

**UNIVERSITY OF KARACHI**

---

**Department of English  
University of Karachi**

**Self-Assessment Report**

**M.A (Linguistics) Programme (2014)**

Submitted to

**Quality Enhancement Cell, University of Karachi**

**ASSESSMENT TEAM**

- *Prof Dr Kaleem Raza Khan*

**PROGRAMME TEAM**

- *Ms Shumaila Shafket Ali*
- *Ms Huma Shakir*
- *Ms Nishat Waseem*

# CONTENTS

<b>Criterion 1- Programme Mission, Objectives and Outcomes</b>		<b>Page #</b>
	Introduction	4
Standard 1-1	Programme Mission and Objectives	6
Standard 1-2	Programme Outcomes	7
Standard 1-3	Overall Performance Using Quantifiable Measures	9
<b>Standard 1-4</b>	Students Enrolment	10

<b>Criterion 2- Curriculum Design and Organization</b>		<b>Page #</b>
	Programme of studies offered	13
Standard 2-1	Correlation of Courses with Objectives	14
Standard 2-2	Theory, Problem Analysis/ Solution and Design in Programme	15
Standard 2-3	Mathematics & Basic Sciences Requirements	15
Standard 2-4	Major requirements as specified by Accreditation Body	15
Standard 2-5	Maths and Basic Sciences, Engineering Topics, General Education.	15
Standard 2-6	Information Technology Content Integration Throughout the Programme	16
Standard 2-7	Communication Skills (Oral & Written)	16

<b>Criterion 3- Laboratories and Computing Facilities</b>		<b>Page #</b>
	Laboratory and Computing Facilities	18
Standard 3-1	Lab Manuals/ Documentation / Instructions	18
Standard 3-2	Adequate Support Personnel for labs	18
Standard 3-3	Adequate computing infrastructure and facilities	18

<b>Criterion 4 Student Support and Advising</b>		<b>Page #</b>
Standard 4-1	Effective Faculty / Student Interaction	21
Standard 4-2	Professional Advising and Counseling	21
Standard 4-3	Professional Advising and Counseling	22

<b>Criterion 5- Process Control</b>		<b>Page #</b>
Standard 5-1	Admission Process	24
Standard 5-2	Registration and Student	24
Standard 5-3	Faculty Recruitment and Retention Process	25
Standard 5-4	Effective Teaching and Learning Process	26
Standard 5-5	Programme requirements completion process	26

<b>Criterion 6- Faculty</b>		<b>Page #</b>
Standard 6-1	Programme Faculty Qualifications and Number	28
Standard 6-2	Current Faculty, Scholarly activities and development	28
Standard 6-3	Faculty motivation and Job satisfaction	29

<b>Criterion 7- Institutional Facilities</b>		<b>Page #</b>
Standard 7-1	New Trends in Learning	31
Standard 7-2	Library Collections & Staff	31
Standard 7-3	Class rooms & Offices Adequacy	32

<b>Criterion 8- Institutional Support</b>		<b>Page #</b>
Standard 8-1	Support & Financial Resources	34
Standard 8-2	Number & Quality of GSs, RAs, & Ph.D. Students	34
Standard 8-3	Financial Support for Library, Labs & Computing Facilities	34

<b>Faculty CVs &amp; SURVEYS RESULTS</b>		<b>Page #</b>
	Courses Details	35
	Faculty Cvs	78
	Surveys Results	95

## ***AN INTRODUCTION***

### **History of the Department**

The department of English was established in 1955. Dr. Muhammad Ahsan Farooqui was the first head of the department. The department was located in Shivjee Murarji building in Nanakwara. Later in January 1960 when the university moved to its present location, the department was housed on the first floor of the Old Block in the faculty of Arts. Professor Dr. Ahsan Farooqui was the first head of the department of English. Prof. Dr Ali Ashraf, Prof. Maya Jamil, Prof. Dr Muzaffar Hussain and Prof. Dr Kalim-ur-Rahman were among notable chairpersons. The department offers masters programme in both English Literature and Linguistics in the Morning as well as Evening.

### **Career Opportunities**

Students of the department of English have entered a variety of vocational fields. Some of these fields are: CSS, Advertising, Media (T.V, Radio, Newspapers, Magazines, etc.) Banking, Business, Teaching, Educational Administration, Research, Translation, to mention only a few. Excellent job opportunities are available for the students of English department in the country and abroad.

## **Criterion 1**

### **Programme Mission, Objectives and Outcomes**

## **Criterion 1-Programme Mission, Objectives and Outcomes**

### **Mission Statement of the department:**

The mission of the department is to inculcate linguistic and literary competence in students, to develop critical thinking, and to train them to become competent professionals. The department also aims to promote research culture and prepare students to effectively participate in a global community. The department strives to promote group work so that the students can work in collaboration with others.

### **Standard 1.1: Programme Mission & objectives of (M.A) Linguistics:**

The main objective of the M.A (Linguistics) programme is to sensitize the students with the knowledge of Linguistics as a science and to train them to pursue research in different branches of Linguistics. Another objective of the programme is to polish students' communicative competence and enrich their understanding of how any language is stored in the brain and how it functions in society. The program strives to develop students' analytical skills and familiarizes them with the latest trends in Applied Linguistics. It also aims to train students for language pedagogy by providing them the tools that are needed for effective classroom communication.

**Table: Program Objectives Assessment**

<b>S. No.</b>	<b>Objectives</b>	<b>How Measured</b>	<b>When Measured</b>	<b>Improvement Identified</b>	<b>Improvement Made</b>
1.	To sensitize the students with the knowledge of Linguistics as a science	Teacher's & course Evaluation Survey	September 2014	See Survey result at the end of this report	See Survey result at the end of this report
2	To train them to pursue research in different branches of Linguistics.	Teacher's & course Evaluation Survey	September 2014	See Survey result at the end of this report	See Survey result at the end of this report
3	To polish students' communicative competence and enrich their understanding of how any language is stored in the brain and how it functions in society.	Teacher's & course Evaluation Survey	September 2014	See Survey result at the end of this report	See Survey result at the end of this report
4	To develop students' analytical skills and familiarizes them with the latest trends in Applied Linguistics.	Teacher's & course Evaluation Survey	September 2014	See Survey result at the end of this report	See Survey result at the end of this report

**Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.**

**By the end of the M.A (Linguistics) programme students are able to:**

- Develop a thorough knowledge of the major branches of Linguistics;
- Become better users of language to be able to engage in effective communication;
- Acquire knowledge and skills of language pedagogy;
- Display an understanding of different research paradigms within Applied Linguistics.

## **Strengths and Weaknesses of M.A (Linguistics) programme**

**i) Strengths:** The programme provides adequate exposure to students to the major branches of Linguistics, particularly *Phonology* and *Semantics*, along with a focus on Applied Linguistics. The two papers, *TESL I* (Teaching English as a Second Language) and *TESL II* incorporated in the M.A Linguistics programme also familiarize students with the basic principles of language teaching and learning, syllabus designing, and language testing. Most of the courses in the M.A Linguistics programme strike a balance between theory and practice. One of the major strengths of the programme is the exposure provided to the students in the form of a compulsory paper: *Research Methods in Linguistics* in the first semester of the M.A (Linguistics) programme which prepares them to conduct research in future. In the final semester, the students are also provided the opportunity to conduct research in the field of Applied Linguistics, in case they meet the eligibility criterion of 60 or above 60% in the Research methodology course.

**ii) Weaknesses:** The major weakness of the programme is that it does not include any component on *Morphology* and *Syntax*. Another component that is found missing in this programme is *Schools of Linguistics*. Besides this, the programme does not offer enough optional courses.

**c) Future Development Plans:** After analyzing the strengths and weaknesses of the programme, we have decided to revise the existing M.A (Linguistics) programme by incorporating the elements that are missing. The Syllabus Revision Committee has already started working to bring the required modifications which will be proposed in the Board of Studies, Board of Faculty and finally in the Academic Council for approval.

## **Standard 1.3: Overall Performance Using Quantifiable Measures**



Most of the students who get enrolled in the M.A (Previous) are unable to pass all the courses because of their limited linguistic proficiency in English. Some of them join the department assuming that they will get a chance to learn English without realizing that they need to have sufficient literary and linguistic competence to cope up with the courses they are required to study in M.A (Previous). Because of the absence of admission test in the past many such students got admission, who, did not deserve to be in the department. Such a situation is not only frustrating for the teachers but the students also feel equally frustrated and are disoriented. Every semester there are quite a few students who fail to pass all the courses and appear as repeaters the following year. Not all the students appearing as repeaters manage to pass the exam.

Out of six students who appeared as repeaters in M.A (Previous) *Fiction*, only one student passed. Only **48%** students in M.A (Previous) passed all the papers of the first semester. It is not possible to do the same calculations for the results of the second semester as one of the teachers has not submitted the result of one of the courses she taught to M.A (Previous) in the second semester. Despite several reminders from the Registrar and the Chairman, the results have not been submitted yet.

In order to resolve the issue of students' unsatisfactory performance in M.A (Previous), the department has succeeded in getting the entry test rule passed in the Academic Council as a result of which M.A admissions will be based on the results of the entry test from 2015 onwards.

Although the situation is pathetic in M.A (Previous), it is far better in M.A (Final) Linguistics. In M.A (Linguistics), **63%** students succeeded in passing all the papers in the first semester in 2014, while in the second semester the percentage of students passing all the papers increased to **88%**, which shows significant improvement in students' performance. The improvement in students' performance in Linguistics is not just related to the results of 2014. If we see the results of the previous batches as well, this improvement is evident through their marks in the final year. This improvement can be attributed to the students' interest in Linguistics and their motivation to study which in turn can be related to the continuous assessment and feedback given to them along with the timely submission of results on the part of the teachers of Linguistics.

**Standard 1.4: The department must assess its overall performance periodically.**

**a) Student Enrolment in M.A (Previous)**

<b>Year</b>	<b>M.A (Previous)</b>	<b>M. A (Final) Literature</b>	<b>M.A (Final) Linguistics</b>	<b>Total</b>
<b>2014</b>	44	16	8	68

**b) Student/faculty ratio: 22:1**

**c) Duration of the M.A (Linguistics) Programme (1 year after M.A previous)**

**d) The minimum student grade point (CGPA): 1.4**

**The average student grade point (CGPA) 2.8**

**e) Employers' Satisfaction**

Most of the employers we contacted did not respond to the employers' opinion survey. Since only two of them responded, it would be unfair to draw conclusions on the basis of their response. However, we cannot ignore their evaluation. Their feedback is significant in the sense that they have highlighted a few areas that we need to work on to improve the performance of our future graduates. According to the employers who filled the survey form, the graduates of English department need to further improve their communication skills, leadership qualities and report writing skills. They have also identified gaps in our graduates' time management abilities, as they are unable to meet deadlines. Nevertheless, the employers' opinion cannot be generalized as the sample size is too small to reach any reliable results.

**f) Faculty Satisfaction:**

Since the faculty satisfaction survey was not conducted, not much can be said about the

teachers' opinion. However, in the department meetings the teachers often complain about the lack of facilities in the department.

**g) Research Activities:**

The department of English has 18 teachers, including 1 Professor, 2 Associate Professors, 8 Assistant Professors, and 7 Lecturers. Out of the 18 faculty members, 3 are on study leave. Currently, the research output is inadequate, but it is hoped that the department will be able to enhance its research output in the near future. The Chairman of the Department of English has made a plan for introducing fortnightly research seminars in 2015 to promote research culture in the department.

**CRITERION-2**

**CURRICULUM DESIGN AND ORGANIZATION**

**Criterion-2 Curriculum Design and Organization**

**2.1 Programme of Studies offered**

**MORNING PROGRAMME**

- B.A. (Honours) 3-Year
- M.A. (Previous)
- M.A. (Final) English Literature.
- M.A. (Final) English Linguistics
- M. Phil and Ph. D. Programmes are also offered and a number of people are working for their higher degrees in the Department of English.

### **EVENING PROGRAMME**

- B.A (Honours) 3-Year
- M.A. (Previous)
- M.A. (Final) English Literature
- M.A. (Final) English Linguistics

All the courses are organized on a credit hour system. Each course is of 3 credit hours. Attendance requirements are strict: 75% attendance in each course is required. In case of attendance that is less than 75 and above 60%, students are required to pay fine per course to be able to sit for the final semester examinations. There is a bi-annual semester system i.e. there are two semesters in each year.

**Following are the course titles of the M.A (Previous) and M.A (Final) Linguistics programme:**

#### **M.A (Previous)**

	<b>Paper I</b>	<b>Paper II</b>	<b>Paper III</b>	<b>Paper IV</b>	<b>Paper V</b>
<b>Semester I</b>	511: English Drama (Elizabethan age to the 18 <sup>th</sup> century)	521: Poetry (late Medieval to 17 <sup>th</sup> century)	561: Critical Approaches to Literature	541: Fiction (early novel to The 19 <sup>th</sup> century)	551: history of Eng Lit (Anglo-saxon to Mid-eighteenth century)
<b>Semester II</b>	512: English Drama (the 19 <sup>th</sup> to the 20 <sup>th</sup> century)	522: Poetry (18 <sup>th</sup> century to early Romantics)	562: Critical Approaches to Literature	542: Fiction: The modern novel	552: History (Restoration to the 20 <sup>th</sup> century)

#### **M.A (Final) Linguistics**

	<b>Paper I</b>	<b>Paper II</b>	<b>Paper III</b>	<b>Paper IV</b>	<b>Paper V</b>
<b>Semester I</b>	611-B: TESL I	621-B: Pedagogical Grammar	631-B: Psycho-Semantics	641-B: Phonology	651-B: Research Methods in Linguistics

<b>Semester II</b>	612-B: TESL II	622-B: Media Discourse Analysis OR Translation Studies	632-B: Sociolinguistics	642-B:Text Analysis	652-B: Research Projects in Linguistics OR World English
--------------------	----------------	---	----------------------------	------------------------	---

**Standard 2.1: Correlation of Courses with Objectives for M.A (Linguistics) Programme**

The following table manifests how the program content (Courses) meets the Program Objectives:

Courses	Programme Objectives			
	1	2	3	4
Major Courses (M.A Linguistics)	611-B, 612-B, 621-B, 631-B, 632-B, 641-B, 642-B, 651-B	631-B, 63-2B, 641-B, 642-B	611-B, 612-B, 631-B, 632-B	611-B, 612-B
Elective Courses	622-B, 652-B		622-B	
Practical (Field and Lab)	611-B, 612-B, 621-B, 622-B, 631-B, 632-B, 641-B, 642-B, 651-B, 652-B	631-B, 632-B, 641-B, 642-B,		611-B, 612-B
Thesis/Dissertation	652-B		652-B	

**Standard 2.2: Theoretical background, problem analysis and solution design must be stressed within the program's core material.**

The following table indicates the elements covered in core courses:

Elements	Courses
i) Theoretical Background	All courses offered by the Department

ii) Problem Analysis	All courses of the Department Elective Courses Internships/Thesis/Dissertation
iii) Solution Design	All courses of the Department Elective Courses Internships/Thesis/Dissertation

**Standard 2.3: Mathematics and Basic Sciences Requirements**

Not Applicable (The report is only based on the self-assessment of M.A Linguistics and M. A Literature programmes).

