DISCOURSE STUDIES

Course Code: EG459

Credits: 4

Lectures: 4 hours per week

Course description: The course is designed to provide students with an introduction to discourse in English language studies and education. The course aims to familiarize students with the three perspectives to discourse - formal, functional and social – that include both little'd' and big "D' as distinguished by Paul Gee (2011). The course enables students to develop metalanguage and be aware of tools necessary for analysing instances of spoken and written discourse. The course will also draw students' attention to the application of discourse analysis to language learning and teaching among others.

Course Content

1. What is discourse?

1.1 Discourse analysis vs discourse studies

1.2 Three dimensions of discourse: formal, functional and social

1.3 Small 'd' discourse and big 'D' discourses and connecting the two

2. What is a text?

2.1 Text as a meaningful unit

2.2 Texture: relationships

2.2.1 Context: coherence (registerial and generic)

2.2.2 Co-text: cohesion (lexical, grammatical and rhetorical) resources

2.3 Analyzing cohesive chains for harmony

3. Context: culture and situation

3.1 Organizing knowledge about language according to function

3.2 Language: a multi-layered resource

3.3 Language in context: Genre and Register

3.4 Patterns of language in text types

3.5 Social purpose and text structure

3.6 Generic staging

3.7 Why context matters and how context g ets into text

3.8 Register theory: mode, tenor and field

4. Representing the world through the use of field resources

4.1 Expressing ideas in visual texts

4.2 Expressing ideas in verbal texts

4.3 What is happening? – processes and verb groups

4.4 Who/what is taking part?– participants and noun groups

4.5 What are the details surrounding the activity? Circumstances and adverbials and prepositional phrases

4.6 Expressing logical meaning: systems of taxis, projection and expansion

5. Interacting with the world through the use of tenor ode resources

5.1 Exploring interactional meanings in visual texts

5.2 Patterns of interaction: speech functions

5.3 Exchanging information: propositions

5.4 Exchanging goods and services: proposals

5.5 Taking positions in interactions

5.6 Expressing ang grading attitudes and controlling perspectives

6. Creating coherent and cohesive texts through the use of m2.2.3 Network of texts: intertextuality

6.1 Modes of communication: spoken and written language

6.2 Organising and signalling information: text, paragraph and sentence openers

6.3 Ways of building ideas through theme-rheme and given-new patterns

6.4 Weaving a text together: grammatical and lexical cohesion

6.5 Compressing and packaging a text: the role of nominalisation

7. Doing discourse analysis

7.1 Recapitulation of the tools for doing discourse analysis - big 'D' and small 'd'

7.2 Sample discourse analyses of select texts

Main Source Texts

Jones, R. H. (2012). *Discourse analysis*. Routledge.

Rodney Jones. (2017). Chapter 28: Discourse. In Barron, A., Gu, Y., & Steen, G. (Eds.). The Routledge Handbook of Pragmatics (pp. 391-402). Routledge.

Eggins, S. (2004). Chapter 2: What is a Text? In. *Introduction to systemic functional linguistics*. A&c Black.

Thornbury, S. (2005). *Beyond the Sentence: Introducing discourse analysis*. Oxford: Macmillan.

Flowerdew, J. (2013). *Discourse in English Language Education*. London: Routledge.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. Primary English Teaching Association Australia (PETAA).

Recommended Source Texts

Marr, J. W. (2019). Making the mechanics of paraphrasing more explicit through Grammatical Metaphor. *Journal of English for Academic Purposes*, *42*, 100783.

Walsh Marr, J., Lynch, S., & Tervit, T. (2021). Defining with purpose: Connecting lexicogrammatical features to textual purpose in authentic undergraduate texts. *Tesol Quarterly*, *55*(4), 1092-1101.

Lukin, A., Butt, D., & Matthiessen, C. (2004). Reporting war: Grammar as' covert operation'. Pacific Journalism Review, 10(1), 58-74.

A2, B2, C2 from Jones, Rodney (2012). Discourse Analysis.

A3, B3, C3 from Jones, Rodney (2012). Discourse Analysis.

A4, B4, C4, from Jones, Rodney (2012). Discourse Analysis.

