.”; “Background, Casually”; “Night of the Scorpion”

Kamala Das – *The Old Playhouse and Other Poems*

Module 3: Drama

Rabindranath Tagore – *Chitra*

Girish Karnad – *Nagamandala*
Vijay Tendulkar – *Silence, The Court Is in session*
Mahesh Dattani – *Final Solutions*

Module 4: Fiction

Mulk Raj Anand – *Untouchable*
Manohar Malgaonkar – *The Princes*
Rohinton Mistry – *A Fine Balance*
Amitav Ghosh – *The Shadow Lines*
Kiran Desai – *The Inheritance of Loss*
Amit Chaudhuri – *A Strange and Sublime Address*
Arundhati Roy – *The God of Small Things*
Salman Rushdie – *Midnight's Children*
R. K. Narayan – *Man Eater of Malgudi*
Ruth Praver Jhabvala – *Heat and Dust*

Module 5: Indian Critical Writings

Aurobindo – *The Future of Poetry*
Aijaz Ahmed – *In Theory*
Selections from: Rabindranath Tagore, Gayatri Spivak, Ania Loomba, Suvir Kaul, Leela Gandhi, B.R. Ambedkar, Amitav Ghosh, Salman Rushdie, Shashi Tharoor

Course Outcomes

Upon completion of the course, participants will be able to:

1. understand the role played by Indian Literature in English in modernizing India;
2. obtain advanced skills in Indian poetics that can be used to analyze literature and culture;
3. acquaint themselves with the origins and rise of English studies in India;
4. familiarize themselves with social, cultural, and historical particularities of Indian writing in English; For example, students should be conversant with the independence movement in India and its impact on Indian Literature in English, the partition of India, and postcolonial migrations.
5. acquaint themselves with the literature from the margins, that is, Dalit literature, Women's Literature, Literature by Transgender, and other literatures.

Essential Readings

Ahmad, Aijaz. *In Theory*. London: Verso, 1992. Print.

Mehta, Kamal, ed. *The Twentieth Century Indian Short Story in English* New Delhi: Creative Books, 2004.

Chaudhari, Asha Kuthari. *Contemporary Indian Writers in English*. Mahesh Dattani Foundation Books, 2005.

Bande, Usha and Ram, Atma. *Woman in Indian Short Stories: Feminist Perspective* New Delhi: Rawat Publications, 2003.

Dodiya, Jaydipsinh K. and Surendran, K.V. *Indian English Drama: Critical Perspectives*. New Delhi: Sarup & Sons, 2000.

Mehrotra, A. K. *The Concise History of Indian Literature in English*. Delhi: Permanent Black, 2008.

Suggested Readings

Raghavan V. and Nagendra, ed. *An Introduction to Indian Poetics*. Madras: MacMillan, 1970.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. New Delhi: Orient Longman, 2003.

Tharu, Susie and K. Lalitha, ed. *Women Writing in India*. Vols 1 and II. New Delhi: Oxford University Press, 1991, especially Introductions.

Evaluation Scheme

Internal: 40%

External: 60%

Course Code: BAENGLINE307

Course Title: Syllable in Phonetic Theory

Core/Elective: Elective

Credits: 3

Prerequisite: The Structure of English and Phonetics

Course Description

Syllable in Phonetic Theory offers certain basic research-oriented insights into the concept of syllable, a basic suprasegmental unit. Syllable is also considered to be the basic speech unit while phoneme is the basic articulatory unit. Hence, syllable is an essential construct that addresses segmental and suprasegmental aspects of languages.

In the light of the above, the course is designed in such a way that it exposes the participants to different linguistic treatments of syllable. It requires three contact hours a week, where classroom, instruction, interaction, and presentations are paramount. The tentative topics targeted to be covered on the course are – *Syllable as a Linguistic Unit, History of Syllable, Syllable Structure, Segments and their Role in Syllable Structure, Syllabification, Syllable and Connected Speech, Syllable Phonotactics, and Different Treatments of syllable*.

The course offers a set of analytical skills in the area of speech studies around the unit called syllable. It draws the attention of the participants to the segmental and suprasegmental aspects

closely connected to syllable. It also offers certain skills and strategies that are useful to analyze the needs of the learners of a language and design the learning and teaching materials.

