

**St. Aloysius' College (Autonomous)**  
**Reaccredited 'A+' by NAAC (CGPA – 3.68/4.00)**  
**College with Potential for Excellence by UGC**  
**DST FIST Supported & Star College Scheme by DBT**  
**Jabalpur (M.P.), India**  
**Session: 2023-24**

**PART A - INTRODUCTION**

<b>Class</b>	<b>: BA</b>
<b>Semester/Year</b>	<b>: III Year</b>
<b>Subject</b>	<b>: English Literature (Theory)</b>
<b>Paper</b>	<b>: I (English Language: Structure and Translation (Theory))</b>
<b>Course Code</b>	<b>: A3-ELIT1D</b>
<b>Compulsory / Optional</b>	<b>: Discipline Specific Elective (DSE)</b>
	<b>To study this course, a student must have had this subject in Diploma (Second Year)</b>
<b>Max. Marks</b>	<b>: 100 (30 + 70)</b>
<b>Credits</b>	<b>: 4</b>
<b>Course Outcomes</b>	<b>: On successful completion of this course, the students will (CLO) be able to:</b>

1. Define the English language structures and their functioning in relation to phonology and morphology,
2. Evaluate the relationship between the English language and society,
3. Establish an understanding of the English language's artistry and utility,
4. Comprehend the elements and scope of translation,
5. Apply and practice techniques of English Grammar,
6. Depict the production of speech sounds and IPA symbol.

## PART B – CONTENTS OF THE COURSE

	Title	No. of Lectures
<b>Unit I</b>	<b>Introduction to Linguistics</b> <ul style="list-style-type: none"> <li>• Definition, Functions, Characteristics and Development of English Language</li> <li>• Approaches to the Study of Language — Synchronic and Diachronic</li> </ul> <b>Keywords:</b> Grammar theories, Language and Society	15
<b>Unit 2</b>	<b>Major Concepts of Linguistics</b> <ul style="list-style-type: none"> <li>• Phonology and Morphology</li> <li>• Word Accent, Rhythms, Syllables and Syllable Counting</li> </ul> <b>Keywords:</b> Vowels and consonants, Acoustic property of speech sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones	15
<b>Unit 3</b>	<b>Ambiguities and Translation</b> <ul style="list-style-type: none"> <li>• Ambiguities in Language: Structural and Semantic</li> <li>• Translation: Elements, Challenges and Scope</li> </ul> <b>Keywords:</b> Homonym, Homophone, Non-literal speech, Anaphoric ambiguity, Inflective ambiguity, L1 Interference	15
<b>Unit 4</b>	<b>Concepts related to Linguistics</b> <ul style="list-style-type: none"> <li>• IPA Symbols</li> <li>• IC Analysis</li> </ul> <b>Keywords:</b> Prosody, L1, L2, Motivation in L2 learning	15

## PART C – LEARNING RESOURCES

### Suggested Readings :

1. Arthi, R., and Bhuvaneswari, Dr. V., Introduction to Translation Studies in Indian Writing, “In Translation: Literature Across the World”, Authors Press, New Delhi, 2021.
2. Dornyei, Z., “Motivational Strategies in the Language Classroom”, Cambridge University Press, 2001.
3. Ellis, R., Task-based Research and Language Pedagogy, “Language Teaching Research”, Oxford University Press, 2000.
4. Herbst, Thomas, “English Linguistics: A Coursebook for Students of English”, De Gruyter

Mouton, 2010.

5. Kapoor, K, “Text and Interpretation: The India Tradition”, DK Print World LTD, India, 2005.

6. Kapoor, RR., “In Translation: Literature Across the World”, Authors Press, India, 2021.

**2. Suggestive digital platforms/ web links**

www.eshiksha.mp.gov.in.Gwe: pr 1 c 7

3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

**Suggested equivalent online courses:**

1. Free Courses on the English Language at Alison.Com <https://alison.com/courses/english>

2. Free Courses on Linguistics at EDX <https://www.edx.org/learn/linguistics>

**Part D-Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:**

Continuous Comprehensive Evaluation (CCE) : 30 Marks University Exam (UE): 70 Marks		Maximum Marks: 100
Internal Assessment : Continuous Comprehensive Evaluation (CCE)	Class Test Assignment /Presentation	30
External Assessment : University Exam Section Time : 03.00 Hours	Section(A) : Very Short Questions Section (B) : Short Questions Section (C) : Long Questions	70
Any remarks/ suggestions:		