Donohue, J. P. (2012). Using systemic functional linguistics in academic writing development: An example from film studies. Journal of English for Academic Purposes, 11(1).

Thornbury. (2005). Chapt 5. Text in Context. in. Beyond the Sentence - Introducing Discourse Analysis. Macmillan

Humphrey, S. L., & Economou, D. (2015). Peeling the onion–A textual model of critical analysis. Journal of English for Academic Purposes, 17, 37-50.

Caplan, N. A. (2019). Asking the right questions: Demystifying writing assignments across the disciplines. Journal of English for Academic Purposes, 41, 100776.

Henry, J. (2019). From doing to being: Process type as indication of purpose in academic business reports. Journal of English for Academic Purposes, 42, 100778.

Gebhard, M., & Accurso, K. (2020). Systemic functional linguistics. The concise encyclopedia of applied linguistics, 1029-1037.

Bloor, T., & Bloor, M. (2013). Chapter 4 - Information structure and thematic structure. In. The functional analysis of English: A Hallidayan approach. Routledge.

Bloor, T., & Bloor, M. (2013). Chapter 5 - Grammar and Text. Information structure and thematic structure. In. The functional analysis of English: A Hallidayan approach. Routledge.

Widdowson, H. G. (2007). Discourse analysis. Oxford: Oxford University Press.

Martin, J. R. (2000). Close reading: functional linguistics as a tool for critical discourse analysis. I: Len Unsworth (ed.) Researching Language in Schools and Communities. *Functional Lingusitic Perspectives*.

Butt, David. (2000). Chap. 8 Exploring Context. In Using Functional Grammar. MacQuire University.

Derewianka, B., & Jones, P. (2010). From traditional grammar to functional grammar: bridging the divide.

Derewianka, B. (2012). Knowledge about language in the Australian curriculum: English. *The Australian Journal of Language and Literacy*, *35*(2), 127-146.

Coffin, C., Donohue, J., & North, S. (2009). Chap. 8: Representing the world. In. *Exploring English grammar: From formal to functional*. Routledge.

Banks, D. (2019). Chapter 3. In. *A systemic functional grammar of English: A simple introduction*. Routledge.

Humphrey, S., Love, K., & Droga, L. (2011). Chapters 8 & 9. In. *Working grammar: An introduction for secondary English teachers*. Pearson Australia Group Pty Ltd.

Derewianka, B. (2014). Supporting students in the move from spoken to written language. *Englishes in multilingual contexts: Language variation and education*, 165-181.

Lock, G. (1995). *Functional English grammar: An introduction for second language teachers*. Cambridge university press.

Eggins, S. (2000). Researching everyday talk. *Researching language in schools and communities: Functional linguistic perspectives*, 130-51.

Gee, J. P. (2015). Discourse, small d, big D. The international encyclopedia of language and social interaction, 3, 1-5.

Course Delivery
Student-led critical discussions
Teacher-led discussions
Presentations
Assessment
40% Continuous assessment
60% End-semester examination

Course Objectives

Course Learning Outcomes (in bullet points)

After completion of this course, the students will be able to:

- distinguish small 'd' discourse from big 'D' discourses (understand)
- analyse contextual and internal properties of a text (analyse)
- identify context in a text (understand)
- use the tools for interpreting the world represented in a text (analyse and apply)
- identify the patterns of interactions (understand)
- analyse aspects of cohesion and coherence in a text (analyse)
- carry out discourse analysis of a text (apply and create)

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√		√		
CLO2			√		√		√
CLO3			√		√		√
CLO4	√		√		√		
CLO5			√		√		√
CLO6			√		√		√
CLO7			√		√	√	√

Course	**Introduction to the English Language II: Syntax, Semantics and Pragmatics**	Credits	4
Course Code: EG455		DSC	
Course Description			

This course provides a comprehensive introduction to the core areas of linguistics: syntax, semantics, and pragmatics. Students will explore the fundamental structures and rules governing sentence formation (syntax), the study of meaning in language (semantics), and the analysis of language use in context (pragmatics). The course aims to equip students with a foundation in linguistic theory and analytical skills necessary for understanding the intricacies of language at multiple levels.

