

**Course Title: Literature for Language Development**

Course Code. : Eng. Ed. 446

Nature of the Course: Theory

Full Marks: 100

Pass Marks: 35

Periods per Week: 6

### 1. Course Description

This course aims at exposing students to different literary genres with a view to developing their English language and literary competence. The course also orients them to different ways of exploiting literary texts in the language classroom. There are five units in this course. Unit one introduces literature in general and English literature in particular in terms of genres, language features, and its history. Unit two mentions how literature can be used to develop language. Unit three presents sample texts from different genres with various activities to exploit them for teaching language skills and aspects. Similarly, unit four introduces children's literature and presents some sample texts. Finally, the last unit introduces them to the fundamentals of contemporary literary criticisms.

### 2. General Objectives

The objectives of the course are as follows:

- To acquaint students with English literature, its genres and its history.
- To orient them to the aims of and reasons for using literature in the language classroom.
- To expose them to the texts from different literary genres for the development of language skills and aspects.
- To familiarize them with children's literature.
- To introduce them to contemporary approaches to literary criticism.

### 3. Contents in detail

Specific Objectives	Contents	Periods
<ul style="list-style-type: none"><li>• Define literature</li><li>• Classify literature into different genres.</li><li>• Describe the language of literature</li><li>• Explore and exemplify various features and devices of literature.</li><li>• Present a brief outline of history of English literature.</li></ul>	<p><b>Unit I: Introduction to Literature</b></p> <p>1.1 Defining literature</p> <p>1.2 Classification of literary genres</p> <p>1.2.1 Poetry: epic, lyric, ballad, ode, elegy, sonnet, free verse, shape poem, imagist poetry (haiku), limerick, slam poetry</p> <p>1.2.2 Prose: fiction and non-fiction</p> <ul style="list-style-type: none"><li>• Fiction: myth and legend, fable and parable, fairy tale, short story, novella and novel</li><li>• Non-fiction: essay—descriptive, narrative, reflective, expository, argumentative, and travelogue</li></ul> <p>1.2.3 Drama: one-act play, three-act play, five-act play, (tragedy, comedy, tragicomedy)</p> <p>1.3 The language of literature: what is distinctive about the language of literature?</p> <p>1.3.1 Phonological, graphological, lexical/semantic and grammatical features and deviations</p> <p>1.3.2 Figures of speech: metaphor and simile, personification, hyperbole, allegory, irony, metonymy, onomatopoeia, paradox,</p>	<b>30</b>

	<p>parody, pun, sarcasm and satire</p> <p>1.3.3 Prosodic features</p> <ul style="list-style-type: none"> <li>•Rhyme: sound and sight rhyme, full and half rhyme, intra-line and interline rhyme</li> <li>•Rhythm: rhythm in poetry and prose</li> </ul> <p>1.3.4 Alliteration and assonance</p> <p>1.3.5 Cohesion and coherence</p> <p>1.4. A brief history of English literature</p> <p>1.4.1 The Elizabethan Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.2 The Neo-classical Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.3 The Romantic Age</p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Characteristics</li> </ul> <p>1.4.4 The Victorian Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.5 The Modern Age</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Characteristics</li> </ul> <p>1.4.6 The Postmodern Period</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Differences between modern literature and postmodern literature</li> <li>• Characteristics (Development of translation literature, Diasporic writing, cyber literature, and Subaltern literature )</li> </ul>	
<ul style="list-style-type: none"> <li>• Illustrate the significance of literature in language teaching.</li> <li>• Use literary genres to develop language skills.</li> <li>• Use literary genres to develop language aspects.</li> </ul>	<p><b>Unit II: Literature in Language Teaching</b></p> <p>2.1 Aims and objectives of teaching literature</p> <p>2.2 Reasons for using literature in language teaching</p> <ul style="list-style-type: none"> <li>• Developing language acquisition (language model, cultural model, and personal growth model)</li> <li>• Providing valuable authentic materials</li> <li>• Creating motivation for teaching and learning</li> <li>• Cultivating interpretive ability</li> <li>• Expanding language awareness</li> </ul>	<p><b>10</b></p>