**Standard 2.4: The curriculum must satisfy the major requirements for the program, as specified by the respective accreditation body/council.**

The Department follows HEC requirement for each Degree Program in English approved by The Board of Studies, Board of Faculty and Academic Council.

**Standard 2.5: Maths and Basic Sciences, Engineering Topics, General Education**

Not Applicable

**Standard 2.6: Information Technology Content Integration Throughout the Programme**

The nature of some of the courses offered in both M.A Final Literature and Linguistics is such that it requires the use of internet to search for the relevant research studies.

**Standard 2.7: Oral and written communication skills of the students must be developed and applied in the programme.**

Although there is no special course in the M.A programme to develop oral and written communication skills of students, the courses in the M.A programme are designed in such a way that the students are able to polish their reading and writing skills. However, there is a need to incorporate presentations to polish students' oral communication skills.



**CRITERION-3**

**LABORATORY AND COMPUTING FACILITIES**

### **CITERION-3: Laboratory and Computing Facilities**

#### **Computer Facilities**

The department has one computer lab with internet facility for the teachers and students. The internet facility is also available in the offices of teachers. Those teachers who have placed a personal computer or bring their laptop to their office avail themselves of the opportunity to use internet.

**Standard 3.1: Laboratory manuals/ documentation instruction for experiments must be available and readily accessible to faculty and students**

Not Applicable

**Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories**

Not Applicable

**Standard 3.3: The University computing infrastructure and facilities must be adequate to support program's objectives**

#### **i) Computing Facilities**

The Department of English does not have adequate computer facilities/ services and administrative staff to support its faculty, students and staff in their academic and administrative activities. There is only one computer lab which is also used for both morning and evening classes because of the shortage of classrooms.

**ii) Multimedia**

The Department of English does not have the facility of multimedia, as a result of which students cannot be trained to give power point presentations. There is only one overhead projector which is often utilized for presentations.

**iii) Internet**

Internet facility and a connection with main communication network of the University are available.

**CRITERION-4**

**STUDENT SUPPORT AND ADVISING**

## CRITERION 4: STUDENT SUPPORT AND ADVISING

**Standard 4.1: Courses must have been offered with sufficient frequency and number for students to complete the program in a timely manner.**

Students of the Department of English are provided adequate support to complete the program in a timely manner and have ample opportunity to interact with the teachers to receive timely advice about the program requirements and career development.

### **Departmental Strategy for Offering Courses:**

The department of English offers courses for B.S, B.A (Hons), M. A (Literature), M.A (Linguistics), M. Phil (Linguistics) and M. Phil (Literature) programmes. The department sets its own time table for M.A (Literature), M.A (Linguistics), M. Phil (Linguistics) and M. Phil (Literature) programmes. The time table is strictly followed to complete the syllabus. Below are the details of the number of hours allocated to M.A (Linguistics) programmes:

<b>Programme</b>	<b>Classes per Week</b>	<b>Research Guidance</b>
M.A (Linguistics)	15	3 classes per week

**Standard 4.2: Course in the major must be structured to ensure effective interaction between students, faculty and teaching assistants.**

Course allocation is made in the meeting of the faculty members. The Chairman presides over the meeting. The teachers of English department, particularly Linguistics programme believe in interactive classrooms which provide enough opportunities to students for classroom participation. Besides classroom interaction, students and teachers get a chance to interact with each other in meetings of the Social interest groups that students run in the department with the help of the Student Advisor and some other faculty members. A number of social and co-curricular activities are organized under the supervision of the Chairman and the Student Advisor. Shakespeare's day is celebrated at the department level every year in which students get a chance to display their creative genius.

- **Following are the SPECIAL INTEREST GROUPS (SIGs) working at the Department Level:**
  - ***The Sharafat Ali Cassette Library for Blind University Students:*** This is a library for blind students of the university which is housed in the English Department.
  - ***Shakespeare Association of Pakistan:*** An academic society, the Shakespeare Association of Pakistan is run by various members of the staff.
  - ***Creative Writing SIG:*** This Club meets fortnightly. Students read out and discuss self composed poetry or prose.
  - ***The Book SIG:*** The main aim is to share and thus encourage out of course reading.
  - ***The Dramatics SIG:*** The main aim of this SIG is to provide a platform to the students to bring out their creative abilities.

**Standard 4.3: Guidance on how to complete the programme must be available to all students and access to academic advising must be available to make course decisions and career choices**

The Student Advisor of the Department of English provides guidance and counseling to students regarding their academic and professional career. The students can also consult other faculty members for guidance regarding their career opportunities. Sometimes the alumni are invited to share their work experience and provide counseling to students for choosing a profession for themselves.

**CRITERION-5**  
**PROCESS CONTROL**

## CRITERION-5 PROCESS CONTROL

**Standard 5.1: The process by which students are admitted to the program is based on quantitative and qualitative criteria and clearly documented.**

### ADMISSION CRITERIA FOR THE DEPARTMENT OF ENGLISH:

Class	Seats	Required Eligibility
M.A	40	i. Graduation with at least 45% marks in Elective English
		ii. Graduation with at least 55% marks in Compulsory English
<b>Note:</b> i. Admission will be given according to above order of priority.		
ii. Candidates with Functional English are not eligible for admission.		
iii. Candidates who fulfill the requirements mentioned above will be required to appear in the entry test. Admission in M.A programme will be given on the basis of success in the entry test from 2015 onwards.		

### EVALUATION & GRADING SYSTEM:

The M.A students are assessed and evaluated following criterion-referenced method. The minimum requirement to qualify in the M.A programme is 45%. Marks ranging from 45 to 59 indicate second division, whereas 60 or above 60% marks indicate first division.

**Standard 5.2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The M.A (Previous) students have the choice to specialize in Linguistics or Literature in the final year. In order to encourage active participation from students, assignments and research-oriented tasks are given to students. M.A (Final) Linguistics students are particularly engaged in such tasks to maximize learning, as in the Linguistics programme the focus is on Task based learning to promote learner autonomy.



**Standard 5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institutional mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.**

HEC rules with approval by the University Syndicate are applied for appointment.

### **Appointments/ Promotion Procedure**

#### **Basic Pay Scale (BPS)**

Appointments are based on HEC rules given below.

#### **a. Lecturer (BPS- 18):**

- Master's Degree (first Class) in the relevant field with no 3<sup>rd</sup> division in the Academic Career. Only HEC recognized degrees are considered.
- Condition of 3<sup>rd</sup> division shall not be applicable in the qualification of appointment as Lecturer provided that the candidate holds a higher degree viz. M.Phil/ Ph.D. or equivalent degree with no more than third division in entire academic career.
- Candidate with 2<sup>nd</sup> division in the Master's degree but holding higher degree i.e. M. Phil/Ph.D. or equivalent degree with 18 years of education may be considered.

#### **b. Assistant Professor (BPS- 19):**

- Ph.D. in the relevant field. No experience required.
- OR**
- Master's degree (Foreign) or M. Phil or equivalent degree awarded after 18 years.
  - 4 years teaching/research or professional experience in a recognized university or postgraduate institution in the relevant field in a national or international organization.

#### **c. Associate Professor (BPS- 20)**

- Ph.D. in the relevant field.
- 10 years teaching/research experience in an HEC recognized University or a postgraduate institution or professional experience in a national or international organization.
- 10 research publications in internationally abstracted journals recognized by HEC/ BASR, University of Karachi.

**d. Professor (BPS-21)**

- Ph.D. in the relevant field.
- 15 years teaching/research experience in an HEC recognized University or a postgraduate institution or professional experience in a national or international organization.
- 15 research publications in internationally abstracted journals recognized by HEC/ BASR, University of Karachi.

**Professional Experience:**

Professional experience required for appointment on teaching positions (Assistant Professor, Associate Professor and Professor) would be determined as per following criteria:

(Note: experience of working in grade 17 or equivalent will be counted)

**Standard 5.4: The process and procedure used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.**

**1. Process to ensure teaching and delivery of course material:**

- a) An effort is made to strictly follow the timetable. In case of internal changes in the timetable, the Chairman has to be reported.
- b) The students have the freedom to talk to the Chairman in case of any issue related to the courses being taught.
- c) In M.A (Linguistics) programme, students are given feedback on their assignments so that they can overcome their weaknesses and further refine their work.
- d) Reading packs for all the courses of Linguistics are made available for students and in order to ensure that students read the material, some teachers also use continuous assessment framework based on classroom quizzes, tests, and assignments.

**Standard 5.5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The department ensures that the students are punctual and fulfill the attendance requirement i.e. 75%. In case students' attendance is below 60%, they are not allowed to take the exam. The strict adherence to attendance rules is followed to make students realize the sanctity of the university rules.

**CRITERION-6**

**FACULTY**

## CRITERION-6 FACULTY FOR ENGLISH (LINGUISTICS)

### Faculty Members

- |                            |                     |                  |
|----------------------------|---------------------|------------------|
| 1. Dr. Kaleem Raza Khan    | Professor           | (Chairman)       |
| 2. Ms Dilshat Bano         | Assistant Professor |                  |
| 3. Mr Tayyab Zaidi         | Assistant Professor | (On Study Leave) |
| 4. Ms Shumaila Shafket Ali | Assistant Professor |                  |
| 5. Ms Bushra Khurram       | Lecturer            | (On Study Leave) |

The following teachers for Linguistics have been selected by the Selection Board, approved by the Syndicate and they are going to join before the beginning of the next semester in 2015.

- |                      |                     |
|----------------------|---------------------|
| 6. Mr Wajdan Raza    | Assistant Professor |
| 7. Mr Farhan Shaukat | Lecturer            |
| 8. Mr Abdul Basit    | Lecturer            |

**Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas / courses with continuity and stability. The interest of all faculty members must be sufficient to teach all courses, plan, modify and update courses. The majority must hold a Ph.D. degree in the discipline.**

The faculty members of the Department of English are active in teaching and some are also engaged in research. Teachers attempt to complete the syllabus within the specified time and in case of need hold extra classes to complete the course. Besides the permanent faculty members, the department also has a team of 12 part-time cooperative teachers who are assigned the task of teaching English compulsory to students of different departments in the university.

**Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.**

- i) All teachers meet the HEC criteria for appointment in the respective cadre.
- ii) Teachers generally participate in seminars and conferences at National / International levels.
- iii) At present there are four Ph.D. degree holders and two M. Phil degree holders. There are three faculty members on study leave: two are pursuing their Ph. D from abroad while one is enrolled in the department's M. Phil (Literature) programme. Among the five newly appointed faculty members, two hold an M. Phil degree. When they join in January 2015, we will have four M. Phil degree holders in all.

**Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession**

To help the faculty of the Department of English to excel in their profession, the department has decided to take the following steps:

- i) Promotion of research culture by organizing fortnightly seminars which would require the faculty members to share their research with their students and colleagues
- ii) Organizing and conducting in-service teacher training workshops for the faculty members

**CRITERION-7**  
**INSTITUTIONAL FACILITIES**

## **Criterion-7 INSTITUTIONAL FACILITIES**

Unfortunately the Department of English lacks the basic infrastructure. There is an acute shortage of space in the department, as there are not enough classrooms and offices. Due to shortage of classrooms, some of the classes are held in the seminar library, language lab, and even in the teachers' offices, in case of small groups. The furniture also needs to be replaced as many chairs and tables are broken. Same is the case with the lecterns and window panes. Despite several written complaints, no serious action has been taken so far. The entire department needs renovation which is beyond the budget of the department. Because of the lack of basic facilities, the faculty members are reluctant to stay in the department after their classes as a result of which the department suffers as most of the projects that the Chairman has planned for the progress of the department require team work.

**Standard 7.1: The Institution must have the infrastructure to support new trends in learning such as E-learning.**

### **Computer and Internet Facility**

The department of English does not have adequate computer facilities/ services to support its faculty, students and staff in their academic and administrative activities. The language lab has ten computers out of which seven are in the working condition, the other three require maintenance. There are two printers; both are in the working condition and are utilized for the administrative work. Internet facility and a connection with main communication network of the University are available. However, there is a need for Wi-Fi service.

**Standard 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.**

### **a) Main Library**

Faculty members and students of the department are allowed to use the main library. The main library provides the following services:

- i. Course books related to a variety of disciplines
- ii. Digital library with free access to journals and E-books

### **b) The English Department Seminar Library**

This is situated in the department and houses a large variety of books on English and American fiction, poetry, drama, essays and history etc. Books on Linguistics, English language teaching and Applied Linguistics are also available. The Seminar Library has a good collection of old and recent journals covering a wide range of areas related to both Linguistics and Literature.

The *Dr Kalim-ur-Rahman Reference Section* is situated within the Seminar Library. It contains over two thousand books, and is a very rich resource for research. Membership is available only for students of the department.

The department has ordered more books related to both the disciplines. However, there is a need for allocating more budget for buying books.

