

Course Code: EG 507

Course Title: Translation: Theory and Practice I

CR 4 3 1 0 4 4

Course Outcomes

CO1 Understand the techniques and practical aspects of translation

CO2 Develop ability to translate documents calling for different registers

CO3 Apply knowledge/competence over two separate languages

CO4 Gain access to the cultures backing the source language and the target language (as meanings are also cultural)

Course Content

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation, translation studies

Translation: Nature and types; Translation and transcreation

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

Translation: approaches- linguistic (Nida, Jakobson) , cultural

Translation: historical overview

Translation theory: introduction

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Translation, Culture and Politics

Cultural and ideological issues in translation

Unit D

Notions of translatability, equivalence and problems involving

equivalence Unit E

The second part of the course will consist of the study of translations in relation to the original. For this purpose, works translated from the student's mother

tongue, or from other languages known to him/her, will be studied alongside the originals.

Textbooks

Munday, Jeremy. (2001). *Introducing Translation Studies: theories and applications*. Routledge, London.

Bassnett, Susan. (2002). *Translation Studies*. Routledge, London.

Reference books

Baker, Mona, editor. (2010). *Critical Readings in Translation Studies*. Routledge, London and New York.

Benjamin, Walter. (1997). The Translator's Task. Trans. Rendall, Steven. *TTR: traduction, terminologie, redaction*, vol.10, no. 2, 151-165.

Bassnett, S. & A. Lefevre, editors. (1992). *Translation, History and Culture*. Princeton UP, Princeton.

Venuti, Lawrence. (2000). *The Translation Studies Reader*. Routledge, London and New York.

Course code: EG 508

Course Title: TRANSLATION: THEORY AND PRACTICE II

CR 3 1 0 4 4

Course Outcomes

The student will show

- Knowledge and understanding of Translation theory and politics
- Skillful application of Translation methods and protocols
- Expertise in translation of documents and manuscripts
- Enhanced knowledge of the cultures sustaining the source language and the target language in translation

Course Content

UNIT A

Discussion on the following and related issues by referring to the texts mentioned

Translation theory: further developments

Translation: methods, techniques and strategies

UNIT B

Discussion on the following and related issues by referring to the texts mentioned

The process of translation

Units of translation

Adequacy of translation: adequate, relevant translation

UNIT C

Discussion on the following and related issues by referring to the texts mentioned

Characteristics of literary translation and knowledge translation

Problems of literary and knowledge translations

Universals of translation

UNIT D

Practice in translation of literary and non-literary texts

Critique of select translated works

Textbooks

Munday ,Jeremy. (2001) Introducing Translation Studies:theories and applications. Routledge,London.

Bassnett, Susan. (2002).Translation Studies. Routledge, London.

Reference books

Baker, Mona, editor. (2010). Critical Readings in Translation Studies. Routledge, London and New York.

Bassnett, S. and A. Lefevre, editors. (1992). Translation, History and Culture. Princeton UP, Princeton.

Venuti, Lawrence. (2004). The Translation Studies Reader. Routledge, London and New York.

Course Code: EG 515

Course Title: ELT I

CR4 3 1 0 4 4

Course Outcomes

CO1 Understand the philosophy of language learning and language teaching to address the demands for the English language in a changing scenario

CO2 Be able to act on language policy reforms in India by situating English as part of the Indian scene as well as a Global entity

CO3 Monitor Second Language acquisition in India through effective syllabi for English usage in Indian conditions

CO4 Apply the philosophies of language learning and language teaching in the classroom and in the outside world

CO5 Apply language teaching strategies in the Indian classroom from middle school to the undergraduate level and use Language pedagogy in Material preparation **Course Content**

Unit A

Language policy reforms in India: Changing roles of English and Indian

Languages Unit B

History of English language teaching/historical perspectives on language pedagogy

English as International/ Global Language-implications for teaching and learning

Problematizing the 'Native speaker'

Unit C

English language education in bilingual/multilingual contexts (India/Northeast)

Unit D

Study on curriculum problems, approaches, beliefs and issues

Syllabus Design: Concepts/issues

Materials Development in Indian Multilingual Contexts

Unit E

Innovation and changes in English language education: contexts and issues

Textbooks

(Selected portions)

Brown, H.D.(2006). Principles of Language Learning and Teaching. Longman, New York. Denise E. Murray and MaryAnn Christison. (2011). Understanding innovation in English language education: Contexts and issues. Routledge, London.

Gass, Susan M. and Selinker, Larry. (2001). Second Language Acquisition: An Introductory Course. Routledge, London.

Heugh, Kathleen & Tove Skutnaab-Kangas .(2010). Multilingual Education Works: From the Periphery to the Centre. Orient Longman, New Delhi.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T., editors. (2009). Multilingual

Education for Social Justice: Globalising the Local. Orient Longman, New Delhi.