	<p>2.3 Difference between the use of literature and the study of literature</p> <p>2.4 Approaches to using literature with the language learners</p> <p>2.5 Literature for development of different language skills: listening, speaking, reading and writing</p> <p>2.6 Literature for development of different language aspects: pronunciation, vocabulary and grammar</p>	
<ul style="list-style-type: none"> <li>• Interpret and appreciate English poems.</li> <li>• Plan lessons to teach poems.</li> <li>• Teach English poems to develop language skills and aspects.</li>   <li>• Interpret and appreciate English essays.</li> <li>• Plan lessons to teach essays.</li> <li>• Teach essays to develop language skills and aspects.</li> </ul>	<p><b>Unit III: Exploring Language through Literary Texts</b></p> <p><b>3.1 English poetry</b></p> <ul style="list-style-type: none"> <li>• <i>When We Two Parted</i> by Lord Byron</li> <li>• <i>Adversity</i> by Michael Dillon</li> <li>• <i>Trees in the Garden</i> by D H Lawrence</li> <li>• <i>Solitude</i> by Ella Wheeler Wilcox</li> <li>• <i>Our Earth will Not Die</i> by Niyi Osundare</li> <li>• <i>Novella</i> by Adrienne Rich</li> <li>• <i>The Face of Hunger</i> by Oswald Mbuyiseni Mtshali</li> <li>• <i>Dear Child</i> by Walter Odame</li> <li>• <i>The Guest House</i> by Rumi</li> <li>• Three haikus by M. Basho (<i>the peasant's child, the clouds and old silent pond</i>)</li> <li>• <i>Africa</i> by Maya Angelou</li> <li>• <i>Pillar of Fame</i> by Robert Herrick</li> <li>• <i>Pied Beauty</i> by Hopkins</li> <li>• <i>Break, Break, Break</i> by Alfred Lord Tennyson</li> <li>• <i>A Rifleman</i> by Raksha Rai</li> <li>• <i>Standing in a Market</i> by Suman Pokharel</li> </ul> <p>3.1.1 Designing materials to teach poetry</p> <p>3.1.2 Planning lesson to teach poetry</p> <p><b>3.2 English essays</b></p> <ul style="list-style-type: none"> <li>• <i>My Mother's Boots</i> by Susan Spano</li> <li>• <i>The Nature and Aim of Fiction</i> by Flannery O'Connor</li> <li>• <i>Shooting an Elephant</i> by George Orwell</li> <li>• <i>The Student Life</i> by William Osler</li> <li>• <i>What is Style</i> by Mavis Gallant</li> <li>• <i>Who Killed Benny Paret?</i> by Norman Cousins</li> <li>• <i>Responding to Landmines</i> by Princess Diana</li> <li>• <i>Beauty</i> by Susan Sontag</li> </ul> <p>3.2.1 Designing materials to teach essays</p>	<b>90</b>