### **Standard 7-3: Classrooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibility.**

#### **Classrooms**

Due to shortage of classrooms, the Department also uses its computer lab for teaching purpose. Some of the classes are held in the computer lab as a result of which the research students cannot use the lab in those slots. The department has white boards, black boards, one overhead projector, but there is no multimedia to support teaching. In the course evaluation survey conducted by the self-assessment team, students have expressed the need for teaching through using audio-visual aids which is possible through multimedia. Besides multimedia, the department needs more classrooms to cater to the needs of its undergraduate and graduate students and one conference room for organizing seminars and workshops. The English Department has a fragmentary existence as one of its classrooms is in the new building, whereas one classroom is on the ground floor. The department should be given a separate building or at least one complete floor to improve its face validity.

There is an open terrace which is utilized by male students and faculty members for offering prayers, but there is a need for prayer room for girls. Currently the seminar library is utilized for this purpose.

#### **Faculty Offices**

The department of English does not have enough space to adequately accommodate its faculty and administrative staff. A separate office for each faculty member and a proper place for M. Phil and Ph. D students are required so that they can work in privacy.



**CRITERION-8**

**INSTITUTIONAL SUPPORT**

## Criterion-8 INSTITUTIONAL SUPPORT

The financial resources for the program are not sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

**Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teacher and scholars.**

The Department of English has only one computer lab and a seminar library for research. The financial budget for regular purchase of books is very limited. The major financial source of the Department is the University of Karachi which allocates budget for the Department. Since the university is suffering from financial crisis, the department does not get any money for maintaining the classrooms, offices and the computer lab which does not have even have the facility of multimedia.

**Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. Students**

Currently, the department of English does not have Ph. D students, but it aims to announce admissions in the Ph. D programme in the year 2015. The following Table shows the number of students enrolled in M.A (Linguistics) program of the Department of English:

Degree Program	2013-2014
M.A (Previous)	50
M.A (Final) Linguistics	8

**Standard 8.3: Financial resources must be provided to acquire and maintain library holding, laboratories and computing facilities.**

The University of Karachi does not provide enough financial resources to maintain the library and computers in the lab. The department does not have separate funds to maintain and upgrade its library and computing facilities. HEC is requested to provide additional financial resources for strengthening the Department of English.

## **COURSE DETAILS**

## M.A.PREVIOUS

COURSE NO 511      ENGLISH DRAMA: ELIZABETHAN TO THE EIGHTEENTH CENTURY

COURSE NO 512      ENGLISH DRAMA: THE NINETEENTH CENTURY AND  
THE TWENTIETH CENTURY

### COURSE RATIONALE

This two-semester course seeks to give students an introduction to the historical development of English drama from the early Elizabethan period till the twentieth century. The socio-cultural aspects of society reflected in the drama of these periods will also be highlighted.

### 1<sup>st</sup> SEMESTER

COURSE NO 511      ENGLISH DRAMA, ELIZABETHAN TO THE EIGHTEENTH CENTURY

#### GENERAL GOALS

After studying this course, the students will be:

- able to appreciate how English drama developed during the periods being studied.
- familiarized with the thematic concerns, and style of the individual dramatist being studied.
- able to apply appropriate critical approaches to their readings.

#### PRESCRIBED TEXTS

##### **Elizabethan**

- Marlowe, Christopher      *Dr. Faustus or The Jew of Malta*
- Kyd, Thomas      *The Spanish Tragedy*
- Shakespeare, William *Hamlet, Antony & Cleopatra,*  
(Any two)      *Twelfth Night, Henry the IV (Part I),*

##### **Jacobean/Restoration**

- Jonson, Ben      *Volpone or The Alchemist*  
or
- Congreve, William      *The Way of the World*

##### **18<sup>th</sup> Century**

Sheridan, Richard      *The School for Scandal*

## **RECOMMENDED READING**

Bartells, Emily Carroll, *Critical Essays on Christopher Marlowe*, Prentice Hall, 1997

Bloom, Harold, *Christopher Marlowe*, Chelsea House, 2000.

Bloom, Harold, *Shakespeare: The Inventions of the Human Mind*, New York, Riverhead Books, 1998.

Cheney, Patrick. *The Cambridge Companion to Christopher Marlowe*, CUP, Cambridge, 2004

Ford, Boris, ed., *Seventeenth-Century Britain*, vol. IV, *The Cambridge Cultural History of Britain*, Cambridge, 1989

Hays, Michael, *Shakespearean Tragedy as Chivalric Romance, Rethinking Macbeth, Hamlet, Othello, King Lear, Studies in Renaissance*, D.S. Brewer, 2003

Heyward, B. *A Ben Jonson Companion*, Bloomington, Indiana, 1983

Jondon, Thomas, H., *The Theatrical Craftsmanship of Richard Brinsley Sheridan, The School of Scandal*. Revisionist Press, 1974.

Lockeley, J., *The Complete Critical Guide to Ben Jonson*, Routledge, 2002

Orgel, S. (ed.) *Ben Jonson & Possessive Authorship*, CUP, 2002

Sieper, A., *Character Portrayal in Congreve's Comedies: The Old Bachelor, Love for Love & The Way of the World*, Edwin Miller Press, 1997

## **EVALUATION**

An end-of-semester 3 hour written exam = 100 Marks

NOTE: All texts which are not taught from the list above, will be part of extensive reading

## **2<sup>nd</sup> SEMESTER**

### **COURSE NO 512**

### **ENGLISH DRAMA: THE NINETEENTH CENTURY AND THE TWENTIETH CENTURY.**

### **GENERAL GOALS**

After studying this course, the student will be:

- able to appreciate how English drama developed during the periods being studied.

- familiarized with the thematic concerns, and style of the individual dramatist being studied.
- able to apply appropriate critical approaches to their readings.

### **PRESCRIBED TEXTS**

#### **19<sup>TH</sup> – 20<sup>TH</sup> Century**

- Wilde, Oscar                      *The Importance of Being Earnest*
- Shaw, George Bernard      *Getting Married* or *Man & Superman*
- Becket, Samuel                *Waiting for Godot*
- Pinter, Harold                 *The Birthday Party* or *The Caretakers*
- Churchill, Caryl                *Top Girls* or *Serious Money*

### **RECOMMENDED READING**

Billington, Michael. *The Life and Work of Harold Pinter*. London: Faber & Faber, 1997

Brown, Julia Prewitt. *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art*. Charlottesville, VA: UP of Virginia, 1997.

Cahn, Victor L. *Gender and Power in the Plays of Harold Pinter*. Basingstoke, Macmillan, 1994.

Cousin, Geraldine. *Churchill. The Playwright*. London, Methuen, 1989.

Gerry, Dukes, *Samuel Beckett*, Overlook Press, 2002

Gordon, David. *Bernard Shaw and the Comic Sublime*. New York, St. Martin's, 1990.

Greene, Nicholas. *Bernard Shaw. A Critical View*. New York, St. Martin's, 1984.

Kritzer, Amelia Howe. *The Plays of Caryl Churchill. Theatre of Empowerment*. London, Basingstoke, Macmillan, 1991.

Lane, Richard, (ed.) *Beckett and Philosophy*, Palgrave Macmillan, 2002

### **EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks

**COURSE NO 522**

**POETRY: EIGHTEENTH CENTURY TO THE EARLY ROMANTICS**

**COURSE RATIONALE**

This historically structured course presents the best poetry of selected periods of English literature with a view to highlighting the relation between the development of poetry and various social and literary trends.

**1<sup>ST</sup> SEMESTER**

**COURSE NO 521:**

**POETRY: LATE MEDIEVAL TO SEVENTEENTH CENTURY**

**GENERAL GOALS**

After studying this course, the students will be able to:

- 1) acquire first hand knowledge of the content and context of poetical texts
- 2) recognize and appreciate ways in which writers use language to achieve their effects
- 3) use selected critical approaches while reading the prescribed texts
- 4) express their views of the above orally as well as in writing

**PRESCRIBED TEXTS**

**Late Medieval**

Chaucer, Geoffrey     *Prologue to the Canterbury Tales* or *Troilus & Criseyde*

**Elizabethan**

Spenser, Edmund     *The Faerie Queen (Book 1)*

**Shakespeare, William** *Selected Sonnets*

*Sonnet 9; Is it for fear to wet a widow's eye...*

*Sonnet 17; Who will believe my verse in time...*

*Sonnet 60; Like as the waves make towards the...*

*Sonnet 80; Oh, how I faint when I of you do write...*

*Sonnet 82; I grant thou wert not married to my...*

*Sonnet 130; My mistress' eyes are nothing like...*

*Sonnet 138; When my love swears that she is...*

## Metaphysical Poetry

**Donne, John**            *Love Poems; The Good Morrow, The Sun Rising, The Extasie,  
A Valediction of Weeping, A Valediction: forbidding mourning  
Holy Sonnets; Batter my heart...; Thou hast made me...  
At the round earth's imagined corners...; Death be not proud...  
A Hymn to God the father...  
What if this present were the World's last night...*

**Marvell, Andrew**      *The Garden*

**Milton, John**         *Paradise Lost (Book 1)*

## **RECOMMENDED READING**

A.D. Cousins & Damian Grace (Ed), *Donne and the Resources of Kind*. Fairleigh Dickinson University Press, 2002.

Achinstein, Sharon. *Literature and Dissent in Milton's England*. Cambridge, Cambridge University Press, 2003.

Achinstein, Sharon. *Milton and the Revolutionary Reader*. Princeton, NJ, Princeton University Press, 1994.

Beardsley, Doug, (ed.) *The Man Who Outlived Himself: An Appreciation of John Donne by a Dozen of His Best Friends*, Harbour Publishing, 2000.

Desa Wiggins, Peter, *Donne, Castiglione and the Poetry of Courtliness*, Indiana University Press, 2001.

Empson, William, *Essays on Renaissance Literature: Volume 1, Donne and the New Philosophy*. Cambridge University Press, 2002

Fisher, John H. *The Importance of Chaucer*. Carbondale , Southern Illinois University Press, 1992.

Griffin, Patsy, *The Modest Ambition of Andrew Marvell*, Univ of Delaware Press, 1995.

Johnson, Jeffrey, *The Theology of John Donne*, Boydell & Brewer, 2001.



L. Edwards, David, *John Donne: Man of Flesh and Spirit*, William B. Eerdman Publishing, 2002.

Mary Arshagouni Papazian, and Ronald Corthell (eds) *John Donne and the Protestant Reformation: New Perspectives*. Wayne State Univ Press, 2003.

Murray, Nicholas, *World Enough and Time: The Life of Andrew Marvell*, St. Martin's Press, 2000.

Ray, Robert H., *An Andrew Marvell Companion*, Garland Pub, 1998.

### **EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks

## 2<sup>nd</sup> SEMESTER

COURSE NO 522

POETRY: EIGHTEENTH CENTURY TO EARLY ROMANTICS

### GENERAL GOALS

After studying this course, the students will be able to:

- acquire first hand knowledge of the content and context of poetical texts
- recognize and appreciate ways in which writers use language to achieve their effects
- use selected critical approaches while reading the prescribed text
- express their views of the above orally as well as in writing

### PRESCRIBED TEXTS

#### **Augustan**

Dryden, John,           *Selection from Absalom & Achitophel (lines1– 227)*

Pope, Alexander,     *The Rape of the Lock*

#### **Pre-Romantics**

Blake, William, *Songs of Innocence & Experience (Introduction), Nurse's Song,*

*Holy Thursday, The Chimney Sweeper, Earth's Answer*

*The Little Boy Lost, The Little Boy Found*

*The Little Girl Lost, The Little Girl Found, Lamb, Tyger*

*The Blossom, The Sick Rose*

#### **Romantics**

Wordsworth, William, *Tintern Abbey, Resolution and Independence,*

*Ode: Intimations of Immortality*

Coleridge, S., Taylor, *The Rime of the Ancient Mariner, Kubla Khan,*

*Ode to Dejection*

### **RECOMMENDED READING**

Barth, Robert, J., *Romanticism and Transcendence, Wordsworth, Coleridge and the Religious Imagination*, University of Missouri Press, Missouri, 2003

Caine, Hall, *Life of Samuel Taylor Coleridge*, Wipf and Stock Publishers, 2003

Newlyn, Lucy, *The Cambridge Companion to Coleridge*, Cambridge University Press, Cambridge, 2002

### **EVALUATION**

An end-of-semester 3-hour written exam = 100 Marks

### **COURSE No.561**

### **CRITICAL APPROACHES TO LITERATURE**

### **COURSE No.562**

### **CRITICAL APPROACHES TO LITERATURE**

### **COURSE RATIONALE**

The two courses on Critical Approaches to literature aim to enable students to identify the key assumptions of the major critical approaches to literature as well as to read literary texts from distinct or complementary critical perspectives. They will also be required to demonstrate their understanding orally and in writing.

### **1<sup>st</sup> SEMESTER**

### **COURSE No.561**

### **CRITICAL APPROACHES TO LITERATURE**

### **GENERAL GOALS**

The students should be able to:

- identify the salient features of the historical-biographical and the liberal humanist viewpoint;
- demonstrate how practical criticism is distinct from the foregoing traditional approaches.

- apply the methods of each of these approaches on shorter texts (poems/ stories/short novels/plays), consistent with the respective basic concerns of each approach.

### **COURSE CONTENT**

- Historical-Biographical approach
- Liberal Humanist Approach
- Practical Criticism Approach

### **PRESCRIBED TEXTS**

- Blake, William, *The Sick Rose*
- Wordsworth, William, *Ode: Intimations of Immortality in Early Childhood*
- Shakespeare, William, *Othello*
- Shakespeare, William, *The Merchant of Venice*

### **RECOMMENDED READING**

Barry, P, *Beginning Theory: An Introduction To Literary And Cultural Theory*, Manchester University Press, Manchester & New York, 1995.

Lodge, D, Ed. *Modern Criticism & Theory: A Reader*, Longman, 1988.

Newton, K.M., Ed. *Theory into Practice*, Macmillan, 1992.

Rylance, R, Ed. *Debating Texts: A Reader in Twentieth Century Literary Theory & Method*, Open University & Oxford University Press, 1987.