## Practical Paper

Session: 2023-24

<b>Class</b>	<b>: BA</b>
<b>Semester/Year</b>	<b>: III Year (Group A Paper I)</b>
<b>Subject</b>	<b>: English Literature (Theory)</b>
<b>Paper</b>	<b>: Practising English Language: Structure and Translation (Practical) A3-ELIT1Q</b>
<b>Compulsory / Optional</b>	<b>: Discipline Specific Elective (DSE)</b> <b>To study this course, a student must have had this subject in Diploma (Second Year)</b>
<b>Max. Marks</b>	<b>: 30</b>
<b>Credits</b>	<b>: 2</b>
<b>Course Outcomes</b>	<b>: On successful completion of this course, the students will (CLO) be able to:</b>

1. Define language structures, pronunciation and functioning of the language,
2. Evaluate the relationship between language and
3. Establish an understanding of the artistry and utility about the English language,
4. Comprehend the elements and scope of translation
5. Acquire mastery over communicative competence in English,
6. Apply and practice the techniques of English Grammar.

### Part B- Content of the Course

Total No. of Lectures Practical (in hours per week): 01 lecture of 2 hours

Total No. of Lectures: 30 Lectures

Unit Topics No. of Lectures (2 Hours Each) | 15

	<b>Title</b>	<b>No. of Lectures</b>
<b>Unit I</b>	<b>English Language Skills:</b> <ul style="list-style-type: none"><li>• Noun Phrase, Verb Phrase, Articles and Article Features, 'be', 'do' and 'have'</li><li>• Organs of Speech and their functions</li></ul> <b>Keywords:</b> Word Formation, Base Word, Prefixes, Suffixes, Compounding	15

<b>Unit 2</b>	<p>ELT:</p> <ul style="list-style-type: none"> <li>• Methods of ELT (<b>methods to be practised by the students</b>): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audiolingual Method, Task-based language teaching</li> </ul> <p><b>Keywords:</b> Principles of teaching English, Difference between language and literature teaching</p>	15
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### Part C-Learning Resources

#### Text Books, Reference Books, Other resources

##### 1. Suggested Readings:

1. Arthi, R., and Bhuvaneswari, Dr. V., Introduction to Translation Studies in Indian Writing, “In Translation: Literature Across the World”, Authors Press, New Delhi, 2021.
2. Dornyei, Z., “Motivational Strategies in the Language Classroom”, Cambridge University Press, 2001.
3. Ellis, R., Task-based Research and Language Pedagogy, “Language Teaching Research”, Oxford University Press, 2000.
4. Herbst, Thomas, “English Linguistics: A Coursebook for Students of English”, De Gruyter Mouton, 2010.
5. Kapoor, K, “Text and Interpretation: The India Tradition”, DK Print World LTD, India, 2005.

##### 2. Suggested digital platforms/web links:

- [www.eshiksha mp.gov.in](http://www.eshiksha.mp.gov.in)
- bps: [www. Skessis com/essavs/english-language/methods-and-approaches-of-english-1](http://www.Skessis.com/essavs/english-language/methods-and-approaches-of-english-1)
- [language-teaching-english- language-cssay. php](http://language-teaching-english- language-cssay. php)

##### 3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

##### Suggested equivalent online courses:

1. Free Courses on the English Language at Alison.Com <https://alison.com/courses/english>
2. Free Courses on Linguistics at EDX <https://www.edx.org/learn/linguistics>

#### Suggested Academic Activities for Practise by Students:

##### A. Linguistic Activities

1. Testing the learners’ pronunciation abilities through reading out the prescribed texts.

2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation)
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

### **B. Learning Approaches and Strategies**

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach)
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

### **C. Performative Activities**

1. Enacting the prose and fiction narratives.
2. Voice and language modulation activities.
3. Enactment through body language and expression.
4. Sorting out conflicts in prose through the staging of the situations present in the story.
5. Scene study based on situations present in the prescribed texts.

### **D. Communicative Activities**

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

### **E. Practicing Language Skills**

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom

For example: speech available on the mobile internet platforms like YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

#### **Part D-Assessment and Evaluation**

Suggested Continuous Evaluation Methods:

Internal Assessment Marks	Marks	External Assessment Marks	Marks
Class Interaction/Quiz	30	Viva Voce based on External	<b>70</b>
Attendance		Practical Record File	
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey /Industrial Visit)		Table Work/Assignment	
			<b>Total Marks : 100</b>
Any remarks/ suggestions:			