Course contents:

1. **Foundations of Syntax (10 hours)**
2. **Introduction to Linguistics and Syntax**
    - Overview of linguistics
    - Key branches: syntax, semantics, and pragmatics
    - Importance of studying language structure
3. **Basic Sentence Structure**
    - Parts of speech
    - Sentence constituents
    - Phrase structure rules
4. **Syntactic Trees and Sentence Diagramming**
    - Representation of sentence structure
    - Practice in drawing syntactic trees
    - Sentence diagramming exercises
5. **Grammatical Relations**
    - Subject, predicate, and objects
    - Verb agreement
    - Case marking and grammatical relations
6. **Exploring Semantics (10 hours)**
7. **Introduction to Semantics**
    - Definition and scope of semantics
    - Relationship between syntax and semantics
    - Importance of word meaning
8. **Word Meaning and Lexical Semantics**
    - Sense vs. reference
    - Polysemy, homonymy, and synonymy
    - Lexical relations (hyponymy, hypernymy, antonymy)
9. **Sentence Meaning and Truth Conditions**
    - Propositional logic and truth values
    - Semantic roles and sentence meaning
    - Tense and aspect in semantics
10. **Pragmatics and Context (10 hours)**
11. **Introduction to Pragmatics**
    - Definition and goals of pragmatics
    - Gricean maxims and conversational implicature
    - Speech acts and illocutionary force
12. **Cross-Cultural Pragmatics**

- Variations in pragmatic norms
- Politeness strategies in different cultures
- Intercultural communication challenges

1. **Applications and Synthesis (10 hours)**
2. **Syntax-Semantics Interface**
    - Connecting sentence structure and meaning
    - Role of thematic roles in semantics
3. **Pragmatics in Real-world Communication**
    - Application of pragmatic principles in communication
    - Analysing real-world discourse

Assessment:
40% - Tests, Assignments and Presentations.
60% - End-semester examination.

Recommend Readings:

Burton-Roberts, Noel (2016) Analysing Sentences: An Introduction to English Syntax. Oxon: Routledge.
Radford, Andrew (1988) Transformational Grammar: A First Course. Cambridge: CUP.
Radford, Andrew (2009) An Introduction to English Sentence Structure: International Student Edition. Cambridge: CUP.
Radford, Andrew (2009) Analysing English Sentences: A Minimalist Approach. Cambridge: CUP.
Kroeger, Paul R. (2018). Analysing Meaning: An Introduction to Semantics and Pragmatics. Berlin: Language Science Press.
Cruse, D. Alan. (2000). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press.
Griffiths, Patrick. (2006). An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.
Hurford, James R, Brendan Heasley and Michael B. Smith. (2007). Semantics: A Coursebook. Cambridge. Cambridge University Press.
Löbner, Sebastian. (2002). Understanding Semantics. London: Edward Arnold.
Riemer, Nick. (2010). Introducing Semantics. Cambridge: Cambridge University Press
Yule, George. (1996). Pragmatics. Oxford: Oxford University Press.

Course Objectives

Course Learning Outcomes (in bullet points)

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

1. Describe the Foundations of Linguistics:
    - Define and distinguish between syntax, semantics, and pragmatics.
    - Explain the fundamental role of language structure in linguistic analysis.
2. Analyse Sentence Structure and Examine Grammatical Relations:
    - Identify and categorize the basic components of sentences to construct syntactic trees to represent sentence structures.
    - Describe grammatical relations such as subjects, predicates, and objects.
3. Interpret Word and Sentence Meanings:
    - Differentiate between sense and reference.
    - Investigate the meanings of words and sentences through lexical semantics.
4. Implement Propositional Logic to Sentences:
    - Utilize basic propositional logic to understand sentence meaning.
    - Analyse the impact of tense and aspect on sentence semantics.
5. Comprehend Pragmatic Principles:
    - Identify the basic principles of pragmatics, including Gricean maxims.
    - Recognize the influence of context on meaning in communication.
6. Relate Syntax and Semantics:
    - Explain how syntax and semantics interface in sentence structure.
    - Analyse the role of thematic roles in determining sentence meaning.
7. Implement Pragmatic Principles in Communication:
    - Implement pragmatic strategies in real-world communication.
    - Analyse and interpret discourse in various communication contexts.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√	√			√		
CLO2		√	√		√		
CLO3		√	√		√		
CLO4		√	√		√		
CLO5	√	√					
CLO6		√			√		
CLO7		√			√		√
CLO8		√			√		√