Selden, R., & Widdowson P, *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup> Edition)*, Harvester, New York, 1993.

### **EVALUATION**

End of semester 3-hour exam=100 Marks

### **2<sup>nd</sup> SEMESTER**

#### **COURSE No.562**

#### **CRITICAL APPROACHES TO LITERATURE**

#### **GENERAL GOALS**

Students should be able to:

- exhibit a grasp of the core features of the Marxist literary theory;
- highlight the fundamental strands in psycho-analytic and feminist literary theory;
- show an understanding of the primary concerns of post-colonial theory;
- read intelligibly applications of these theories.
- work out practically the critical assumptions of the foregoing schools in reading individual poems / stories / plays.

### **COURSE CONTENT**

- Marxist literary theory
- Psychoanalytic literary theory
- Post-colonial literary theory
- Feminist literary theory

### **PRESCRIBED TEXTS**

- Bronte, Emily, *Wuthering Heights*
- Gordimer, Nadine, *The Life of the Imagination*
- Kipling, Rudyard, *Kim*
- Lawrence, D.H., *The Fox*
- Marvell, Andrew, *To His Coy Mistress*
- Narayan, R.K., *Naga*
- Poe, E.Allan, *The Purloined Letter;*
- Poe, E.Allan, *The Tell-Tale Heart*

### **RECOMMENDED READING**

Barry, P, *Beginning Theory: An Introduction To Literary And Cultural Theory*, Manchester University Press, Manchester & New York, 1995.

Lodge, D, Ed. *Modern Criticism & Theory: A Reader*, Longman, 1988.

Newton, K.M., Ed. *Theory into Practice*, Macmillan, 1992.

Rylance, R, Ed. *Debating Texts: A Reader in Twentieth Century Literary Theory & Method*, Open University & Oxford University Press, 1987.

Selden, R., & Widdowson P, *A Reader's Guide To Contemporary Literary Theory (3<sup>rd</sup> Edition)*, Harvester, New York, 1993.

## **EVALUATION**

End of semester 3-hour exam = 100 Marks

### **COURSE NO 541**

### **FICTION: THE EARLY NOVEL UPTO THE NINETEENTH CENTURY**

### **COURSE NO 542**

### **FICTION: THE MODERN NOVEL**

## **COURSE RATIONALE**

The two Fiction in English courses introduce students to the development of British fiction. From the rise of the English novel to modern innovations, these courses trace the evolution of this important genre.

### **1<sup>st</sup> SEMESTER**

### **COURSE NO 541**

### **FICTION: THE EARLY NOVEL UPTO THE NINETEENTH CENTURY**

## **GENERAL GOALS**

Students will be able to:

- read the early British novel in its historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the nineteenth and twentieth century.
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

## **PRESCRIBED TEXTS**

### ***The Early Novel***

Defoe, Daniel,                      *Robinson Crusoe*

*or*

Richardson, Samuel    *Pamela*

Fielding, Henry,                      *Joseph Andrews, Tom Jones*

Austen, Jane,                              *Emma or Sense and Sensibility*

## **19<sup>th</sup> Century Novel**

Dickens, Charles, *David Copperfield*

Eliot, George, *Silas Marner*

Hardy, Thomas, *Tess of the D'Urbervilles* or *Return of the Native*

### **RECOMMENDED READING**

Armstrong, Philip, *Shakespeare's Visual Regime: Tragedy, Psychoanalysis and the Gaze*, Palgrave, 2001.

Duckworth, Alastair, *The Improvement of the Estate: A Study of Jane Austen's Novels*, John Hopkins University Press, 1994.

Gard, Roger, *Novels: The Art of Clarity*, Yale University Press, 1992

Kettle, Arnold, *An Introduction to the English Novel, Volumes 1&2*, 2<sup>nd</sup> Edition, Hutchinson, 1967

Knight, G. Wilson, *Shakespeare's Dramatic Challenge*, Routledge, 2002

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

## **2<sup>nd</sup> SEMESTER**

### **COURSE NO 542**

### **FICTION: THE MODERN NOVEL**

#### **GENERAL GOALS**

Students will be able to:

- read the early British novel in its historical context of development.
- identify and respond to elements of literary experimentation in longer fictional prose.
- compare and contrast works of extended British fiction in the nineteenth and twentieth century.
- develop a sense of historical continuity and a broad cultural consistency in British fiction.

#### **PRESCRIBED TEXTS**

Till mid 20<sup>th</sup> Century

Lawrence,D.Herbert	<i>Sons and Lovers</i>
Joyce,James,	<i>Portrait of the Artist as a Young Man</i>
Woolf, Virginia,	<i>To The Lighthouse</i>
Forster,E.Morgan,	<i>A Passage to India</i>
<b>or</b>	
Conrad,Joseph,	<i>Lord Jim</i>
Golding,William,	<i>Lord of the Flies</i> or <i>Pincher Martin</i>
Greene,Graham,	<i>A Burnt- Out Case</i> or <i>The Comedians</i>
Murdoch,Iris,	<i>Under the Net</i>

### **RECOMMENDED READING**

Barret,Dorothea,*Vocation and Desire:George Eliot's Heroines*,Routledge,1989

Beer, John, (ed.), *A Passage to India: Essays in Interpretation*, London, Macmillan, 1985.

Bloom, H., *Iris Murdoch & William Golding*, OUP, 2001.

Callow, Phillip, *Sons and Lovers: The Young D.H. Lawrence*, New York: Stein and Day,1975.

Di Battista,Maria,*Virginia Woolfe's Major Novels: The Fables of Anon*. Yale University Press,1980.

Draper,R.P.,Ed *The Mill on The Floss and Silas Marner*, Case Book Series,Macmillan,1997.

Far,Judith,Ed,*The Twentieth Century Interpretation of "Sons and Lovers"*. Englewood Cliffs,New Jersey:Prentice Hall,1970.

Reynolds, M., & Noakes, I., *Iris Murdoch: The Essential Guide to Contemporary Literature*, OUP, 1999.

Said, Edward, *Culture and Imperialism*, London, Chatto and Windus, 1993.

Stock,Freda,*William Golding's "Lord of the Flies": Model Essays*, Tyron Press Ltd.,1990.

Tedlock,E.W.,Jr.,Ed.,*D.H.,Lawrence and "Sons and Lovers"*.New York,New York University Press,1965.



## **EVALUATION**

End of semester 3-hour exam = 100 Marks

**COURSE NO 551**      **HISTORY OF ENGLISH LITERATURE: ANGLO SAXON PERIOD TO MID EIGHTEENTH CENTURY**

**COURSE NO 552**      **HISTORY OF ENGLISH LITERATURE: RESTORATION TO TWENTIETH CENTURY**

## **COURSE RATIONALE**

The aim of the course is to make students aware of the historical development of English literature from its early beginnings to the present day. The course will survey the dominant literary theories and the works of writers of each age. It will also focus on the ideological, political and social backgrounds of the ages as may affect the writings of that particular period.

Apart from focusing on the major canonical works, the course aims at introducing those works which are not included in the poetry, fiction or drama courses, so as to enable the students to have an overall understanding of the literary milieu of the periods being studied.

## **GENERAL GOALS**

After attending this course, students will:

- grasp the historical development of English literature upto the present age
- develop an awareness of the major interpretive strands through which the tradition of English literature has been understood so far in its historical context

## **1<sup>ST</sup> SEMESTER**

**COURSE NO 551**      **HISTORY OF ENGLISH LITERATURE : ANGLO SAXON PERIOD TO MID EIGHTEENTH CENTURY**

## **COURSE CONTENT**

## **ANGLO-SAXON PERIOD TO MID EIGHTEENTH CENTURY**

### **Medieval Poetry**

- Chaucer
- Langland
- Gower
- Sir Gawayne and the Green Knight Pearl, Patience and Purity

### **Medieval Prose**

- Cloud of Unknowing
- Richard Rolle of Hampole
- Walter Hilton

### **Medieval Drama**

- Julian of Norwich
- Mystery Plays
- Miracle Plays
- Morality Plays

### **Poetry**

- John Lydgate
- John Hoccleve

### **Scottish Chaucerian**

- King James of Scotland
- Robert Henryson
- William Dunbar
- Gavin Douglas

### **Prose tales**

- Sir Thomas Malory

### **Poetic Satire**

- John Skelton
- Anonymous English Ballads and Lyrics

## **SIXTEENTH CENTURY, SEVENTEENTH CENTURY**

- General and theoretical background to the age: Renaissance, Reformation
- The development of the Sonnet form: Surrey, Wyatt, Sydney, Shakespeare, Milton, Metaphysicals
- Elizabethan drama: Early, middle and late
- University Wits, The Grub Street writers
- Prose from Elizabethan period to Restoration: More, Cloverdale, Elyot, Ascham, Bacon, Sydney
- Milton and the Metaphysical School of poetry
- The Cavalier Poets

## **THE RESTORATION AND THE EIGHTEENTH CENTURY**

- The theoretical background to the Age of Reason:
- Neo-classicism
- The poetic scene
- Restoration drama
- The Augustan Satire
- The Rise of the Novel
- Periodical Essayists
- 'The Age of Sensibility': The transition period: prose and poetry survey
- Johnson and his times
- Blake and the advent of Romanticism

## **2<sup>nd</sup> SEMESTER**

## **THE ROMANTIC MOVEMENT, THE VICTORIAN ERA**

- Theoretical background to the Romantic Revival
- The first generation; Wordsworth, Coleridge
- The second generation: Keats, Shelley, Byron
- The Romantic Novelists: Walter Scott, Mary Shelley, The Brontes
- The New Period from 1830 onwards
- The Victorian Poetry and Fiction
- The Decadents
- Victorian Prose – Carlyle, Mill, Arnold

## **THE TWENTIETH CENTURY**

### **Introduction**

### **Edwardian Poetry and Novel**

- T. Hardy,
- R. Kipling,
- J. Masefield,
- Kate Croy,
- Henry James,
- J. Conrad,
- Arnold Bennett

### **Drama**

- G.K. Chesterton,
- Maurice Baring,
- Bernard Shaw,
- James Barrie

### **The Irish Movement**

- George Moore,
- Edward Martyn,
- J.M.Synge

### **Prose**

- Samuel Butler,
- Frederick Rolfe,
- Sir Arthur Canon Doyle

### **The War Poets**

- Introduction
- Rupert Brooke,
- Julian Grenfell,
- Isaac Rosenberg,
- Wilfred Owen,
- Edmund Blunden,
- Edward Thomas

### **The Modern Movement**

- Introduction
- W.B.Yeats,
- Ezra Pound,
- T.S.Eliot,
- James Joyce,
- D.H.Lawrence,

- Wyndham Lewis

### **The Post-War scene**

- Virginia Woolf,
- Aldous Huxley,
- Rose Macaulay,
- David Garnett,
- Noel Coward

### **Poets of the Thirties**

- W.H. Auden,
- Christopher Isherwood,
- Stephen Spender,
- Cecil Day Lewis,
- Louis MacNeice,
- Michael Roberts

### **BOOKS RECOMMENDED**

Alexander, Michael, *A History of English Literature*, Palgrave Macmillan, London, 2000

Boris, F., Ed, , *The New Pelican Guide to English Literature*(8 Volumes), London. 1981

Peck John, Coyle Martin, *A Brief History of English Literature*, Palgrave Macmillan, London, 2002

### **EVALUATION**

End of semester 3-hour exam = 100 Marks

## M.A (Linguistics)

### **611-B: TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L I)**

#### **Aims:**

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching.

The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan. Students who successfully complete the course unit and assignment will be able to:

- to provide a concise survey, both historical and contemporary, of differing approaches, methods and techniques in second language teaching, with a particular focus on the skills of listening, speaking, reading and writing
- to assist participants in developing appropriate frameworks for the integrated teaching of the four skills in particular educational contexts
- Understand current research into the processes of listening, speaking, reading and writing in English
- Develop appropriate frameworks for teaching four skills in English

#### **Course Contents**

##### **1. Methods of Language Teaching**

- Approach, Method and Technique
- Some ELT Methods: Grammar-Translation, Direct, Audio-lingual
- Communicative Language Teaching
- Place of ELT in Educational Linguistics
- ELT models for Pakistan

##### **2. Theory and Practice of Teaching Oral Skills**

- Nature of Oral Communication
- Theory and techniques of teaching listening and speaking
- Lesson Planning for Teaching Oral Skills

##### **3. Theory and Practice of Teaching Reading Skills**

- Nature of Reading
- Theories of Reading – Interactive and Schema

- Designing activities for reading skills
- Lesson Planning for teaching reading

#### 4. Theory and Practice of Teaching Writing Skills

- i. Nature of Writing
- ii. Theories of Writing – Product and Process
- iii. Lesson Planning for teaching writing
- iv. Techniques for correcting written work

#### 5. Teaching Language through Literature

Literary texts (prose, poetry, short plays, short stories) will be used as source to teach language.

### Methodology

Lectures and presentations

### Evaluation

Presentations – 25 marks

End-of-the-semester exam – 75 marks

### Prescribed Texts

Harmer, Jeremy. (1991). *Practice of English Language Teaching*. London: Longman.

Hedge, T. (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.

### Essential Reading:

Alderson J C & A H Urquhart (Eds.), (1984). *Reading in a Foreign Language* , London: Longman.

Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes* . Cambridge: CUP.

Brown G & G Yule. 1983. *Teaching the Spoken Language* Cambridge: CUP.

Bygate, M. (2004). *Speaking*. (2<sup>nd</sup> Edition). Oxford; OUP.

Byrne, D. (1986). *Teaching Oral English* London; Longman.

- Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
- Carter, R. & McCarthy, R. (1997). *Exploring Spoken English* Cambridge: CUP,
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
- Davies, F. (1995). *Introducing Reading*, Harmondsworth, Penguin.
- Grabe, W. and Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
- Grellet, Françoise. (1982). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Hedge, T. (2005). *Writing* (2<sup>nd</sup> Ed). Oxford. OUP.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: CUP
- Hughes, R. (2002). *Teaching and Researching: Speaking Applied Linguistics in Action*. Harlow: Longman
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language* (2<sup>nd</sup> Edition), London: Heinemann.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> ed). Cambridge: CUP.
- Tribble, C. (1997). *Writing*. Oxford: OUP
- Ur, P. (1984). *Teaching Listening Comprehension* Cambridge: CUP.
- Urquhart A & C Weir. 1998. *Reading in a Second Language: Process, Product, and Practice*, Harlow: Addison Wesley Longman.
- Wallace, C. (1992). *Reading*, Oxford: OUP.
- White, R & Arndt, V. (1991). *Process Writing*. London: Longman.