<ul style="list-style-type: none"> <li>• Interpret and appreciate English short stories.</li> <li>• Plan lessons to teach short stories.</li> <li>• Teach short stories to develop language skills and aspects.</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and appreciate English novels.</li> <li>• Plan lessons to teach novels.</li> <li>• Teach novels to develop language skills and aspects.</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and appreciate English dramas.</li> <li>• Plan lessons to teach one- act dramas.</li> <li>• Teach dramas to develop language skills and aspects.</li> </ul>	<p>3.2.2 Planning lessons to teach essays</p> <p><b>3.3 English short stories)</b></p> <ul style="list-style-type: none"> <li>• <i>The Death of Ivan Ilych</i> by Leo Tolstoy</li> <li>• <i>The Umbrella Man</i> by Roald Dahl</li> <li>• <i>Hills Like White Elephants</i> by Ernest Hemingway</li> <li>• <i>My Greatest Ambition</i> by Morish Lurie</li> <li>• <i>Fountains in the Rain</i> by Yukio Mishima</li> <li>• <i>The Day they Burned the Books</i> by Jean Rhys</li> <li>• <i>The Advance</i> by Henri Lopes</li> <li>• <i>Mugumo</i> by Ngugi Wa Thiong’o</li> <li>• <i>The Cooking Poet</i> by Samrat Upadhyaya</li> <li>• <i>War</i> by Luigi Pirandello</li> <li>• <i>The Voter</i> by Chinua Achebe</li> <li>• <i>A Country Doctor</i> by F. Kafka</li> <li>• <i>Light in the darkness</i> by Sir Aurthur C. Doyal</li> <li>• <i>The Revolt of Mother</i> by Marry E. Wilkins Freeman</li> <li>• <i>Interpreter of Maladies</i> by Jhumpa Lahiri</li> <li>• <i>The Love of Village</i> by Ismali</li> </ul> <p>3.3.1 Designing materials to teach short stories</p> <p>3.3.2 Planning lessons to teach short stories</p> <p><b>3.4 Novels</b></p> <ul style="list-style-type: none"> <li>• <i>The Memory Keeper's Daughter</i> by Kim Edwards</li> <li>• <i>The Search Warrant</i> by Patrick Modiano</li> </ul> <p>3.4.1 Designing materials to teach novels</p> <p>3.4.2 Planning lessons to teach novels</p> <p><b>3.5 English Dramas</b></p> <ul style="list-style-type: none"> <li>• <i>Death of a Salesman</i> by Arthur Millar</li> <li>• <i>A Talk in the Park</i> by Alan Ayckbourn</li> </ul> <p>3.5.1 Designing materials to teach drama</p> <p>3.5.2 Planning lessons to teach drama</p>	
<ul style="list-style-type: none"> <li>• Describe children's literature</li> <li>• Specify characteristics of children's literature</li> <li>• Use different genres of children's literature for teaching language</li> <li>• Engage students in different types of</li> </ul>	<p><b>Unit IV: Children's Literature</b></p> <p>4.1 Background</p> <p>4.2 The genres of children's literature</p> <p>4.3 Characteristics of children's literature</p> <p>4.4 Value of children's literature in language teaching</p> <p>4.5 Texts for exploration</p> <ul style="list-style-type: none"> <li>• <i>The Nightingale</i> (fairy tale) by Hans Christian Anderson trans. by M.R. James</li> <li>• <i>How the Flamingos Got their Stockings</i> (animal</li> </ul>	<p><b>10</b></p>

creative writing activities	<p>fable) by Horacio Quiroga</p> <ul style="list-style-type: none"> <li>• <i>Lullaby</i> by L.M. Silko</li> <li>• <i>Words are Birds</i> (contemporary poem) by Francisco X. Alarcon</li> <li>• <i>Totto-Chan: The Little Girl at the Window</i> (novel) by Tetsuko Kuroyanagi</li> </ul> <p>4.6 Designing materials and lessons to teach children's literature</p> <p>4.7 Designing activities to engage children in producing their own creative works</p>	
<ul style="list-style-type: none"> <li>• Write a short note on each of the literary criticisms.</li> </ul>	<p style="text-align: center;"><b>Unit V: Contemporary Approaches to Literary Criticism (Introduction)</b></p> <p>5.1 New criticism</p> <p>5.2 Formalism</p> <p>5.3 Structuralism</p> <p>5.4. Psychoanalytic criticism</p> <p>5.5 Readers' response theory</p> <p>5.6. Deconstructive criticism</p> <p>5.7 Postcolonial criticism</p> <p>5.8 Feminist criticism</p> <p>5.9 Cultural criticism</p> <p>5.10 Queer theories</p> <p>5.11 African-American theory</p>	<b>10</b>

#### 4. Instructional Techniques

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

##### 4.1. General Instructional Techniques

- Lecture and discussion
- Demonstration
- Teacher-guided self- study
- RDWS (Read-Discuss-Write and Share)

##### 4.2. Specific Instructional Techniques

- Role Play and Dramatisation (Unit III)
- Presentation (Units I, II and III)
- Project work (Units II and III)
- Group and pair work (Units I - III)
- Group work (IV: designing activities to engage students in creative writing)
- Project work (V: visiting different websites to explore more about literary approaches)

#### 5. Evaluation Scheme

The course is for one academic year and it carries 100 marks. The distribution of marks for each unit is as follows:

<u>Unit</u>	<u>Marks</u>
Unit I: Introduction to Literature	15
Unit II: Literature for Language Development	10
Unit III: Exploring Language through Literary Texts	50
Unit IV: Children's Literature	15
Unit V: Contemporary Approaches to Literary Criticism	10

## 6. Assessment Technique

Written examination: 100%

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table:

<b>Nature of questions</b>	<b>Total questions to be asked</b>	<b>Number of questions to be answered</b>	<b>Total Marks</b>
Group A: Multiple choice items	20	20 x 1 mark	20 Marks
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56 Marks
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24 marks

## 7. Prescribed Books and References

### Prescribed Books

- Collie, J. & Slater, S. (2010). *Literature in the language classroom*. Cambridge: CUP. (Unit II & III)
- Hudson, W.H. (2015). *An outline history of English literature*. Rupa publications: New Delhi. (Unit I)
- Kim, E. (2005). *The memory keeper's daughter*. London: Penguin Books. (Unit III)
- Kuroyanagi, T. (1981/1984) *Totto-Chan: The little girl at the window*. Tokyo: Kodansha Publications. (Unit III)
- Lazar, G. (2010). *Literature for language teaching*. Cambridge: CUP. (Units II-III)
- Miller. A. (1949/2000). *Death of a salesman*. UBSPD: India. (Unit III)
- Modiano: P. (1997/2000). *The search warrant*. London: Harvill Secker. (Unit III)
- Nayar,P.K. (2009). *A short history of English literature*. India: Foundation Book. (Unit I)
- Tyson, L. (2013). *Using critical theory*. London: Routledge. (Unit V)

### References

- Abram, M.H & Harpham, G. G. (2015). *A glossary of literary terms*. India: Cengage Learning.
- Bassnett, S & Grundy, P (1993). *Language through Literature*. UK: Longman.
- Beach, R.et. al (2016). *Teaching literature to adolescents*. London: Tylor and Fancis.

- Beauty, J. et al. (Eds.) (2002). *The Norton introduction to literature*. New York: W.W. Norton and Company.
- Brown, Lynch & C. Tommison (2014). *Essentials of children's literature*. London: Pearson
- Brumfit, C. & Carter, R. (1996). *Literature and language teaching*. Oxford: OUP.
- Carter, R & Long M.N. (1987). *The web of words: Exploring literature through language*. Cambridge: CUP.
- Carter, R & McRae, J. (Eds.) (2014). *Language, literature and the learner*. London: Routledge:
- Cudden, J. A. (1992). *The Penguin dictionary of literary terms and literary theories (3<sup>rd</sup> ed.)*. India: Penguin.
- Green, K. & Lebihan, J. (2007). *Critical theory and practice*. London: Routledge.
- Hall, G. (2005). *Literature in language education*. UK: Palgrave.
- Klarer, M. (2004). *An introduction to literary studies*. London: Routledge.
- Long, J.W. (2000). *Englsh literature*. Delhi: A.I.T.B.S. publishers & Distributors.
- Maley, A & Duff (1990). *A The inward ear, poetry in language classroom*. Cambridge: CUP.
- Maley, A. (2001). Literature in the language classroom in R. Carter & D. Nunan *the Cambridge guide to teaching English to TESOL* . Cambridge: CUP.
- Moody, H.L. (1997). *Literary appreciation*. UK: Longman.
- Norton, Donna, E. (2004). *The effective teaching of language arts (6<sup>th</sup> ed.)*. London: Pearson.
- Paran, A. & Robinson, P. (2016). *Literature into the classroom*. Oxford: OUP.
- Sanders, A. (1994). *The short oxford history of English literature*. Oxford;OUP.
- Scholes, R. et al. (Eds.) (1997). *Elements of literature*. Oxford: OUP.
- Showlater, E. (2003). *Teaching literature*. USA: Blackwell Publishing.
- Wales, K. (2001). *A dictionary of stylistics*. England: Pearson.
- Widdowson, H.G. (1988). *Stylistics and the teaching of literature*. Hong Kong: Longman Group Ltd.