Objectives

- To offer the students a scientific knowledge of the linguistic constructs – Phoneme, Phone, Syllable, and Suprasegmentals
- To help the students handle phonetic data properly in the linguistic exploration of syllable

Course Outcomes

By the end of the course, the students will be:

1. able to understand and use the terms involved in the description, analysis, and linguistic application of syllable;
2. well-informed about the Phonetic Theories and their implications in establishing the linguistic units;
3. ready with the academic knowledge and experience that is required to deal with speech data and syllable in human languages; and
4. able to apply the knowledge and experience to the language(s) they know.

Module 1: Introduction to the Linguistic Terms Required to Understand the ‘Syllable’

- Module 1 introduces the terms like phoneme, phone, onset, rhyme, nucleus, coda, weight, mora, appendix, Ambisyllabic, and tier.

Module 2: Phonetic Theories

- Module 2 offers a critical review of the theories from Phonemic theory to the present phonological theories, focusing syllable.

Module 3: Theories of Syllable Structure

- Module 3 offers a comprehensive understanding of the syllable structure, syllable size, syllable, boundaries, MoP, SSP, and so on.

Module 4: Analysis of Syllable in Speech Data

- Module 4 offers a hands-on-experience of analysing the syllable data from English and the syllable data collected from the student’s mother-tongue.

Reading List

- Baumann, M. (1995). *The production of syllables in connected speech*. Unpublished doctoral Dissertation. Cambridge, MA: MIT.
- Clements, G. N. and Keyser, J. (1983). *CV Phonology: A Generative Theory of the Syllable*. Cambridge, MA: MIT Press.
- Chomsky, N. and Halle, M. (1968). *The Sound Pattern of English*. New York: Harper & Row.
- Féry, C. and Van De Vijver, R. (2003). *The Syllable in Optimality Theory*. Cambridge:

Cambridge University Press.
Fudge, E. C. (1969). "Syllables." *Journal of Linguistics* 5: 253-86.
Ramoo, D. K. (2014). *Syllable Structure in the Mental Lexicon: Neuropsychological and Computational Evidence*. A PhD thesis submitted to the University of Birmingham.

Evaluation Scheme

Internal assessment: 40%

Semester-end assessment: 60 %

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	SFL INTONATION: Systems & Functions
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New Course
Course code	BAENGLINE308
Semester	V
Number of credits	3
Maximum intake	30
Day/Time	Mondays: 10 am - 11 am; Fridays: 10 am - 12 pm
Name of the teacher/s	Dr. Meena C. Debashish
Course description	<p>i) A brief overview of the course</p> <p>This course introduces the Systemic Functional Linguistic approach to the study of English intonation, where intonation is considered to be part of grammar. A trinocular principle is adopted to study the systems of INTONATION which realize the systems of LEXICOGRAMMAR for construing the systems of SEMANTICS in different contexts of situations and culture. The main purpose of this course is to equip students with two skills for studying and applying the functions of English intonation system: The Systemic Functional model of intonation, and PRAAT, a speech analysis software. It will also enable students to understand the nuances of English speech and efficiently use the interpersonal system of English intonation in different contexts of situations.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>At the end of the course, students</p>