### **621-B: Pedagogical Grammar**

**Duration:** One semester

**Aims:**

The aim is to introduce the students to some basic concepts of English grammar to enable them to understand, analyse and enhance their own grammatical competence. It will also help them transmit these concepts in their own teaching. The major emphasis of the course, therefore, will be on how to teach grammar.

**Course Contents:**

- Clause Elements (Subject, Verb, Object, Adverbial, Complement)



- Sub-ordination and Coordination
- Some Basic Concepts of English Grammar
  - Modality
  - Tense and Aspect system of English
  - Voice
  - Hypothetical Meaning

**Methodology:**

Lectures and presentations

**Evaluation:**

Presentations during the semester – 25 marks

End-of-the-semester Exam – 75

**Essential Reading:**

Harmer, Jeremy. (1993). *Teaching and Learning Grammar*. London: Longman.

Huddleston, Rodney and Pullum, Geoffrey. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.

Huddleston, Rodney. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Leech, Geoffrey. (1988). *Meaning and the English Verb*. London: Longman.

Leech, Geoffrey and Svartvik, Jan. (2003). *A Communicative Grammar of English* (3<sup>rd</sup> Ed.). London: Longman.

McKay, Sandra. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.

Odlin, Terence. (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

## **641-B: Phonology**

### **Aims:**

The aim of this module is to provide students with descriptive, analytical and applied knowledge about the sound system of English and varieties of English. By the end of course the participants will be able to:

- a) analyze and describe sound system of their own language;
- b) analyze and describe sound system of English language; and
- c) identify the problems of English pronunciation.

### **Contents:**

#### **1. Introduction**

- Stages in the production of speech
- Speech organs
- Manner of articulation

#### **2. Segmental phonology**

##### *i. Phonemes and allophones*

- Consonants
- Vowels
- Diphthongs and triphthongs

##### *ii. Syllable and syllabic structure*

- Consonant clusters
- Syllable
- Word stress: nouns, verbs, and adjectives

##### *iii. Sounds in connected speech*

- Weak forms
- Assimilation, elision and liaison

#### **3. Suprasegmental phonology**

##### *i. Sentence stress and intonation*

#### **4. Contrastive phonology**

##### *i. Teaching of pronunciation*

**Methodology:**

Lectures and presentations

**Evaluation:**

Practical assignments – 50 marks

End-of-the-semester exam – 50 marks

**Essential Reading:**

Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.

Cruttenden, Alan. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.

Giegerich, Heinz. (1992). *English Phonology*. Cambridge: Cambridge University Press.

Gimson, A. C. (1984). *An introduction to the pronunciation of English*. London: Edward Arnold.

Hogg, R., & McCully, C.B. (1987). *Metrical phonology : A coursebook*. Cambridge: Cambridge University Press.

Jones, Charles. (1994). *A History of English Phonology*. London: Longman.

Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.

Knowles, G. (1987). *Patterns of spoken English*. London: Longman.

Kreidler, C. W. (1989). *The pronunciation of English*. Oxford: Basil Blackwell.

Roach, P. (1983). *English phonetics and phonology: A practical course*. Cambridge: Cambridge University Press.

**631-B: Semantics and Psycholinguistics**

This course is divided into two equal sections.

**Duration:** One semester

**Aims:**

In the first section – semantics – students will learn the basic concepts of modern linguistic semantics, both at the lexical and syntactic levels, to enhance their general competence in English that will also help them in teaching vocabulary and sentence grammar. The aim of the second section – psycholinguistics – is to develop in the students an awareness and

understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop the theoretical background of learning and teaching.

### ***Semantics***

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- ***Sense relations***
  - a. Semantic fields
  - b. Componential analysis
  - c. Hyponymy
  - d. Synonymy
  - e. Antonymy
  - f. Homonymy
  - g. Polysemy
- ***Syntactic semantics***
  - Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition

### ***Psycholinguistics***

- ***The psychology of learning***
  - a. Theories of language learning (Chomsky; Piaget; Krashen)
  - b. Memory
  - c. Interlanguage
  - d. Error Analysis
- ***Learner Factors***
  - a. Age
  - b. Affective and personality factors
  - c. Cognitive styles
  - d. Motivation

### **Methodology:**

Lectures and seminars

### **Evaluation:**

Semantics                    50 marks

Psycholinguistics        50 marks

## Essential Reading:

Allan, Keith. (1986). *Linguistic Meaning*. London: Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*, 5th edition. New York: Longman.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 170-190). London: Arnold.

Cook, Vivian. (1986). *Experimental Approaches to Second Language Learning*. Oxford: Pergamon.

Cruse, D. Alan. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.

Cruse, A. (2006). *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford University Press.

Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.

Eimas, P. & Miller, J. (eds.). (1995). *Speech, Language and Communication*. Orlando: Academic Press.

F. R. Palmer. (1976). *Semantics*. Cambridge: Cambridge University Press.

Frawley, William. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.

Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam ; Philadelphia : J. Benjamins.

Garman, Michael. (1990). *Psycholinguistics*. Cambridge: Cambridge University Press.

Leech, Geoffrey N. (1969). *Towards a Semantic Description of English*. London: Longman.

Lyons, John. (1977). *Semantics*, 2 vols. Cambridge: Cambridge University Press.

Lyons, John. (1991). *Natural Language and Universal Grammar*. Cambridge: Cambridge University Press.

Lyons, John. (1996). *Linguistic Semantics: An Introduction*. Cambridge: University of Cambridge

McLaughlin, Barry. (1987). *Theories of Second-language Learning*. London: Edward Arnold.

Richards, Jack. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.

### ***651-B: Research Methods & Techniques in Applied Linguistics***

#### **Aims:**

To enable students to conduct their own small scale research, the main aim is to get them familiarised with techniques and methods of selecting topics, developing questions, collecting and analysing data and also preparing the research report.

#### **Contents:**

- Research Paradigms:
  - a. Historical
  - b. Developmental
  - c. Survey
  - d. Case Study
  - e. Experimental
- Qualitative and Quantitative Research
- Ethnography
- Identifying and Defining a Research Problem
- Ethics and Human Relations
- Sampling Techniques
- Questionnaires, Interviews and Observation
- Some Aspects of the Research Report
  - a. Review of literature
  - b. Transcription and Transliteration
  - c. Referencing and Citation

#### **Methodology:**

Lectures, Assignments, Classroom Presentations and Seminars

#### **Evaluation:**

Small-scale projects during the semester – 50 marks

End-of-the-semester Exam – 50 marks

### Essential Reading:

Allwright, D., and Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge University Press.

Berg, B. (1989). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn & Bacon.

Borg, W., and Gall, M. (1989). *Educational Research: an Introduction* (5th ed). New York: Longman.

Brown, D. (1988). *Understanding Research in Second Language Learning: A teacher's guide to statistics and research design*. Cambridge: Cambridge University Press.

Brown, D., and Rodgers, T. (2004). *Doing Second Language Research*. Oxford: OUP.

Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. New York: Cambridge University Press.

Drever, Eric. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.

Fraenkel, J., and Wallen, N. (1995). *How to Design and Evaluate Research in Education* (2<sup>nd</sup> edition). New York: McGraw Hill.

Hammersley, M., and Atkinson, P. (1995). *Ethnography: Principles in Practice*. (Second Edition). London & New York: Routledge.

Heritage, John. 1997. Conversation analysis and institutional talk: analyzing data. In Silverman, David (ed.). *Qualitative Research: Theory, Method and Practice*. London: Sage.

Lofland, J. & L. (1984). *Analyzing Social Settings*. Belmont, CA: Wadsworth.

Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.

Munn, P., and Drever, E. (1995). *Using Questionnaires in Small-scale Research*. Edinburgh: Scottish Council for Research in Education.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Silverman, David (Ed.). (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.

## **SEMESTER II**

### **612-B: TEACHING OF ENGLISH AS A SECOND LANGUAGE (T.E.S.L II)**

#### **Aims:**

The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.

- To develop skills of all aspects of course design: curriculum and syllabus description, needs analysis, materials evaluation and adaptation, methodology and course evaluation.
- To understand and practise principles of testing of four skills

#### **Course Contents**

##### **1. Syllabus designing**

- Syllabus and Curriculum
- Product-oriented syllabus
- Process-oriented syllabus
- Negotiated syllabus
- Needs assessment
- Purposes, goals, tasks and activities

##### **2. Materials evaluation, adaptation and development**

- Textbook and other materials evaluation
- Textbook and Materials Adaptation
- Materials Development
- Evaluation of Evaluation Checklists

##### **3. Language testing**

- Test Validity
- Test Reliability
- Phases of Test Designing
- Discrete Point Language Testing
- Communicative Language Testing
- Norm-referenced and Criterion-referenced Testing
- Testing of Oral Skills
- Testing of Reading Skills
- Testing of Writing Skills
- Item Analysis



## **Methodology**

Lectures and presentation

## **Evaluation**

Assignments and Presentation – 50 marks

End-of-the-semester exam – 50 marks

## **Essential Reading:**

Alderson, J. C. and North, B. (Eds.). (1991). *Language testing in the 1990s*. London: Macmillan.

Brown, H. D. (2001). *Teaching by Principles*, 2nd Edition. New York: Addison Wesley Longman, Inc.

Cohen, A. (1994). *Assessing language ability in the classroom* (2nd ed.). Rowley, Mass.: Newbury House/Heinle and Heinle.

Cunningsworth, Alan. (1984). *Evaluating and Selecting EFL Materials*. Oxford: Heinemann.

Cunningsworth, Alan. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.

Davies, A. (1990). *Principles of language testing*. Oxford: Blackwell.

Decapua, Andrea and Wintergerst, Ann. (2004). *Crossing Cultures in the Language Classroom*. University of Michigan Press.

Grant, N. (1987). *Making the most of your Textbook*. Harlow: Longman.

Graves, K. (Ed). (1996). *Teachers as Course Developers*. Cambridge: CUP.

Heaton, J.B. (1988). *Writing English language tests* (2nd Ed.). London: Longman.

Hedge, T. (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.

Henning, G. (1987). *A guide to language testing*. Cambridge, Mass.: Newbury House.

McNamara, Tim. (2000). *Language Testing*. Oxford: Oxford University Press.

Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.

Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: OUP.

Richards, Jack C. and Lockhart, Charles. (1994). *Reflective Teaching in Second Language Classrooms*. New York, NY: Cambridge University Press.

Tomlinson, B. (ed.). (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (ed.) (2003). *Developing Materials for Language Teaching*. London: Continuum.

Weir, C. J. (1993). *Understanding and developing language tests*. New York: Prentice Hall.

Weir, C. J. (1990). *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

White, R.V. (1988). *The ELT Curriculum : Design, Innovation And Management*. Oxford: Blackwell.

Wintergerst, Ann. (1994). *Second-Language Classroom Interaction*. Toronto: University of Toronto Press.

Yalden, J. (1987). *Principles of Course Design for Language Teaching*. Cambridge : Cambridge University Press.

### **622-B: Media Discourse Analysis**

#### **(Option with Translation Studies)**

This course is offered as an option to *ELT Practicum* and *Translation Studies*.

**Duration:** One Semester

**Aims:**

This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization. At the end of the course the students will be able to respond to the media texts (written and spoken).

**Contents:**

- Introduction to mediation
- Sign and meanings
- Intertextuality
- Narrative
- Cultural studies

- Montage/Hybridization
- Language of Propaganda and Sabotage
- Language of Politics (Newspeak and Binary Discourse)
- Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising)
- Genre and Ideology (e.g. femininity as an ideology)
- Regime of Broadcasting and roles of producers and receivers of speech acts
- Language of Documentary
- Copy-writing
- Journalistic writing
- Media and Globalization
- Deconstruction of Media texts

### **Methodology:**

Lectures and Analysis of language in print and electronic media

### **Evaluation:**

Class projects – 50 marks

End-of-the-semester exam – 50 marks

### **Essential Reading:**

Allen, R. (ed.). (1992). *Channels of Discourse Reassembled*. New York: Rutledge.

Alvarado, M. and Thompson, J. O. (1990). *Reading Capital*. London: New Left Books.

Bell, A. (1991). *The Language of News Media*. Oxford: Blackwell.

Cormack, M. (1992). *Ideology*. London: Batsford.

Edginton, B. & Montgomery, M. (1996). *The Media*. The British Council.

Fairclough, N. (1990). *Critical Discourse Analysis*. London: Longman.

Fiske, J. (1990). *Introduction to Communication Studies*. London: Routledge.

Fowler, Roger. (1991). *Language in the News - discourse and ideology in the press*. London: Routledge.

O'Sullivan, T.; Dutton, B. & Rayner, P. (1994). *Studying the Media - an introduction*. London: Arnold.

Tolson, A. (1996). *Mediations, Text and Discourse in Media Studies*. London: Arnold.

Tomlinson, A. (1990). *Consumption, Identity and Style marketing Meanings and the Packaging of Pleasures*. London: Rutledge.

Tomlinson, J. (1991). *Cultural Imperialism*. London: Pinter.

## ***Translation Studies***

### **Aims & objectives:**

After completing the course students will be able to understand the complexities of translation from one language to the other – in this case from English to Urdu and from Urdu to English – through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

### **Contents**

- Language, culture and society
- The concept of universe of discourse
- Linguistic relativity
- Semantic competence
- Comparative Morphology, Syntax, and Semantics
- Translatability, Expressibility and Effability

### **Recommended Reading:**

Armstrong, N. (2005). *Translation, Linguistics, Culture*. Multilingual Matters Limited.

Baker, Mona. (1992). *In Other Words: A Coursebook on Translation*. London: Routledge.