Course	**Materials Development and Syllabus Design**	Credits	4
Course Code: EG456		DSC	
Course Description			

The course is designed to expand the students' perspective on instructional materials in teaching English as a second language. The course introduces the students to the creating and adapting of materials - authentic and non-authentic - to be used in teaching English in the Indian contexts. The course introduces the students to the criteria to evaluate teaching materials. This course will also introduce students to the essential concepts of testing and evaluation. Students are expected to study the theoretical issues and also have the insights to develop or critique a language test practically.

Course outline:

S.No	Topic	No. of Classes
Part I	**Introduction to the Course**	2
	Course Design, Principles, Types of Syllabi	8
Part II	**Needs and Environment Analysis**	4
	Instructional Materials-Types and Development of materials	6
	Evaluation of Materials	4
	Language Assessment Purpose, History, Concepts, Types and Principles- Designing Tests, Standardized Testing- Evaluation Criteria	18
Part III	Alternatives in Assessment	4
Part IV	Practice	10

Course Delivery:

Lectures, Discussions, classroom learning tasks, Individual study and presentations

Assessment Weighting:

Assignments	40
Final Exam	60

Recommended Reading:

Bachman, Lyle (1990). Fundamental Considerations in Language Testing. Oxford: OUP.

Bachman, Lyle and Palmer, Adrian. (1996). Language Testing in Practice. Oxford: OUP.

Brown, Douglas H and Abeywickrama, Priyanvada (2010). Language Assessment: Principles and Classroom Practices. New York: Pearson.

Fulcher, Glenn and Davidson, Fred (2007). Language Testing and Assessment: An Advanced Resource Book. Oxon & New York: Routledge.

Nation, ISP. John Macalister (2010). Language Curriculum Design. Routledge.

Nunan, David (1988). Syllabus Design. OUP. Tomlinson, Brian. (2007). Syllabus Design for English Language Teaching.

Tomlinson, Brian. (2011). Materials Development in Language Teaching. Cambridge University Press.

Other recommendations will be made by the instructor while dealing with the topic.

Course Objectives

Course Learning Outcomes (in bullet points)

By the end of the course, the learners will be able to
1. Develop instructional materials based on the requirements of the learners and curriculum
2. Differentiate and create materials to teach different language components.
3. Evaluate the instructional materials.
4. Explain the key concepts and the basic principles of language testing and assessment.
5. Practice approaches and techniques in language test development and validation.
6. Evaluate a test format in terms of purpose and appropriateness.
7. Design a language test for a specific skill.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√	√			
CLO2	√		√	√			√
CLO3	√		√	√		√	√
CLO4	√		√	√		√	
CLO5	√		√	√			√
CLO6	√		√	√		√	
CLO7	√			√			√

	UNIVERSITY OF HYDERABAD School of Humanities **Centre for English Language Studies**
MA program in ELS Semester: **II**	Duration: Course Instructor: Email:
Course Code: EG457 Core/ Optional: **Core** No. of Credits: **4** Lectures**: 4hours /week**	Title of the Course: **Practicum**

Course Description

This course is designed to provide students with hands-on-experience in teaching English Language. The course has three parts: Key concepts, Peer Teaching and Practice Teaching. By critically examining key issues and concepts, Part 1 prepares the ground for students to embark on peer teaching and teaching in the real classroom. With the teacher's support, in Part 2 of the course, students are gradually made to design lessons and execute them with their peers in their classroom followed by constructive peer and teacher feedback gleaned from the meticulously recorded observations in their peer evaluation rubrics developed collaboratively. In Part 3, with the confidence gained to operate independently in the classroom, students will design, deliver and evaluate their lessons in the real classroom monitored by the instructor. Students will maintain portfolios that include lesson plans and reflective journal entries keyed in by them both during peer and practice teaching, which will be used for both formative and summative assessments in the course. The course will engage students in the professional practice of teaching English in School and College settings under the close supervision of the instructor.

