

Program: M.A. in English Language and ELT

Department: English Language Teaching

Program Specific Outcomes:

After completing the EL and ELT program, students are able to:

- provide expertise and training in English language skills development in various educational institutions
- develop teaching materials based on the English language needs of different groups of learners
- design assessment tools to test the English language needs of the learners as a part of the teaching learning process
- train teachers of English on different aspects of language pedagogy viz. methodology, materials design etc.
- contribute towards developing quality research in English Language Teaching
- become proficient users of English

Course structure under CBCS scheme

NOTE: LEL reflects the common component of the **LELT** (Linguistics and ELT) Programme. This common component covers the first two semesters plus two proficiency courses in the third and fourth semesters.

In the third and fourth semesters, the ELT Option is indicated by the letters **ELT**.

First Semester		
Course Code	Course Name	Course Type
LEL 1016	Introduction to Language and Linguistics	Core
LEL 1026	Phonetics and Phonology	Core
LEL 1036	Introduction to Language Teaching	Core
LEL 1046	Study Skills in English	Core
LEL 1054	Academic Reading I	VA
Second Semester		

LEL 2016	Semantics	Core
LEL 2026	Sociolinguistics	Core
LEL 2036	Morphology and Syntax	Core
LEL 2046	Introduction to Language Analysis	Core
LEL 2054	Academic Reading II	VA
Third Semester		
ELT 3016	Methodology of Teaching English	Core
ELT 3026	Syllabus and Materials Design	Core
ELT 3036	English for Specific Purposes	Elective*
ELT 3046	Applied Linguistics and ELT	Elective*
ELT 3056	English for Academic Purposes	Open
LEL 3064	Academic Writing I	VA
Fourth Semester		
ELT 4016	Testing and Evaluation in ELT	Core
ELT 4026	Practice Teaching	Core
ELT 4036	English Language Teacher Education	Elective*
ELT 4046	Projects in ELT	Elective*
ELT 4056	Literacy and Language Education	Elective*
LEL 4064	Academic Writing II	VA
ELT 4076	Education Psychology in Language Teaching: learners and the learning process	Open

LEL 1016
Introduction to Language and Linguistics

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course description

The course aims to provide beginners an introductory glimpse at language and language study as a discipline. It shall also attempt to provide the learners some basic idea of the various branches within the study of linguistics.

Course objectives

The main objectives of this course are to –

- (a) introduce the students to the basic concepts related to Language and language study,
- (b) introduce the various branches of the discipline, and
- (c) provide the basic theoretical foundation and an inspiration to study the subject further.

Course outcomes

At the end of this course, students will be able to –

- (a) understand some of the basic concepts relating to language and language study,
- (b) acquire a basic idea of the various branches of the discipline, and
- (c) obtain a basic theoretical foundation of the discipline

Courses it builds on

- (a) LEL 1046 Study Skills in English

Courses it feeds into

- (a) LEL 1026 Phonetics and phonology;
- (b) LEL 2016 Semantics;
- (c) LEL 2026 Sociolinguistics;
- (d) LEL 2036 Morphology and Syntax;

Mode of delivery

Lecture; active learner involvement via individual and collaborative work; classroom presentations, individual and class discussions, problem solving, home assignments, mini projects and so on.

Evaluation plan

Students will be evaluated through an Internal component of marks comprising a Mid-session exam, class assignments, home assignments, class discussions, classroom presentations, and so on. This will carry 20 of the total marks. There will also be an end-of-semester External examination where students will be evaluated on their understanding of the concepts and their ability to express their understanding in writing. This will carry the remaining 80 marks.

Course content

Units	Topics	Credit hours*
1	Origin of Language and speech: The various speculations/ experiments and scientific inspections regarding the beginning of speech and language in the human world.	7
2	Properties of language: Providing learners with a preliminary idea of the features unique to human language that distinguishes it from other communication systems.	8
3	The medium of language - Speech and writing: Providing learners with the idea of distinct aspects of human speech and writing communication, some aspects of the history and development of the writing systems around the world.	8
4	Phonetics and phonology: Acquaint learners with the study of human speech- mostly the system and process of articulation of various speech sounds; the IPA; the study of sound systems of languages; concepts like phones, allophones, phonemes etc.	9
5	Morphosyntax - Lexeme-word formation processes: Acquaint learners with structure and formation of words; concepts like morphemes, allomorphs etc.; phrase structure rules; immediate constituents; word classes grammatical categories; word orders etc. syntactic relations.	8
6	Studying Meaning - Semantics, pragmatics and discourse: Introduction to the study of meaning of linguistic forms, and utterances in context; interpreting connected speech and writing within linguistic and non-	8