Bell, R. T. (1994). *Translation and Translating*. London: Longman.

Bermann, S. & Wood, M. (2005). *Nation, Language, and the Ethics of Translation*. Princeton University Press.

Catford, J. C. (1965). *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.

Duff, A. (2004). *Translation*. Oxford: Oxford University Press.

Fawcett, P. (1997). *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.

Kenny, Dorothy. (1998). 'Equivalence'. In Baker, M. (ed.), *Routledge Encyclopaedia of Translation Studies*, (77-80). London and New York: Routledge.

Kress, G. (1989). *Linguistic Process in Sociocultural Practice* (Second edition). Oxford: Oxford University Press.

Kussmaul, P. (1995). *Training the Translator*. John Benjamins Publishing Co.  
Newmark, P. (1995). *A Textbook of Translation*. Library of Congress Cataloging-in-Publication Data.

Robinson, D. (2007). *Becoming a Translator: An Introduction to the theory and practice of Translation*. (second edition). Routledge.

Rubel, G.P. & Roseman, A. (Eds.). (2003). *Translating Cultures: Perspectives on translation & Anthropology*. Berg.

Sameulsson-Brown, G. (2004). *A Practical Guide for Translators*. Multilingual Matters Ltd.

## **632-B: Sociolinguistics**

**Duration:** One semester

### **Aims:**

At the end of this course students will have an awareness of some social factors that are relevant to language use and acquisition with special reference to Pakistan.

### **Course Contents:**

- Functions of language in society
- Domains of language use
- Speech Community
- Multilingualism and Bilingualism
  - Dimensions of bilingualism
  - Bilingualism and Diglossia
  - Causes of bilingualism
  - Manifestations of bilingualism
    - a. loan-words
    - b. borrowing
    - c. code-switching
  - Effects of bilingualism
    - a. language conflicts
    - b. language attitudes
    - c. language maintenance
    - d. language shift
    - e. language death
- National Language, Standard Language, Dialects, Pidgin and Creoles
- Language Planning and Language Policy

### **Methodology:**

Lectures, presentations and seminars

### **Evaluation:**

Presentations during the semester – 25 marks

End-of-the-semester exam – 75 marks

### **Recommended Books:**

Auer, Peter (Ed). (1998). *Code-switching in Conversation: Language Interaction and Identity*.

London: Routledge.

Fasold, Ralph. (1987). *The Sociolinguistics of Society*. Oxford: Basil Blackwell.

Fasold, Ralph. (1990). *The Sociolinguistics of Language*. Oxford: Basil Blackwell.

Grosjean, François. (1982). *Life with Two Languages: An Introduction to Bilingualism*.

Cambridge, MA: Harvard University Press.

Holmes, Janet. (1992). *An Introduction to Sociolinguistics*. New York: Longman.

Hudson, R.A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.

Meshthric, J. (2000). *Introducing Sociolinguistics*. Philadelphia: John Benjamins.

Milroy, Lesley and Muysken, P. (Eds.), (1995). *One Speaker, Two Languages: Cross-disciplinary*

*Perspectives on Code-switching*. Cambridge: Cambridge University Press.

Suzanne Romaine. (1995). *Bilingualism* (2<sup>nd</sup> Ed). Oxford: Basil Blackwell.

Wardhaugh, R. (1997). *An Introduction to Sociolinguistics* (2<sup>nd</sup> Edition). Oxford: Basil Blackwell.

Wei, Li (Ed.), (2000). *The Bilingual Reader*. London: Routledge.

Williams, Glyn. (2002). *Sociolinguistics: A Sociological Critique*. London: Routledge.



## **642-B: Text Analysis**

**Duration:** One Semester

**Aims:**

The aim is to provide the students an insight in language as communication in order to help them improve their own skills in communication using spoken and/or written English and enable them to apply this knowledge to pedagogical issues.

**Course Contents:**

- Nature of Text Analysis
- Text and texture (reference, cohesion, coherence, etc.)
- Spoken and written texts
- Grammatical analysis of texts
- Narrative modes in texts
- Speech Act Theory
- Complex Speech Acts (Ambivalence, bivalence, plurivalence, multivalence)
- Roles of producers and receivers of speech acts
- Grice's Cooperative Principle and its maxims and sub-maxims
- Politeness - indirectness of speech
- Turn-taking
- Language and gender
- Language and power

**Methodology:**

Lectures and presentations

**Evaluation:**

End-of-the-semester Exam – 100 marks

**Recommended Reading:**

Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP.

Coulthard, Malcolm. (1985). *An Introduction to Discourse Analysis*. (New Edition). London: Longman.

Edmondson, Willis. (1981). *Spoken Discourse: A Model for Analysis*. London: Longman.

Grice, H P. (1975). Logic and Conversation. In P. Cole and J. L. Morgan. (Eds.), *Syntax and Semantics 3: Speech Acts*. London: Academic Press.

Leech, G., & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.

Leech, Geoffrey. (1980). Grammar and Rhetoric within a Functional View of Language. In *Explorations in Semantics and Pragmatics*. Amsterdam: John Benjamins.

Leech, Geoffrey. (1983). *Principles of Pragmatics*. London: Longman.

Levinson, Stephen. (1983). *Pragmatics*. Cambridge: CUP.

McCarthy, Michael. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.

Richards, Jack & Schmidt, Richard. 1983. *Language and Communication*. London: Longman.

Schiffrin, Deborah. (2001). *Approaches to Discourse*. Oxford: Blackwell.

Stubbs, Michael. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.

Wardhaugh, Ronald. (1985). *How Conversation Works*. Oxford: Basil Blackwell.

### ***Option 1: 652-B: Research Project in Applied Linguistics***

**(Only those students can take it who have secured more than 60 % marks in the First Semester)**

**Duration:** One semester

#### **Aim:**

In the second semester students will be required to undertake a project on a topic of individual interest covered in other course work during the year. The aim of this component is to encourage the students to bring together different strands of knowledge presented during the course in order to address a practical issue in linguistics, or English Language Teaching.

#### **Contents:**

Building upon what students have studied in the Research Methods course in the first semester, they will select a topic and conduct research on it. They will submit the research report thirty days after their last exam in the second semester.

### **Methodology:**

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.

**Evaluation:** The printed Research Project will be assessed by two examiners (One of them will be the supervisor who guided the candidate during the research and the second will be one of the other research supervisors). The project will carry 100 marks.

### ***Option 2: World Englishes***

#### **Aims & objectives:**

This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at **inner circle** English, where the users are native speakers. Then they will look at **outer circle** English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a **new circle** created by English based pidgins and creoles. The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language
- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

#### **Course Contents:**

- Introduction
- English as a global language—An overview
- Language variations and discourse; language variety and culture
- English in the world: Its spread, functions and status
- The three circles of English

- Some features of New Englishes
- British and American English
- English in South-East Asia
- Pakistani English
- Indian English
- Debates and issues --- the prejudices associated with different varieties of English
- The role of teachers and educational institutions in creating, maintaining, and challenging prejudice.
- The future of English

### **Recommended Reading:**

Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.

Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.

Graddol, D. (1997b). *The Future of English?* London: British Council.

Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.

Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.

Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.

Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.

Kachru, B., Yamuna, K., & Cecil L.N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.

Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.

Penny Cook, A. (1996). English in the world/The world in English. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.

Simo, B, A. (2001). "Taming the madness of English". *Modern English Teacher*, Vol.10, No 2, 11-17.

## **Faculty Resume**

<b>Name</b>	<b><u>PROF. DR. MUHAMMAD KALEEM RAZA KHAN</u></b>
<b><u>Personal</u></b>	Father: M. Mazhar Ali Khan (Late) Date of Birth: November 4, 1955 Address: B-2, Staff Town, University of Karachi, Karachi CNIC: 42501-1517020-5 Email address: krazakhan@yahoo.com
<b><u>Qualifications</u></b>	<ul style="list-style-type: none"> <li>• Ph. D. in English, Linguistics. Karachi</li> <li>• B.A. (Hons) English Literature, Karachi</li> <li>• M.A. English Literature, Karachi</li> <li>• M.A. English Linguistics, Karachi</li> <li>• M.A. Linguistics for ELT, Lancaster, UK.</li> <li>• DipTEIL (UGC/AIOU, Islamabad)</li> <li>• PGCTRS (Singapore)</li> </ul>
<b><u>Experience</u></b>	Started teaching on June 16, 1981 (33 years)  Have been involved in administrative work since 1981.  Served the University as Registrar (June 2, 2010 to March 15, 2012).
<b><u>Honor and Awards</u></b>	<u>Syed Kamal-ud-Din Naqvi Gold Medal in M.A. Linguistics.</u>
<b><u>Memberships</u></b>	<u>Life member of SPELT</u> <i>Life member of Shakespeare Association of Pakistan</i>  <i>Member of many statutory bodies in the University of Karachi.</i>
<b>Graduate Students</b>	M.Phil. One
<b>Postdocs</b>	M.A. (08)
<b>Undergraduate Students</b>	BS IV (10)
<b>Honours Students</b>	BS.III (45)
<b>Service Activity</b>	<ol style="list-style-type: none"> <li>1. Member of the Board of Governors</li> <li>2. Visiting colleges for affiliation</li> <li>3. Examining External and Overseas students</li> <li>4. Various duties as the Chairman, Department of English and as a senior professor in the University.</li> </ol>
<b><u>Brief Statement of Research Interest</u></b>	<u>Within linguistics my special interests include: bilingualism and codeswitching; phonology and text analysis.</u>
<b><u>Publications</u></b>	<b>1. Using Literature in Language Classes in <i>SPELT Newsletter</i></b>

	<p>Vol. V. No. 3 (1990), pp. 2-6.</p> <ol style="list-style-type: none"> <li>2. <b>Guidelines for the Primary and Secondary School Teachers on Testing Reading Skills</b> in <i>SPELT Newsletter</i> Vol. VI. No 3. (1991), pp. 2-8.</li> <li>3. <b>Some Resources for the Teaching of Grammar</b> in <i>SPELT Newsletter</i> Vol. VII. No 3. (1992), pp. 2-9.</li> <li>4. <b>German Contribution in the Development of Linguistics in the Nineteenth Century</b> in <i>Journal of European Studies</i> Vol. 9 &amp; 10, July 1993 &amp; January 1994, No. 2 &amp; 1, University of Karachi, pp. 53-66.</li> <li>5. <b>Teaching Listening Comprehension in a Language Classroom</b> in <i>ARIEL</i> Vol. XIX, 1993-94, University of Sindh, Jamshoro, pp. 33-42.</li> <li>6. <b>Anti-feminism in Urdu: A Study in Linguistics and Gender</b> in <i>Pakistan Journal of Women's Studies Alam-e-Niswan</i>, Vol:1, No 2, 1994, University of Karachi, pp. 65-73.</li> <li>7. <b>Classroom Tests as Teaching Tools</b> in <i>ARIEL</i> Vol. XXI, 1995-96, University of Sindh, Jamshoro, pp. 9-15.</li> <li>8. <b>Linguistic Conflicts: The Urdu-Hindi Controversy in the Indo-Pakistan Subcontinent</b> in <i>Pakistan Perspectives</i>, Vol. III, No. 1, June 1998, Pakistan Study Centre, University of Karachi.</li> <li>9. <b>Bilingualism in Pakistan</b> in <i>Past and Present</i>, General History, University of Karachi, Vol. 1, December 2001, pp25-32.</li> <li>10. <b>The Question of Speech Community</b> in <i>Journal of Social Sciences and Humanities</i>, Faculty of Arts, University of Karachi, Vols 1 &amp; 2 (2001), pp 92-100.</li> <li>11. <b>Washback Effects of English Language Testing in Pakistan</b> in <i>SPELT Quarterly</i>, Vol. 18, No. 3 (2003), pp 1-7.</li> <li>12. <b>Bilingual Classroom Discourse: Problems and Prospects</b> in Mansoor, S.; Meraj, S; and Tahir, A. (eds.) <i>Language Policy, Planning and Practice</i>. Karachi: Oxford University Press, (2004), Pp 175-186.</li> <li>13. <b>Ethical Issues in Research in Social Sciences</b> in the <i>Proceedings</i> of Interdisciplinary Social Sciences International Conference 2007 published by the University of Karachi: Karachi University Press (pp54-55).</li> </ol>
--	---



	<p><b>14. Gender differences in Language Classrooms in Karachi University</b> (Co-authored with Shafket, S.), in the <i>Journal of Gender Studies</i>. (Women Study Centre, University of Karachi). Vol.1, 2008, pp11-20.</p> <p><b>15. Two Languages with One Culture: Problems in Communication</b> in Hussain, N; Ahmed, A and Zafar, M (eds) <i>English and Empowerment in the Developing World</i>. New Castle upon Tyne: Cambridge Scholars Publishing. (2009) pp 191-198.</p> <p><b>16. Shakespeare round the Globe: the Bard on the South Asian Stage before 1947</b>, <i>Journal of European Studies</i>, Vol. No. 25-26, No. 2 &amp; 1, July 2009 and January 2010, Pp 143-152, Area Study Centre for Europe.</p> <p><b>17. Urdu and English Kinship Terms: A Comparative Analysis</b>, <i>Journal of English Literary and Linguistic Studies</i>, Vol. 1, Number 2, 2012.</p> <p><b>18. The Dynamic Forces Which Help the Spread of English in Pakistan</b> (Co-authored with Hussain, T. and Saeed, A., in <i>Language in India</i>, (<a href="http://www.languageinindia.com">www.languageinindia.com</a>) Vol 13:2 Feb 2013.</p>
<p><b><u>Research Grants and Contracts.</u></b></p>	<p>Faculty of Arts sponsored my research on: “An Analysis of Classroom Discourse in the Departments of Social Sciences in the Faculty of Arts.” (Submitted on 03-10-1996)</p> <p>Technical Assistance Programme of British Council (1988-1989) enabled me to do a masters in Linguistics for ELT from Lancaster, UK.</p> <p>USAID through Ministry of Education, Pakistan gave me the opportunity to study for a post-graduate certificate course on Teaching Reading Skills at RELC, Singapore.</p>
<p><b><u>Other Research or Creative Accomplishments</u></b></p>	<p>Five students have obtained M. Phil. Degrees under my supervision.</p>
<p><b><u>Selected Professional Presentations</u></b></p>	<ul style="list-style-type: none"> <li>• <u>Forty seven papers presented in National and International Conferences</u></li> <li>• More than 300 workshops on English Language Teaching throughout Pakistan.</li> </ul>