	<table border="1"> <tr> <td>CO1</td> <td>obtain understanding of the systems of English Intonation using the Systemic Functional theory</td> <td>PO1 & PO2</td> <td>domain Specific</td> </tr> <tr> <td>CO2</td> <td>learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations</td> <td>PO4, PO11</td> <td>skill enhancement</td> </tr> <tr> <td>CO3</td> <td>acquire the systemic functional expertise to study/use the systems of English Intonation and their functions.</td> <td>PO4, PO5, PO6</td> <td>skill enhancement</td> </tr> <tr> <td>CO4</td> <td>learn to use PRAAT for studying / running experiments in the area of intonation.</td> <td>PO4, PO5, PO6</td> <td>skill enhancement</td> </tr> <tr> <td>CO5</td> <td>be able to identify their needs as L2 users of English and address them</td> <td>PO8, PO10</td> <td>employability quotient</td> </tr> <tr> <td>CO6</td> <td>acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English</td> <td>PO5, PO12</td> <td>employability quotient</td> </tr> </table>	CO1	obtain understanding of the systems of English Intonation using the Systemic Functional theory	PO1 & PO2	domain Specific	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PO4, PO11	skill enhancement	CO3	acquire the systemic functional expertise to study/use the systems of English Intonation and their functions.	PO4, PO5, PO6	skill enhancement	CO4	learn to use PRAAT for studying / running experiments in the area of intonation.	PO4, PO5, PO6	skill enhancement	CO5	be able to identify their needs as L2 users of English and address them	PO8, PO10	employability quotient	CO6	acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English	PO5, PO12	employability quotient
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CO6	acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English	PO5, PO12	employability quotient																						
	iii) Learning outcomes – a) domain specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient																								
Course delivery	<ol style="list-style-type: none"> Lecture: theory 50% Experiential learning: Tutorial/lab sessions – working with PRAAT software 50% 																								
Evaluation scheme	<p>Internal (modes of evaluation): 50%</p> <ol style="list-style-type: none"> Sit-down test Practical test <p>End-semester (mode of evaluation): 50%</p> <ol style="list-style-type: none"> Sit-down Exam/Term paper (Written+Practical) 																								
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> Halliday, M.A.K. (1970). <i>A Course in Spoken English: Intonation</i>. London: Oxford University Press. <p>Additional reading:</p> <ol style="list-style-type: none"> Halliday, M.A.K. (2004). <i>An Introduction to Functional Grammar, 3rded.</i> London: Edward Arnold. Ladefoged, P. (2001). <i>A Course in Phonetics, 4thed.</i> Orlando: Harcourt College Publishers. 																								

Course Code: BAENGLINE309

Course Title: An Introduction to Natural Language Processing

Core/Elective: Elective

Credits: 3

Course Description:

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)**

Course title	INTRODUCTION TO NATURAL LANGUAGE PROCESSING
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	BAENGLINE309
Semester	BA semester Vth
Number of credits	3
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Thursday 3-4pm and Friday 3-5 pm
Name of the teacher/s	Prof. M. Hariprasad and Dr. Atreyee Sharma
Course description	<p>(i)The course presents an overview of the different areas and applications of Computational Linguistics. It deals with a wide range of topics in NLP (Natural Language Processing). There are introductory concepts introduced about What is NLP, Computational Morphology, Computational Phonology, Morphological and Shallow Parsers, and a few basics concepts on Regular Expressions- how to use RegEx and write simple code.</p> <p>(ii) To understand the basic concept of NLP, how it is related to AI and Computational Linguistics. History of NLP, stages of development in the field of computational linguistics and its relation to the bigger research areas like AI and Language Computation. To understand and introduce Computational Morphology and Phonology, basic theories of both morphology and phonology to relate to computation. To understand how computational morphology is related to parsing and information retrieval and machine translation later. How do transducers and FSA solve the problem of large scale morphological and phonological analysis and generation.</p> <p>(iii) Students will gain an understanding of the fact that through the offering of several basic and advanced courses in Computational</p>

	<p>Linguistics, it will allow us to bridge the gap that will integrate computer science and linguistic-theoretical approaches to NLP. Students will understand the fact that in the past two decades, research in Computational Linguistics has seen remarkable growth, both in terms of coverage of the many languages in India and advancement in scientific practice. By exposing them to the basic concepts in CL, students will also be able to identify theoretical approaches that lead to produce such advancement in CL.</p>
Course delivery	Lectures
Evaluation scheme	<p>Internal (modes of evaluation): Assignment and test (40 marks) End-semester (mode of evaluation): Written test (60 marks)</p>
Reading list	<p>ESSENTIAL READING: Study material will be provided on all topics. These would be based primarily on content from the following texts:</p> <ul style="list-style-type: none"> • Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics and Speech Recognition (3rd Edition) <p>Book by Daniel Jurafsky and James H. Martin 2021</p> <ul style="list-style-type: none"> • Agresti, A. (2002). Categorical data analysis. Hoboken, NJ: Wiley • Miller, G. A. and Chomsky, N. (1963). Finitary models of language users. In Luce, R. D., Bush, R. R., and Galanter, E. (Eds.), Handbook of Mathematical Psychology, • Source Book for Linguistics <p>Book by William Cowan, Jaromira Rakušan 1987</p> <p>ADDITIONAL READING:</p> <p>Austin, J. L. (1962). How to do things with words. Oxford University Press</p> <p>Baldwin, T. and S. N. Kim (2010). Multiword expressions. In Handbook of natural language processing, Volume 2. Boca Raton, USA: CRC Press.</p> <p>Bobrow, D. G., R. M. Kaplan, M. Kay, D. A. Norman, H. Thompson, and T. Winograd (1977). Gus, a frame-driven dialog system. Artificial intelligence 8(2), 155–173</p> <p>Botha, J. A. and P. Blunsom (2014). Compositional morphology for word representations and language modelling. See icm (2014).</p>