	linguistic contexts.	
7	Language and the brain - psycholinguistics and neurolinguistics: A glimpse into the process involved in the production and interpretation of language in the brain; lateralisation and localisation; Broca's and Wenricke's areas; linguistic problems attributed to neurological processes viz., aphasia etc.; critical period; dichotic listening.	8
8	Language acquisition and learning - first language acquisition and Second language learning: Various Motivation; Communicative competence; Input and Output; Applied Linguistics.	9
9	Language comparisons - varieties, history and change: Variation as a vehicle of change; Language changes; Families of languages; the comparative method.	8
10	Sociolinguistics- Language and the society: pidgins, creoles, language contact, speech communities, bilingualism, dialect, idiolect, language standardization, planning.	8
11	Some approaches to studying language/languages – Some important personalities and approaches in studying linguistics starting from Panini's work in Sans. phonology, Saussure's structuralism to Bloomfield, Sapir, and then to Chomsky's generative grammar; some modern approaches to descriptive linguistics like corpus based studies.	9
	Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Main text:

Yule, George (1996) *The Study of Language*. Cambridge: Cambridge University Press. **(Textbook)**.

Additional readings:

1. Crystal, David (1987) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press
2. Robins, R.H. (1996) *General linguistics: an introductory survey*. Harlow: Longman
3. Bloomfield Leonard (1935) *Language*. London: The University of Chicago Press.
4. Lyons, J. (1981) *Language and linguistics*. Cambridge: Cambridge University Press
5. Radford, A., Atkinson, M. Britain, D. Clahsen, H. and Spencer, A. (1999) *Linguistics: an introduction*. Cambridge: Cambridge University Press
6. Hockett, C.F. (1958) *A course in modern linguistics*. New York: Macmillan.

7. Burling, Robbins (2005) *The Talking Ape: How Language Evolved*. Oxford: Oxford University Press.

E-resources: Related websites and links are an integral part of the course.

LEL 1026
Phonetics and Phonology

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course description and objectives

This course is concerned with the exploration and practice of the sounds of language in both a general way and in a more specific way with reference to English. Besides discussions on the important aspects of phonetics, this course will engage students in graded exercises in order to enable them to practice what they learn. No previous knowledge of the subject is expected. Besides helping the students to apply phonetics to improve their own language proficiency, the course will also serve as a foundation for students before they go for specialization in linguistics or in ELT.

Course outcomes

At the end of this course, students will be able to –

- (a) identify the ‘organs of speech’ in speech production,
- (b) describe the process of speech sound production,
- (c) classify speech sounds into various types,
- (d) transcribe speech sounds using IPA,
- (e) distinguish between various kinds of transcriptions, and
- (f) describe various kinds of phonological processes found in languages.

Mode of delivery

This course will be delivered through a combination of lectures, discussions, drills, practices, exercises (including problem-solving exercises), silent reading and activities based on individual work, pair work and group work in both the oral and written mode. These will be based on the prescribed textbook, the International Phonetic Alphabet (IPA) and other relevant material.

Evaluation plan

Internal evaluation, carrying 20 marks, will be based on the activities indicated above. External evaluation, carrying the remaining 80 marks, will be based on written work along with a practical component consisting of transcription, recognition and production of sounds besides problem solving exercises in phonology.

Course content

(a) Sounds and symbols

Phonetics in relation to the other levels of analysis; difference between speech and writing; transcription: the IPA chart

Speech production – the various processes; Consonants: voicing, place of articulation, manner of articulation, the IPA chart and mid-sagittal sections for consonants

Vowels: monophthongs and diphthongs; their articulation, representation and description; cardinal vowels; vowels on the IPA chart

Airstream mechanisms: the importance of air for the production of sounds; sources of the air used: pulmonic and non-pulmonic airstreams; non-pulmonic consonants on the IPA chart;

(b) Putting sounds together

Words and syllables; constituents of a syllable; phonotactics and distribution; stress: lexical and rhythmic;

Allophonic variation; phonemes, allophones and minimal pairs; allophonic variation of voice; allophonic variations of place of articulation; primary and secondary variations of place: labialization, palatalization, velarization, pharyngealization; the role of coarticulation in allophonic variation;