Course Content

Part 1 – Key Concepts

Students will be engaged in both teacher-led and student-led critical discussions on

1. Fundamentals of Language Teaching
    1. Language Classroom
    2. Language Teacher
    3. Language Learner
2. How to use Textbooks?
    1. Affordances and constraints of textbooks
    2. Adapting and supplementing the coursebooks
    3. Personalization and format-shifting
3. Lesson Planning: Frozen or Flexible?
    1. Pedagogic decisions
    2. Models of lesson planning (Ex: PPP, CAP, TATE etc.)
    3. Components of a lesson plan
    4. Teaching Learning Cycle (TLC)
4. Teacher Demonstration
    1. Lesson Planning
    2. Lesson Delivery
    3. Dealing with the unexpected situations
    4. Review of the lesson
5. Teacher Reflection
    1. Reflection in action
    2. Reflection on action
    3. Theorizing from the classroom

Part 2 - Peer Teaching

1. Developing rubrics collaboratively
    1. Self-Reflection proforma
    2. Peer Evaluation rubrics
2. Peer-Teaching Cycle 1 - without textbook
    1. Using authentic materials
    2. Planning Lessons
    3. Delivering Lessons
    4. Evaluating Lessons
3. Peer-Teaching Cycle 2 - with textbook
    1. Using Course books
    2. Designing supplementary tasks
    3. Planning Lessons
    4. Delivering Lessons
    5. Evaluating Lessons
4. Maintaining Portfolio
    1. Lesson Plans
    2. Language Tasks
    3. Reflective Journal writing

Part 3 - Practice Teaching

1. Practice Teaching in School and College settings
    1. Planning Lesson for a specific grade
    2. Classroom teaching
    3. Self-Reflection, Peer Feedback and Teacher Feedback
    4. Writing Reflective Report

Resources

Anderson, J. (2020). Reflection. *ELT Journal*, *74*(4), 480-483.

Anderson, J. (2017). CAP-Context, Analysis, Practice: A lesson planning model for language teacher education. *IATEFL Teacher Training and Education SIG Newsletter*, (Spring), 15-18.

Anderson, J. (2016). Why PPP won't (and shouldn't) go away. *IATEFL, Birmingham.*

Harmer, J. (2008). *How to teach English* (Vol. 62, No. 3, pp. 313-316). Oxford University Press.

Harmer, J. (2015). *The practice of English language teaching*. pearson.

Jason Anderson, The TATE model: a curriculum design framework for language teaching, *ELT Journal*, Volume 74, Issue 2, April 2020, Pages 175–184,

Larsen-Freeman, D. (2003). Teaching language: From grammar to grammaring.

Nunan, D. (2003). *Practical english language teaching*.

Ramani, E. (1987). Theorizing from the classroom. *Elt journal*, *41*(1), 3-11.

Scrivener, J. (2005). *Learning teaching* (Vol. 2). Oxford: Macmillan.

Thornbury, S. (1997). *About language: Tasks for teachers of English*. Cambridge university press.

Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Evaluation:

Continuous Assessment: 40 marks (Two best scores out of three from Peer Teaching portfolio - 20 marks, Practice Teaching Portfolio - 20 marks and Reflective Report - 20 marks)

End-Semester Examination: 60 marks

Course Objectives
Course Learning Outcomes (in bullet points)

After completion of this course, the students will be able to:

- Relate the key concepts in English Language Teaching to issues in professional practice.
- Critically analyze the issues in planning, delivering and evaluating lessons in the English language classroom.
- Apply language and learning theories in designing tasks for language learning in the classroom.
- Create meaningful learning experiences in language classrooms through the reflective abilities gained in the course.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√			√	√		
CLO2	√		√	√		√	
CLO3	√		√	√			√
CLO4	√		√	√			√

Course	**Elective: Literature in Language Classroom/ESP/Global Englishes/Anthrogogy/Any other course**	Credits	4

Course Code: EG471

Course Type	SSE/DSE

Course Description

Course Objectives

Course Learning Outcomes (in bullet points)

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1							