<b>Name</b>	<b>Dilshat Bano</b>
<b>Personal</b>	Thirty Two Years
<b>Experience</b>	From 1982 to Date
<b>Honor and awards</b>	British Council Scholarship for MA Applied Linguistics in England in 1988
<b>Memberships</b>	SPELT Member, Member Syllabus Revising Committee
<b>Graduate students postdocs undergraduate</b>	- Teaching Graduate, in Graduate , Master and M.Phil Students
<b>Honor students</b>	-
<b>Service activity</b>	I was Student Advisor from 1990-1995
<b>Brief statement of research interest</b>	Grammar, Psycholinguistics, Sociolinguistics , World Englishes
<b>Publications</b>	<p>1.The experience of In service Teachers Nominated for professional competency enhancement programme for Teachers, (PCEPT ):Reflections and Learning outcomes : Jan 2013 Vol 4, No 9 Interdisciplinary Journal of Contemporary Research in</p> <p>2. <b>“Area of improvement in Classroom Teaching”</b> : A professional Development plan for business communication issue 38, vol 14, 2013, English for specific purpose world Issn 1682-3257</p> <p>3. <b>“Personality Types and Reading “</b>: A correctional study December 2012, Vol 4 No 8 Interdisciplinary Journal of contemporary research in business</p> <p>4. <b>“Parental Role in Formation of Attitudes to Second Language “</b> (2001) publish in past and present department of general history, university of Karachi</p> <p>5. <b>“Diagnostics For The Appearances Of Wh- Movement In Comparatives And Topicalization”</b> (2001) journal of social sciences Humanities ( Vol 1&amp;2) Faculty of Arts, university of Karachi.</p> <p>6. Attitude changes and its relevance to second language learning “(2002) published in research journal of social sciences, Pakistan research society of social sciences.</p> <p>7. <b>“ The Narrative Technique of Wuthering Heights,”</b> (2002-03) publish by journal of social sciences and humanities faculty of arts, university of Karachi.</p>

	<p>8. <b>“Applicability of inter-language theory and error analysis to language teaching;”</b> (2003) published by, Pakistan researched society of social sciences.</p> <p>9. <b>“Motivation and second language learning ‘</b> (2004)published by researched journal of social sciences , Pakistan research society of social sciences .</p>
<b>Researches grants and contracts</b>	Scholarship awarded by the British council for master in applied linguistics in England
<b>Other research or creative accomplishments</b>	Supervised a member of M. Phil students
<b>Selected professional presentations</b>	Various presentations and workshops for SPELTS platform

<b>Name</b>	<b>Shumaila Shafket Ali</b> (Assistant Professor)
<b>Personal</b>	<p><b>Gender:</b> Female  <b>Date of Birth:</b> 2.2.1977  <b>CNIC #</b> 42000-0432882-4  <b>E-mail address:</b> <a href="mailto:shumailashafket@yahoo.com">shumailashafket@yahoo.com</a></p>
<b>Qualification:</b>	<ul style="list-style-type: none"> <li>• M. Phil in English (Linguistics) from the University of Karachi in 2010.</li> <li>• M.A. English (Linguistics) from the University of Karachi in 2000 with First Class Second Position.</li> <li>• M.A. English (Literature) from the University of Karachi in 1999.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• 4.5 years of teaching experience as a part-time cooperative teacher in the department of English (from Jan 2002 to April 2006).</li> <li>• Eight years of teaching experience as a permanent faculty member in the Department of English, University of Karachi.</li> <li>• Appointed as a Lecturer in the Department of English in May 2006.</li> <li>• Promoted to the post of Assistant Professor in May 2011.</li> <li>• Teaching as a permanent faculty in the Department of English, University of Karachi since May 2006.</li> <li>• Taught English Language Proficiency Courses organized by the <i>Students' Guidance, Counselling, &amp; Placement Bureau &amp; Overseas Examinations</i> at the University of Karachi from 2002 to 2006.</li> <li>• Have also taught English to CSS candidates in the CSS preparatory classes organized by <i>Students' Guidance, Counseling, &amp; Placement Bureau &amp; Overseas Examinations</i>, University of Karachi since November 2013.</li> </ul>
<b><u>Honor and Awards</u></b>	
<b><u>Memberships</u></b>	<ul style="list-style-type: none"> <li>• Member of the Board of Studies (English), Department of English, University of Karachi from 2006 to 2009.</li> <li>• Member of the Board of Faculty of Arts, University of Karachi from 2006 to 2009.</li> </ul>
<b>Graduate Students Postdocs Undergraduate Students</b>	<ul style="list-style-type: none"> <li>• Currently teaching 45 BS III students; 8 students of M.A Linguistics; 10 students of BS IV Linguistics; 1 M. Phil student.</li> <li>• Supervising 1 MS student.</li> </ul>
<b>Honour students</b>	
<b>Service Activity</b>	<ul style="list-style-type: none"> <li>• Besides teaching the assigned courses, I also work as a coordinator for the teaching of English Compulsory in different departments at the University of Karachi.</li> </ul>

	<ul style="list-style-type: none"> <li>• Inspection of affiliated colleges as a subject expert.</li> <li>• Examiner for M.A external and overseas examination.</li> <li>• My other duties include designing semester and examination table every semester.</li> </ul>
<b>Brief Statement of Research Interest</b>	<p>I am interested in exploring the field of Sociolinguistics. My research interests within Sociolinguistics include: multilingualism, and language and gender.</p>
<b>Publications</b>	<p style="text-align: center;"><b>Research Papers</b></p> <ol style="list-style-type: none"> <li>1. <b>“Language Attitudes and their Implications in Pakistan.”</b> In <i>Pakistan Perspectives: a Biannual Research Journal</i>. Pakistan Study Centre, University of Karachi. Vol. 9, no: 2, July—Dec 2004, (49-155).</li> <li>2. <b>“Gender Discrimination in Shakespeare’s Tragedies.”</b> In <i>Journal of European Studies</i>. Vol. 20 &amp; 21 no: 2, July 2004 &amp; Jan 2005, (210-221).</li> <li>3. <b>“Element of Realism in Hardy’s Novels.”</b> In <i>Journal of European Studies</i>, Vols.21 &amp; 22, no: 2 &amp; 1. July 2005 &amp; January 2006. (206-214).</li> <li>4. <b>“Linguistic Diversity in Pakistan: a case of language shift and maintenance.”</b> (co-authored with Farrukh, M.S) In <i>Pakistan Perspectives: a Biannual Research Journal</i>. Pakistan Study Centre, University of Karachi. Vol. 11, No: 2, July—December 2006, (119-130).</li> <li>5. <b>“Orwell’s Attitude towards Imperialism.”</b> (co-authored with Ali, A.M). In <i>Journal of European Studies</i>. Area Study Center for Europe. University of Karachi. Vol. 22 &amp; 23. Nos: 2 &amp; 1, July 2006--Jan 2007, pp. 151-159.</li> <li>6. <b>“Gender Differences in English Language Classrooms.”</b> (co-authored with Khan, R.K). In <i>Journal of Gender Studies</i>. Women Study Centre, University of Karachi. Vol: 1, 2008, (11-20).</li> <li>7. <b>“Donne’s Profane Mistresses.”</b> In <i>Journal of English Studies</i>. Department of English Language and Literature, University of the Punjab. Vol: 13-17. Dec (2005)-Dec (2009), (25-31).</li> <li>8. <b>“Antifeminism in Pakistani Advertisements”.</b> In <i>Pakistan Perspectives: a Biannual Research Journal</i>. Pakistan Study Centre, University of Karachi. Vol. 15, no: 1, Jan—June 2010. (115—124).</li> <li>9. <b>“Pakistani Culture: Unity in Diversity or Diversity in Unity?”</b> In <i>Journal of Social Sciences and Humanities</i>. Vol: 52, Part-II, July-December 2013. (95-105).</li> </ol> <p style="text-align: center;"><b>Articles and Book Reviews</b></p> <ol style="list-style-type: none"> <li>1. An article titled: “Dreams: in conflict with reality” published in <i>Dawn Sunday Magazine</i> (June 3, 2001)</li> <li>2. An article titled: “The Language of Silence” published in <i>Dawn Sunday Magazine</i> (May15, 2005)</li> <li>3. Review of Tehmina Durrani’s <i>My Feudal Lord</i> published in <i>Pakistan Perspectives: a Biannual Research Journal</i>. Pakistan Study Centre, University of Karachi. Vol.8,Nos.1&amp;2,January—December 2003, pp. 241-243</li> <li>4. Review of Mohsin Hamid’s <i>Moth Smoke</i> published in <i>Pakistan Perspectives: a</i></li> </ol>

	<p>Biannual Research Journal. (Pakistan Study Centre, University of Karachi). Vol.10, no: 1, Jan—June, 2005, pp.133—138.</p> <p style="text-align: center;"><b><u>Poems</u></b></p> <ul style="list-style-type: none"> <li>• A poem titled: “Time Passes Away” published in <i>Pakistani Literature</i>: a biannual journal published by Pakistan Academy of Letters. Islamabad. Vol. 12, No: 1, 2007, (82).</li> <li>• A poem titled: “Silence between Words” published in <i>Pakistani Literature</i>: a biannual journal published by Pakistan Academy of Letters. Islamabad. Vol: 14, No:2, 2009, (344).</li> <li>• Two poems, one titled: “Flipping through the pages of life” and the other titled: “Eternal Darkness” published in <i>Solidarity International</i>: an English literary magazine by Pakistan International Press Agency. July-Aug 2011, (17).</li> <li>• A poem, titled: “An Unknown Distance” published in <i>Solidarity International</i>: an English literary magazine by Pakistan International Press Agency. Sep- Oct 2011, (08).</li> </ul> <p style="text-align: center;"><b><u>Translations</u></b></p> <ul style="list-style-type: none"> <li>• Translation of two of Ahmed Faraz’s poems published in <i>Pakistani Literature</i>: a biannual journal published by Pakistan Academy of Letters. Islamabad. Vol:14, No:2, 2009. (50-51).</li> <li>• Translation of one of the poems of Faiz Ahmed Faiz and two of the poems of Ahmed Faraz published in <i>xirman</i>: a literary journal, 2009. (358-359).</li> </ul>
<p><b>Research Grants and Contracts</b></p>	<ul style="list-style-type: none"> <li>• Applied for the Research grant in The Research Facility Centre, Faculty of Arts, University of Karachi. Submitted the research proposal in May 2014. Waiting for the approval.</li> <li>• Signed a contract with the HEC and British Council for the TELS (Transforming English Language Skills) Project in 2012.</li> </ul>

<p><b>Other Research or Creative Accomplishments</b></p>	<ul style="list-style-type: none"> <li>• Selected by the HEC and British Council as one of the module writers for the TELS project, which involved designing modules for the teaching of English and the professional development of teachers. I worked with a team of English language teachers from different universities of Pakistan. The modules were produced under the supervision of foreign consultants from Open University, UK in 2012 and have been piloted in eleven universities of Pakistan including the University of Karachi where the EAP module is taught to first year students as part of their English Compulsory course. I was also a part of the revision phase of the modules which was completed in 2013.</li> <li>• <b>Following is the list of the TELS modules:</b> <ol style="list-style-type: none"> <li>1. <i>English for Academic Purposes: Students’ manual</i>. British Council.</li> <li>2. <i>English for Academic Purposes: Teachers’ manual</i>. British Council.</li> <li>3. <i>English for Employment: Students’ manual</i>. British Council.</li> <li>4. <i>English for Employment: Teachers’ manual</i>. British Council.</li> <li>5. <i>Professional development for Teaching through the medium of English: Participants’ manual</i>. British Council.</li> <li>6. <i>Professional development for Teaching through the medium of English: Trainers’ manual</i>. British Council.</li> </ol> </li> </ul>
<p><b>Selected Professional Presentations</b></p>	<ul style="list-style-type: none"> <li>• Presented a paper on “Media and Social Change in Pakistan” at <i>Interdisciplinary International Conference on Media and Social Change (IICMSC)</i> organized by Faculty of Arts, University of Karachi in 2008.</li> <li>• Conducted three workshops (2 hours each) on “Research Communication Skills” with specific focus on <i>Academic Reading and Writing</i> organized by the Khan Institute of Biochemistry &amp; Genetic Engineering (KIBGE), University of Karachi (5<sup>th</sup> of July—7<sup>th</sup> of July, 2011).</li> <li>• Conducted and participated in the Master Trainers’ Workshops held in Islamabad from the 10<sup>th</sup> to the 14<sup>th</sup> of September, 2012. The workshops aimed at training the teachers for using the EAP, EfE, and PD modules designed in the TELS Project.</li> <li>• Conducted three workshops (50 minutes each) on Professional Development for Teaching through the Medium of English for teachers of different departments of the University of Karachi (14<sup>th</sup> of Dec-24<sup>th</sup> of Dec, 2012).</li> <li>• Conducted a three-day workshop organized by the British Council in Karachi for the USAID teachers to provide them training to teach the EAP module and cascade the training to their colleagues (10<sup>th</sup> of April---12<sup>th</sup> of April, 2013).</li> <li>• Conducted three workshops (2 hours each) on “Effective Communication Skills for Scientific Writing and Presentation” organized by the Khan Institute of Biochemistry &amp; Genetic Engineering (KIBGE), University of Karachi (5<sup>th</sup> of July—13<sup>th</sup> of July, 2013).</li> <li>• Conducted a five-day workshop on Professional Development organized by the British Council for STEVTA (Sindh Technical Education and Vocational Training Authority) teachers in Karachi. (10<sup>th</sup> of Nov---14<sup>th</sup> of Nov, 2014).</li> </ul>