Allophonic variation of manner: nasalization; plosive-related variations of manner; various types of release; free allophonic variation and complementary distribution;

Allophonic variations of vowels; diacritics on the IPA chart;

Transcription: broad and allophonic levels of transcription; parametric diagrams

Speech sound variation: types of variation based on speaker's sex, age; regional variation; social class variation; idiolectal and free phonemic variation; variation within an individual: situational and emotional variation; variation over time: synchronic and diachronic variation;

(b) Putting words together

connected speech processes: weak forms, elision; word-internal elision; vowel elision;

liaison: the addition of sounds in connected speech;

assimilation: how sounds change to become allophones of different phonemes; change in voice, place or manner;

transcription: potential problems with transcription; broad transcription;

intonation versus tone; the changing pitch of voice; transcribing intonation; systems of intonation notation; functions of intonation: the contribution of intonation to the meaning of an utterance with regard to focus, attitude, grammar and discourse;

Readings

Main text:

Knight, Richael-Anne. 2012. *Phonetics: A coursebook*. Cambridge: Cambridge University Press.

Additional readings:

Catford, J. C. 2001. *A practical introduction to phonetics*. Cambridge: Cambridge University Press.

Hancock, Mark. 2003. *English pronunciation in use*. Cambridge: Cambridge University Press.

Ladefoged, Peter. 2002. *A course in phonetics*. Singapore: Thomson Asia Pvt. Ltd.

LEL 1036
Introduction to Language Teaching

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course description

This course offers a theoretical basis for language teaching and strategies relating to the actual teaching process. The course provides information based on the experience of successful practitioners and up-to-date research-based theory. It invites students to consider and criticize classroom activities or scenarios, relate theoretical ideas to their own experience as student or teacher, or to try out new procedures, and gives practical guidelines on how to teach particular aspects of language or improve lessons.

Objectives

This course will -

- (a) provide learners with a theoretical and practical introduction to language teaching,
- (b) equip students with the knowledge and skills needed to perform competently as a teacher,
- (c) enable students to plan and run interesting and learning-rich lessons, and
- (d) help learners to use texts and tasks effectively.

Course Outcomes

At the end of this course, students will be able to –

- (a) understand the theoretical basis of language teaching, and apply it to the actual teaching process
- (b) teach particular aspects of a language or improve lessons
- (c) plan and run interesting and learning-rich lessons
- (d) teach learners to use texts and tasks effectively

Courses it feeds into

- (a) ELT 3016 Methodology of Teaching English
- (b) ELT 3026 Syllabus and Material Design
- (c) ELT 3036 English for Specific Purposes

(d) ELT 3046 Applied Linguistics and ELT, etc.

Mode of delivery

Interactive discussions and collaborative learning in the classroom where students work in groups or pairs, seminar presentations on selected topics, home and class assignments.

Evaluation plan

Ongoing assessment by the teacher through assignments, presentations, mid-session examination will carry 20 of the total marks, and end of semester summative assessment through an examination will carry the remaining 80 marks.

Course Content

Units	Topics	Credit hours
1	The teaching practice	10
2	Teaching the language (1): The 'what'	15
3	Teaching the language (2): The 'how'	15
4	Course content	10
5	Lessons	15
6	Learner difference	10
7	And beyond	--
8	Selected readings	15
	Total	90

Readings

Main text:

Ur, Penny (1991) *A course in language teaching - practice and theory*. Cambridge: Cambridge University Press

Additional readings:

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

Harmer, Jeremy (1983) *The practice of English language teaching*. New York: Longman

Richards, Jack C. and Renandya W. (2002) *Methodology in language teaching*. UK: Cambridge University Press

LEL 1046
Study Skills in English

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course description

This course is concerned with the necessary study skills required for any higher education course; skills that are not taught in detail at school or college level. It offers strategies for students to read English texts (books, articles, other reading materials) more efficiently. It also deals with note-making skills, strategies of producing academic texts and ways of preparing for examinations.

Objectives

This course will enable students to:

- (a) use effective reading strategies
- (b) practise note taking while listening to and/or reading a long text
- (c) prepare for academic seminars, presentations and research projects, and
- (d) plan a study guide and use related strategies to prepare for examinations

Course outcomes

At the end of the course the students will be able to:

- (a) read (a long text) efficiently by surveying it and using specific reading strategies,
- (b) take notes and make notes while listening to and/or reading a long text,
- (c) give academic seminars, presentations and prepare research projects,
- (d) use effective (study skills) strategies to prepare for examinations

Courses it builds on

This course does not base itself on any one course, but assumes that the students have studied course books in English at the undergraduate level and taken graduation examinations in English.