	<p>Creutz, M. and K. Lagus (2007). Unsupervised models for morpheme segmentation and morphology learning. <i>ACM Transactions on Speech and Language Processing (TSLP)</i> 4(1), 3</p> <p>Dreyfus, H. L. (1992). <i>What computers still can't do: a critique of artificial reason</i>. MIT press.</p> <p>Haspelmath, M. and A. Sims (2013). <i>Understanding morphology</i>. Routledge.</p> <p>Jurafsky, D. and J. H. Martin (2019). <i>Speech and Language Processing (Third ed.)</i>. Prentice Hall.</p>
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Course Code: BAENGLINE310

Course Title: Introduction to Cultural Studies

Core/Elective: Elective

Credits: 3

Course Description:

BA ENGLISH (HONS) PROGRAMME

Course Description for *Introduction to Cultural Studies*

Course title	Introduction to Cultural Studies
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> • Existing course without changes • Existing course with revision. • New course
Course code	BAENGID310
Semester	August-December 2024
Number of credits	3
Maximum intake	30.
Day/Time	Tuesdays 14:00-16:00; Thursdays 12:00-13:00
Venue	Room.No.2, 4th floor, NAB
Name of the teacher/s	Prof. Satish Poduval

<p>Course description</p>	<p>Course Overview and Objectives:</p> <p>Cultural Studies has emerged as a major inter-disciplinary field within the academy, going beyond the traditional objects and methods of study that have characterized the traditional humanities and social sciences. The focus here is not simply on the interpretation of canonical works of art, or the description of societal practices, norms, and systems. The attempt rather is to examine the contexts and the forms in which meanings are articulated and negotiated dynamically within communities. Cultural Studies is primarily interested in historicizing forms of subjectivity, in attending to prevailing and emergent modes of representation, and in engaging with the responses of particular social groups to the universal promises/aspirations (such as equality, justice, pleasure, dignity, among others).</p> <p>The course will comprise of three modules. The first module (“Literary to Cultural Studies”) will focus on the historical breaks that have led to this inter-disciplinary field of study. The second module (“Representation”) will revolve around fundamental debates on language and semiotic analysis, exploring why an engagement with systems of signification are crucial in our response to texts—and indeed “everyday life.” The final module (“Subjects and Subjectivity”) will draw attention to how practices of meaning-making constitute not just the objects of knowledge but also the subjects that seek to know the world and act in it.</p> <p>Course Outcomes:</p> <p>At the end of the course, students will:</p> <ul style="list-style-type: none"> • be well acquainted with the historical emergence and consolidation of cultural studies, including in India; • become familiar with the major concepts as well as theorists whose writings have shaped the field; • have learned how to attempt cultural analysis of a wide range of texts (printed, visual, popular, everyday practices, etc); • be able to seek admission to higher courses of academic study within humanities and social sciences.
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Course delivery	<p>The instructor will introduce and initiate discussions on the main themes and readings during the Lecture sessions.</p> <p>The students will be expected to make short classroom presentations on pre-chosen texts during the Tutorial/Seminar sessions.</p>
Evaluation scheme	<p>Course Evaluation: There will be a continuous assessment of student performance on the basis of a range of Mid-Term and End-Term tasks.</p> <p>The Mid-Term evaluation will be worth 40 % of the course grade, and be based on the best two scores obtained in the following three tasks:</p> <ul style="list-style-type: none"> • Assignment 1 (early September) 20 marks • Assignment 2 (early October) 20 marks • Assignment 3 (early November) 20 marks <p>The End-Term evaluation will be worth 60 % of the course grade, and be based on the score obtained in the Final Examination:</p> <ul style="list-style-type: none"> • Final Examination (December) 60 marks
Reading list	<p>Primary Texts: We will discuss a wide range of introductory texts during the semester, including those by: Raymond Williams, Stuart Hall, Roland Barthes, Michel Foucault, Pierre Bourdieu, Edward Said, Giorgio Agamben, Susie Tharu, Partha Chatterjee, Madhava Prasad, Gopal Guru, Nivedita Menon, Simona Sawhney, Udaya Kumar among others.</p>