Reference books

Agnihotry, R.K., and Khanna, editors. (1995). English Language Teaching in India. Sage, New Delhi.

Nunan, D. (1994). Syllabus Design.OUP, Oxford.

Nunan, D.(2004). Task-based Language Teaching. Cambridge University Press, Cambridge.

Pennycook, A. (1994). The Cultural Politics of English as an International Language.Longman, London.

Phillipson, R. (1992). Linguistic Imperialism. Oxford University Press, Oxford.

Stern, H.H. (1983). Fundamental Concepts of Language Teaching. OUP, Oxford.

Vyas, M.A. and Patel, Y.L. editors. (2009). Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, New Delhi.

Course Code: EG 516

Course Title: ELT II

CR 4 3 1 0 4 4

Course Outcomes:

CO1 Develop skill to apply theoretical knowledge to language acquisition studies and research

CO2 Devise new language programmes to meet special needs

CO3 Communicate the benefits of language learning theories and programmes in the larger group to enhance language comprehension/articulation skills

CO4 Implement some of these technical skills in the rural Indian schoolrooms and community learning centres

Course Content:

UNIT A

Learner autonomy, authentic materials and language instruction

Language classroom: utilizing the diversity

UNIT B

Role of literature in the language classroom: Issues and options

Exploring representative literary texts for the study of various forms: prose, poetry, drama

UNIT C

Role of ELT in changing contexts

UNIT D

English for specific/academic purposes

UNIT E

UNIT F

Role of LI in ESL Classroom

Academic Reading and Writing

Introduction to Research in ELE

Textbooks

Belcher, Diane D., editor. (2009). English for Specific Purposes in Theory and Practice. University of Michigan Press, Michigan.

Brown, H.D. (2006). Principles of Language Learning and Teaching. Longman, New York.

Tollefson, James W., editor. (2002) Language Policies in Education: Critical Issues. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Tudor, Ian. (2001). The Dynamics of the Language Classroom. Cambridge University Press, Cambridge.

Widdowson, H.G. (1990). Aspects of Language Teaching. Oxford University Press, Oxford.

Reference books

Beatty, K. (2003). Teaching and Researching Computer-Assisted Language Learning. Pearson Education, London.

Fotos, S. and Brown, C. editors. (2004). New Perspectives on CALL for Second and Foreign Language Classroom. Lawrence Erlbaum Associates, Mahwah, NJ.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T. editors. (2009). Multilingual Education for Social Justice: Globalising the Local. Orient Longman, New Delhi.

Phillipson, Robert. (2003). English-Only Europe? Challenging Language Policy. Routledge, London.

Tollefson James W., editor. (2002). Language Policies in Education: Critical Issues. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Vyas, M.A. and Patel, Y.L. editors. (2009). Teaching English as a Second Language: A New Pedagogy for a New Century. Prentice-Hall India, New Delhi.

Course Code: EG 417

Course Title: Academic and Critical Writing in English

CR3 L 2 T 1P 0

Course Outcomes

CO1 Develop ability to produce critical writing for academic purposes

CO2 Acquire competence in addressing texts and situations through writing, with particular attention to genre and occasion

CO3 Write clear and logical academic and critical pieces in English with full knowledge of structure and types

CO4 Distinguish between different kinds of critical writing for personal and professional purposes

Course Content:

Unit 1-Academic Text and Writing in an L2
Written Academic Discourse and Academic Genres
Basic Features of Academic Writing

Unit 2-English Grammar and Vocabulary in Academic Discourse
Phrases, Sentences and Construction of Text
The Use of Verb Tenses and Voice in Text Cohesion
Meanings and Text Functions of Lexical Classes of Verbs
The Use of Adjectives and Adverbs in Academic Discourse

Unit 3-Construction of Text and Discourse Flow in Academic Writing
Information and Discourse Backgrounding through Subordinate Clauses
Cohesion and Coherence in Academic Discourse
Academic Text in English and Hedging

Unit 4- Becoming a Critical
Writer What is critical
writing?
How to make a critical choice
Comparative Critical Summary

Unit 5- Writing an In-depth Critical Analysis
Argument components of Mental Map for exploring the literature
Developing a critical analysis of a text
Developing the arguments in writing a critical review of a text

Suggested Text and Reference Books:

Eli Hinkel, Teaching Academic ESL Writing, Lawrence Erlbaum Associates, Inc., 2004 R.R. Jordan, English for Academic Purposes, Cambridge University Press,1997,2010 (on line).

Ken Hyland and Philip Shaw, The Routledge Handbook of English for Academic Purposes, Routledge,2016

Mike Wallace and Alison Wray, Critical Reading and Writing for Post Graduates, Sage,2011