Courses it feeds into

The skills and strategies practiced in this course will help students to learn other courses across all four semesters more efficiently, and prepare for examinations more efficiently.

Mode of delivery

Experiential, individual and collaboratively work, class discussions, problem solving, quizzes, paper presentations, oral presentations, home assignments, mini projects and so on.

Evaluation plan

Students will be evaluated through an Internal component of 40 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 60 marks where students will be evaluated on their understanding of the course and their ability to use the skills and strategies studied in the course.

Course content

Units	Topics	*Credit hours
1	Improving reading efficiency	9
2	Taking notes	8
3	Seminar practice	20
4	Preparing for an academic assignment: research, organization and presentation	30
5	Techniques of examination preparation	8
6	Select readings	15
	Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Main text:

Wallace, Michael J. (2004) *Study skills in English. Second Edition*. Cambridge: Cambridge University Press.

Further reading:

Cottrell, Stella (2013) *The Study skills handbook* London: Palgrave

Price, Geraldine & Maier, Pat (2007) *Effective study skills* London: Pearson Longman

Cottrell, Stella (2005) *Critical thinking skills: Developing effective analysis and argument*. London: Palgrave

E-resources: Related websites and links are an integral part of the course.

LEL 1054
Academic Reading I

Course type: VA	Credits: 4	Total marks: 70
-----------------	------------	-----------------

Course Description

The courses on Academic Reading 1 and 2 use authentic materials to teach students the academic skills they need to take other courses in English. The sustained content in these courses is based on Reading Pedagogy. The accessible short texts used will help the students develop their reading, writing and study skills.

Objectives

This course will enable students to

- (a) develop reading and study skills
- (b) build vocabulary
- (c) approach an academic text confidently

Course outcomes

At the end of the course the students will be able to:

- (a) use vocabulary appropriately in academic contexts
- (b) read texts efficiently and critically
- (c) extract the main ideas and key details of a text
- (d) develop academic writing skills through stimulus
- (e) use academic skills for other courses of study

Courses it feeds into

This course will feed into all the other courses of study. This will also help prepare for various examinations.

Mode of delivery

Interactive discussions, silent reading, personalization of topics, exercises and activities based on the texts, on the spot writing assignments, pair and group discussions, and feedback sharing.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 50 marks where students will be evaluated on their understanding of the course and their ability to use the skills and strategies studied in the course

Course Content

Units	Topics	*Credit hours
1	Belonging to a Group: Thinking about the topic; Examining graphic material; Reading for the main idea; Building vocabulary; Writing about changes; Skimming and scanning; Note taking; Predicting; Summarizing; Citing studies in your writing; Defining; Applying what you read; Varying language; Using grammar to work out unknown words; Writing a listing paragraph	16
	Gender and Sexuality: Note taking; Writing a comparison and contrast text; Writing a persuasive text; Using context clues; Personal writing; Speed reading techniques; Reading critically and for detail; Figurative language; The SQR3 system; Expressing numerical data	16
	Total	32

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Essential reading

Kristine Brown & Susan Hood (2002) *Academic encounters (life in society)*, Cambridge University Press, Cambridge, UK. (Text Book)

LEL 2016
Semantics

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course Description

The course provides a preliminary glimpse of the field of study of Semantics as an area of study in linguistics. It also deals with the scope and range of the discipline and its relation with allied disciplines of study.

Objectives

The course will enable students to –

- (a) obtain a preliminary idea of Semantics as an area of study within linguistics
- (b) understand the concept of meaning in terms of words and sentences
- (c) acquire knowledge about relations between words
- (d) associate the study of meaning with grammar and logic

Course outcomes:

At the end of the course the students will be able to:

- (a) explain the scope of semantics
- (b) differentiate between concepts like word meaning and sentence meaning; sense and reference
- (c) state the meaning of words in terms of their association with other words
- (d) establish link between grammar and semantics
- (e) apply basic concepts of logic to understand meaning

Course it builds on:

- (a) LEL 1016 Introduction to Language and Linguistics

Courses it feeds into

The course will provide some background knowledge for the following ELT courses:

ELT 3016 Methodology of Teaching English

ELT 3026 Syllabus and Materials Design
ELT 4016 Testing and Evaluation in ELT

Mode of delivery

Lecture; active learner involvement via individual and collaborative work; classroom presentations, individual and class discussions, problem solving, home assignments, mini projects, discussions and readings and discussions on articles related to the discipline and so on.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, classroom presentations, and so on. There will also be an end-of-term External examination of 80 marks where students will be evaluated on their understanding of the concepts and their ability to express their understanding in writing. Using various study skills and strategies.