Course Code: BAENGIDC311

Course Title: Hindi Language: Literary Studies, Media Writing and Functional Usages

Core/Elective: Elective

Credits: 3

Course Description:

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

(For B.A. Students - Skill-enhancement & Multi-disciplinary Courses - 2024)

BA English Students

BA (Hindi) COURSE DESCRIPTION

Course title	□□□□□ □□□□ : □□□□□□□□□□ □□□□□□, □□□□□□ □□□□ □□ □□□□□□□□□□ □□□□□□ HINDI LANGUAGE: LITERARY TRANSLATION, MEDIA WRITING AND FUNCTIONAL USAGES
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	PAPER : BASECH 200
Semester	III
Number of credits	03
Maximum intake	-----
Day/Time	-----
Name of the teacher/s	DR. Promila(PR), Dr. Priyadarshini(PD) & Dr. Malobika(MB)
Course description	Include the following in the course description a) □□□□□□ □□ □□□□□□ □□ □□□ □□ □□□□ □□□ □□ □□□□□□□□ □□□□□□□□□□ □□ □□□□□ □□□□ □□□ □□□□ □□ □□ □□ □□ □□□□□□□□□□ □□□□□□□□ □□□□□□□□□□ □□□□ □□,□□□□□ □□□□□□□ □□□□ □□□□□□□□ □□□□□□□□ □□□ □□□ □□□□□□ □□ □□□□□□□□ □□ □□□□□□□□□□□ □□□□□□□□ □□□□□ □□ □□□□□□□□ □□□□□□□□□□ □□ □□□ □□□□□□ □□□□ □□ □□□□□□ □□□□□□□□□□ □□ □□□□ □□□□□□ □□□□ □□ □□ □□□□□□□□□□ □□ □□□□□□ □□ □□□ □□□□□□ □□ b) □□□□□□□□□□ :

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Course Code: BAENGID312

Course Title: Basic Concepts in Philosophy

Core/Elective: Elective (Multidisciplinary Course)

Credits: 3

Course Description

This introductory course on philosophy is an attempt to show how philosophy is an exciting area of study that is very much alive today albeit being deeply rooted in the past – in the many streams of thought that converge and diverge from ancient Greece, China, and India to the present. Although the principal focus will be on key philosophical issues and ideas, due emphasis will be given to the socio-historical and political-cultural aspects. Hence, while giving an overview of the history of ideas, the attempt will be to unravel the links that exist between questions and concepts, their origins and trajectories, in order to bring about an informed understanding of the ‘lived reality’ of ideas and their relevance in our life. The purpose is to understand the critical and the constructive role played by philosophy in the history of human thought, and to see in what ways it has endeavoured to function in consonance with its original intent: that is to love and seek *Sophia*, which is wisdom.

Course Outcomes

Students will be able to:

1. to trace the origin of western philosophical tradition and to distinguish diverse streams of western philosophical thought;
2. to enhance rational and critical thinking as well as objective reasoning;
3. to develop the ability to distinguish between opinions and facts;
4. to inculcate skills in collection of relevant data, analysis and interpretation of data using methodologies appropriate to philosophy, and for formulating logical and evidence-based solutions and arguments;
5. to use knowledge, understanding and skills for critical assessment of a wide range of ideas, and to familiarize oneself with complex problems and issues;
6. to learn to apply one's knowledge of philosophical questions and ideas to new, unfamiliar contexts, and also to identify and to analyze real-life problems and issues and seek valid and worthwhile solutions; and
7. to develop transferable skills like sophisticated logical reasoning and adequate linguistic representation which could be relevant to certain job trades and professions.

Essential Reading (Selections from...)

Robert C. Solomon. *Introducing Philosophy: A Text with Integrated Readings*.

Brooke Noel Moore & Kenneth Bruder. *Philosophy: The Power of Ideas*.

Kenneth McLeish. *Key Ideas in Human Thought*.

James Garvey & Jeremy Stangroom. *The Story of Philosophy: A History of Western Thought*.

Ram-Prasad Chakravarti. *Eastern Philosophy*.

Jonardon Ganeri (Ed.). *Indian Philosophy: A Reader*.

Evaluation Scheme

Internal (40%): continuous assessment; one test (20 marks) every month; final score to be based on best two performances

External (60%): semester-end examination