Name	<b>Wajdan Raza</b>
<u>Personal</u>	Current Address: B-129, Block J, North Nazimabad, Karachi. Landline: 021 36614111. Mobile: 0322 2521766. Email: wajdanraza@hotmail.com
<u>Experience</u>	Assistant Professor-Department of English, University of Karachi, Karachi. Jan 2015-to date. Assistant Professor-Department of Communications and Languages, IoBM, Karachi. Sept 2010-Jan 2015. Assistant Professor-Department of English, PAF-KIET, Karachi. Feb 2005- Aug 2010.
<u>Honor and Awards</u>	<u>2009 King's International Graduate Scholarship (KINGS) Award 2009/10</u>  HEC Research Grants 2008
<u>Memberships</u>	SPELT Teaching English as a Second Language Cambridge ESOL Examination Language Teaching Professional
Graduate Students Postdocs Undergraduate Students	MS, MA and BS students
Honour Students	
Service Activity	
<u>Brief Statement of Research Interest</u>	World Englishes and language planning management



<b>NAME</b>	<b>M. BABUR KHAN SURI</b>
<b>Personal Info</b>	<b>Designation:</b> Lecture, Department of English, University of Karachi <b>C.N.I.C:</b> 61101-7763582-5 <b>Cell Phone no:</b> 03335287560 <b>Email :</b> <a href="mailto:babursuri@gmail.com">babursuri@gmail.com</a>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• <b><u>Organization</u></b>      <b><u>University of Karachi</u></b>  Department      English  Designation      Lecturer  Tenure      Jan 2015 – present</li> <li>• <b><u>Organization</u></b>      <b><u>University of Karachi</u></b>  Department      English  Designation      Visiting Faculty  Tenure      Jan 2010 – Jan 2015</li> </ul> <p><b><u>Courses Taught:</u></b></p> <ul style="list-style-type: none"> <li>➤ Experience of teaching Communication Skills and English as compulsory subjects.</li> <li>➤ Experience of teaching Literary Theory and Criticism, Critical Approaches to Literature, Postcolonial Literature, Elizabethan and Restoration Drama, Modern Fiction, Romantic and Victorian Poetry, South Asian Literature, World Literature and American Literature to students of M.A (Literature) and B.S (Literature).</li> <li>➤ Experience of teaching Phonology, Media Discourse Analysis and World Englishes to students of M.A (Linguistics).</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Organization</u></b>      <b><u>Greenwich University</u></b>  Department      Humanities  Designation      Visiting Faculty  Tenure      February 2013-present</li> </ul> <p><b><u>Courses Taught:</u></b></p> <ul style="list-style-type: none"> <li>➤ Experience of teaching English Composition and Remedial English.</li> <li>➤ Experience of teaching Contemporary Poetry, Literature and Society, Prose (Non-Fiction), Literary Criticism, History of English Literature, Regency Era Poetry and T.E.S.L.</li> </ul>
<b>Honours and Awards.</b>	<ul style="list-style-type: none"> <li>• First Position in M.A English Literature</li> <li>• First Position in M.A English Linguistics.</li> </ul>

<p>Academic Qualification</p>	<ul style="list-style-type: none"> <li>• M. Phil in English Literature (thesis in progress), University of Karachi, 2011-contd</li> <li>• MA in Linguistics (First class first position), University of Karachi, 2009-2010.</li> <li>• MA in English Literature (First class first position), University of Karachi, 2007-2009.</li> <li>• B.Com (2<sup>nd</sup> division), A.I.O.U, Islamabad.2003- 2006.</li> <li>• HSE Intermediate, (2<sup>nd</sup> division), I.M.C.B, Islamabad. 2000-2002.</li> <li>• S.S.C (1<sup>st</sup> division), Happy Home High School, Karachi. 1998-2000.</li> </ul>
<p><b>Research Interest</b></p>	<ul style="list-style-type: none"> <li>• Literary Theory</li> <li>• Postmodern Fiction</li> <li>• American Literature</li> <li>• World Literature</li> </ul>

Name	<b><u>Syed Farhan Shaukat</u></b>
<u>Personal</u>	Date of Birth:15/07/1987 CNIC #: 42501-8615298-5 Father's Name: Syed Shaukat Hussain Address: 4/87/1, Model Colony, Karachi, 75100. Cell #: 03432525679 Res # 02134407200
<u>Experience</u>	<ul style="list-style-type: none"> <li>• University of Karachi (January 12<sup>th</sup> 2015 – to Date) Lecturer, Department of English</li> <li>• FAST NUCES (January 2013-December 2014) Lecturer, Department of Humanities &amp; Sciences</li> <li>• PAF KIET (January 2012-December 2012) Visiting Faculty, Department of English</li> <li>• Iqra University (August 2012-December 2012) Visiting Faculty, Department of English</li> <li>• UBIT Department of Computer Science, University of Karachi,(July 2012- to Date), Visiting Faculty for English for Academic Purpose.</li> </ul>
<u>Honor and Awards</u>	
<u>Memberships</u>	
Graduate Students Postdocs Undergraduate Students	I have recently joined the Department of English, UoK. I will be teaching TESOL, Syllabus Design & Materials Development & Language, Culture & Identity this semester.
Honour Students	
Service Activity	

<u>Brief Statement of Research Interest</u>	<i><u>My areas of Research interest are Sociolinguistics and Discourse Analysis.</u></i>
---	--

<u>Publications</u>	
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	
<u>Selected Professional Presentations</u>	

<b>Name</b>	<b><u>Abdul Basit</u></b>
<b><u>Personal</u></b>	Date of Birth: 14/7/1988 CNIC#: 42101-7809290-5 Father's Name: Ather Pervez Address: R-92, Pioneer Fountain Phase-2, Gulzar-e-Hijri, Karachi. Cell #: 0313-1010800 Email address: <a href="mailto:a.basit.ku@gmail.com">a.basit.ku@gmail.com</a>
<b><u>Experience</u></b>	<ul style="list-style-type: none"> <li>• University of Karachi (January 12<sup>th</sup> 2015 – to Date) Lecturer, Department of English.</li> <li>• Ziauddin University, Karachi (March 2014 to Nov.2014)</li> <li>• Bahria University, Karachi (Feb. 2013 to June 2013)</li> <li>• Hamdard University, Karachi (Aug.2012 to June 2013)</li> <li>• UBIT Department of Computer Science, University of Karachi,(July 2012- to Date), Visiting Faculty for English for Academic Purpose.</li> </ul>
<b><u>Honor and Awards</u></b>	
<b><u>Memberships</u></b>	
Graduate Students  Undergraduate Students	I have recently joined the Department of English, University of Karachi. I am teaching TESOL, Syllabus Design & Materials Development and Psycholinguistics this semester.
Honour Students	I have recently joined the Department of English, University of Karachi. I am teaching compulsory English to BA (Honours) at the department
Service Activity	
<b><u>Brief Statement of Research Interest</u></b>	The areas of research I am interested in are: TESOL, Sociolinguistics, and Discourse Analysis

<u>Publications</u>	
<u>Research Grants and Contracts.</u>	
<u>Other Research or Creative Accomplishments</u>	
<u>Selected Professional Presentations</u>	

## SURVEY RESULTS

- **Following surveys were conducted to compile the process of self-assessment report:**
  - a. Teacher & Course evaluation survey

### **a. Results of the Teacher and course evaluation Survey:**

The students have expressed satisfaction with the teaching that takes place in the M.A Linguistics programme as most of the teachers' teaching is rated above 60%. However, students have expressed the need for including assignments in the World Englishes paper to make it more interesting and practical. Students of M.A Linguistics also feel the need to make the section on Syllabus designing in *TESL II* more practical.

After analyzing the course evaluation survey results, following gaps have been identified with reference to individual courses:

- **M.A (Linguistics):**
  - ***TESL II:***
    - Not enough supplementary material on syllabus designing
    - Not enough tasks on syllabus designing
  - ***Media Discourse Analysis:***
    - There was no use of multimedia for teaching Media Discourse Analysis
    - Not enough assignments were given
  - ***Sociolinguistics:***
    - Very few local studies and articles are included in the reading pack
  - ***Text Analysis:***
    - Little time for practice
  - ***World Englishes:***
    - Objectives of the course were not known
    - The course outline was not provided
    - There was no practical work
    - The reading material provided was not enough

- **On the basis of Students' Evaluation of Teachers and Courses, the Department of English plans to bring improvement in the following areas:**
  - a. sharing the self-assessment report with all the faculty members
  - b. asking all the teachers to provide the course outline to students in the introductory class for effective teaching and learning
  - c. promoting team work which is currently missing at the department level
  - d. conducting teacher-training sessions regularly every semester
  - e. arranging seminars on different topics related to the courses offered in different programmes of the department
  - f. revising the syllabus by redefining the course objectives
  - g. improving and updating the course content and reference material
  - h. making the courses research-oriented by incorporating practical work
  - i. encouraging peer collaboration and group work in classes



## SURVEY DATA

Prof Dr Kaleem Raza Khan

Total students who filled the evaluation form: 08

Teacher evaluation	A	B	C	D	E	No response
1. The Teacher is prepared for each class	8					
2. The Teacher demonstrates knowledge of the subject	8					
3. The Teacher has completed the whole course	6	2				
4. The Teacher provides additional material apart from the textbook	6	2				
5. The Teacher gives citations regarding current situations with reference to Pakistan.	6	1	1			
6. The Teacher communicates the subject matter effectively.	6	2				
7. The Teacher shows respect towards students and encourages class participation.	3	3	1			1
8. The Teacher maintains an environment that is conducive to learning.	6	2				
9. The Teacher arrives on time.	8					
10. The Teacher leaves on time.	6	2				
11. The Teacher is fair in examination.	6	2				
12. The Teacher announces the result in a reasonable time.	8					
13. The Teacher was available during the specified office hours and for after class consultations	2	4	2			
	<b>79</b> <b>(76%)</b>	<b>21</b> <b>(19%)</b>	<b>4</b> <b>(4%)</b>			<b>1 (1%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	6	2				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	4	3				1
16. The course integrates theoretical course concepts with real-world applications	5	3				
17. The assignments and exams covered the materials presented in the course	5	3				
18. The course material is modern and updated	4	4				
	<b>24</b> <b>(60%)</b>	<b>15</b> <b>(37.5%)</b>				<b>1 (2.5%)</b>

**Ms Shumaila Shafket Ali**

**Total students who filled the evaluation form: 08**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	8					
2. The Teacher demonstrates knowledge of the subject	8					
3. The Teacher has completed the whole course	8					
4. The Teacher provides additional material apart from the textbook	8					
5. The Teacher gives citations regarding current situations with reference to Pakistan.	7	1				
6. The Teacher communicates the subject matter effectively.	8					
7. The Teacher shows respect towards students and encourages class participation.	8					
8. The Teacher maintains an environment that is conducive to learning.	7	1				
9. The Teacher arrives on time.	8					
10. The Teacher leaves on time.	8					
11. The Teacher is fair in examination.	7	1				
12. The Teacher announces the result in a reasonable time.	8					
13. The Teacher was available during the specified office hours and for after class consultations	7	1				
	<b>100 (96%)</b>	<b>4 (4%)</b>				
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	8					
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	7	1				
16. The course integrates theoretical course concepts with real-world applications	8					
17. The assignments and exams covered the materials presented in the course	6	2				
18. The course material is modern and updated	7	1				
	<b>36 (90%)</b>	<b>4 (10%)</b>				

**Mr Babar Khan Suri**

**Total students who filled the evaluation form: 8**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	4	4				
2. The Teacher demonstrates knowledge of the subject	3	5				
3. The Teacher has completed the whole course	3	5				
4. The Teacher provides additional material apart from the textbook	2	5				
5. The Teacher gives citations regarding current situations with reference to Pakistan.	2	5	1			
6. The Teacher communicates the subject matter effectively.	4	4				
7. The Teacher shows respect towards students and encourages class participation.	3	3				
8. The Teacher maintains an environment that is conducive to learning.	2	6				
9. The Teacher arrives on time.	1	4	2	1		
10. The Teacher leaves on time.	2	6				
11. The Teacher is fair in examination.	2	4	2			
12. The Teacher announces the result in a reasonable time.	2	3	3			
13. The Teacher was available during the specified office hours and for after class consultations	4	4				
	<b>34 (34%)</b>	<b>58 (57%)</b>	<b>8 (8%)</b>	<b>1(1%)</b>		
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	4	4				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	3	3	2			
16. The course integrates theoretical course concepts with real-world applications	2	6				
17. The assignments and exams covered the materials presented in the course	4	4				
18. The course material is modern and updated	5	3				
	<b>18 45%</b>	<b>20 (50%)</b>	<b>2 (5%)</b>			



**Ms Yusra Hussain**

**Total students who filled the evaluation form: 8**

<b>Teacher evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No response</b>
1. The Teacher is prepared for each class	6	2				
2. The Teacher demonstrates knowledge of the subject	5	3				
3. The Teacher has completed the whole course	7	1				
4. The Teacher provides additional material apart from the textbook	3	3	2			
5. The Teacher gives citations regarding current situations with reference to Pakistan.	2	5		1		
6. The Teacher communicates the subject matter effectively.	1	6				1
7. The Teacher shows respect towards students and encourages class participation.	7	1				
8. The Teacher maintains an environment that is conducive to learning.	5	3				
9. The Teacher arrives on time.	7	1				
10. The Teacher leaves on time.	8					
11. The Teacher is fair in examination.	6	2				
12. The Teacher announces the result in a reasonable time.	4	2	1			1
13. The Teacher was available during the specified office hours and for after class consultations	6	2				
	<b>67 (64%)</b>	<b>31 (30%)</b>	<b>3 (3%)</b>	<b>1 1%</b>		<b>2 (2%)</b>
<b>Course evaluation</b>						
14. The Subject matter presented in the course has increased your knowledge of the subject	3	5				
15. The syllabus clearly states course objectives requirements, procedures and grading criteria	4	4				
16. The course integrates theoretical course concepts with real-world applications	4	4				
17. The assignments and exams covered the materials presented in the course	6	2				
18. The course material is modern and updated	6	2				
	<b>23 (57.5%)</b>	<b>17 (42.5%)</b>				