Course Content

Units	Topics	*Credit hours
1	Preliminaries to the study of Semantics: semantics and meaning, semantics and linguistics, historical semantics, semantics in other disciplines	4
2	The scope of Semantics: Naming, Sense and Reference, Word, Sentence	15
3	Context and Reference: Linguistic relativity, exclusion of context; context, culture and style	11
4	Fields and collocation	15
5	Sense relations	15
6	Semantics and grammar	15
7	Utterance meaning	15
	Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Main text:

1. Palmer, F.R. (1981) *Semantics*. Cambridge: Cambridge University Press

Further readings:

1. Crystal, David (1987) *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press
2. Lyons, J. (1981) *Language and linguistics*. Cambridge: Cambridge University Press
3. Lyons, J. (1977) *Semantics (Vol.1 &2)*. Cambridge: Cambridge University Press.
4. Leech, G. (1981) *Semantics*. Harmondsworth: Penguin.

E-resources: Related websites and links are an integral part of the course.

LEL 2026
Sociolinguistics

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course Description

The course is an introduction to the field of sociolinguistics. It moves from a micro-level of investigation, e.g., the speech situation, to the discussion of topics which would demand micro- and macro-level (i.e., small and large scope) investigation, e.g. bilingualism and language planning, explaining terms and different approaches along the way.

Objective

The course will enable students to –

- (a) get an overview of the relationship of language and society from a descriptive and theoretical viewpoint
- (b) analyze the use of language in the social context

Course outcomes

At the end of the course students will be able to:

- (a) understand the relationship between language and society
- (b) analyze the use of language in the social context
- (c) conduct interviews to collect data in various social contexts
- (d) present findings of the socio-linguistic studies

Courses it builds on

The course draws from papers like *Introduction to Linguistics* in the first semester.

Courses it feeds into

It will help the students to deal with various ELT courses that require reference to the social context of language from pedagogic viewpoints.

Mode of delivery

Interactive discussions, collaborative learning in the classroom where students work in groups or pairs, mini sociolinguistic projects on selected topics, home and class assignments

Evaluation plan

Ongoing assessment by the teacher through assignments, presentations, mid-session exam (20), interactive sessions in the classroom followed by end of semester summative assessment (80).

Course Content

Units	Topics	Credit hours
1	Introduction – key concepts	5
2	Languages, Dialects and Varieties	6
3	Defining Groups	6
4	Languages in Contact: Multilingual Societies and Multilingual Discourse	6
5	Contact Languages: Structural Consequences of Social Factors	6
6	Language Variation	6
7	Three Waves of Variation Studies	5
8	Language Variation and Change	6
9	Ethnographic Approaches in Sociolinguistics	5
10	Pragmatics	6
11	Discourse Analysis	5
12	Language, Gender and Sexuality	6
13	Sociolinguistics	6
14	Language Policy and Planning	6
15	Project work	10
	Total	90

Readings

Essential reading

Wardhaugh, R. & Fuller, J.M. (2017) *An introduction to sociolinguistics* Seventh Edition UK: Wiley Blackwell

Further reading:

Chambers, J. (1995) *Sociolinguistic theory*. Oxford: Blackwell
Chambers, J. and Trudgill, P. (1980) *Dialectology*. Cambridge: Cambridge University Press
Downes, W. (1998) *Language and society*. Cambridge: Cambridge University Press
Hudson, R.A. (1996) *Sociolinguistics*. Cambridge: Cambridge University Press
Johnstone, B. (2001) *Qualitative methods in sociolinguistics*. Oxford: Oxford University Press
Romaine, S. (1994) *Language in society*. Oxford: Oxford University Press
Trudgill, P. (1995) *Sociolinguistics*. Harmondsworth: Penguin

LEL 2036
Morphology and Syntax

Course type: Core	Credits: 6	Total marks: 100
-------------------	------------	------------------

Course description

The course introduces students to the major grammatical categories at both a language-particular level and a general level. The general level perspective deals with the common properties of categories across languages, while the language-particular observations relate to the distinctive grammatical properties of the various categories as they apply to English.

Objectives

The course will enable students to –

- (a) develop an awareness of grammatical analysis and description
- (b) understand how grammatical terms are used in grammars of different languages
- (d) gain familiarity with the main grammatical categories and constructions and their role in linguistic analysis.

Course outcomes

After doing this course, students will be able to –

- (a) understand the processes of analysis and description with reference to grammar
- (b) define terms and categories relating to morphology and syntax
- (c) identify grammatical categories and construction with reference to English grammar.
- (d) project the units and categories of English to other languages with an awareness of the differences involved

Courses it builds on

- (a) LEL 1016 Introduction to Language and Linguistics
- (b) LEL 1026 Phonetics and Phonology

Courses it feeds into

- (a) ELT 3016 Methodology of Teaching English
- (b) ELT 3026 Syllabus and Materials Design
- (c) ELT 4016 Testing and Evaluation in ELT

Mode of delivery

Discussion of grammatical categories, analysis of grammatical constructions through lectures, written exercises, group discussions and oral presentations.

Evaluation plan

Evaluation of students will be done at two levels –(a) at Internal level, through an Internal component of 20 marks comprising a Mid-session Test, class assignments, home assignments, group discussions, oral presentations, and so on; and (b) at External level, through an end-of-term External examination of 80 marks where students will be evaluated on their understanding of the concepts and applying of grammatical properties of various categories.

Course Content

Units	Topics	*Credit hours
1	Introduction to Morphology and Syntax (The form-function composite; Grammar, Morphology, Syntax and Lexicon; some basic concepts in morphology; major morphological processes; kernel and non-kernel clauses; morphophonemics.	10
2	The parts of Speech (word class; open and closed classes)	7
3	Verbs (inflectional paradigm; tense, aspect and modality; operators)	10
4	Verbs (inflectional paradigm; tense, aspect and modality; operators)	10
5	Nouns (nouns; noun phrase; nominalization)	10
6	Adjectives (Adjective, Determiner and Numerals)	8
7	Adverbs (adverbs; prepositions)	10
8	Kernel clause structure (main clause; subject, predicate, complement; adjunct; constituent structure)	10
9	Multi-clause construction (complex and compound sentences; subordination; coordination)	10
10	Negation and Thematic Systems (active-passive voices; clausal and sub-clausal negation)	10
	Total	95

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Main text:

Huddleston, Rodney (1988) *English grammar: an outline*. Cambridge: Cambridge University Press.

Additional reading:

Payne, Thomas (2006) *Exploring language structure: a student's guide*. Cambridge: Cambridge University Press.

LEL 2046
Introduction to Linguistic Analysis

Course Type: Core	Credits: 6
-------------------	------------

Course description

The purpose of this class is to introduce students to linguistic analysis of different domains or aspects of language: the sound system (phonology), the structure of words (morphology), the structure of phrases and sentences (syntax), and the structure of discourse (information structure). Students will get their opportunity to analyze data sets and to report on these aspects of language. Previous courses like LEL 1026 Phonetics and Phonology will come handy, and current courses like LEL 2036 Morphology and Syntax will feed into this course and *vice versa*. This course will feed into higher classes like Functional Syntax I & II and Linguistic Fieldwork.

Objectives

The main objectives of this course are:

- (a) to familiarize students with how the field of linguistics divides up aspects of language and analyzes them
- (b) to give students an opportunity to try their hands at the analysis of linguistic data sets on different aspects of language.

Course outcomes

At the end of this course, students will be able to –

- (a) do preliminary analysis of different aspects of language, such as phonology, morphology, syntax
- (b) solve linguistic problem sets and write brief reports

Mode of delivery

This course involves lecture and discussion sections.

Evaluation

Continuous evaluation: The continuous evaluation will carry 20% of the total marks. This evaluation will include (i) mid-semester examination, (ii) class attendance, and (iii) class discussion of readings.

Problem sets: Students will analyze sets of data from various languages. Students will present their analysis clearly and succinctly, using notions and terminology introduced in the classes. The problem sets will carry 40% of the total marks.

End-of-Semester Exam: The students will also write an examination at the end of the semester. The examination will carry the remaining 40% of the total marks.

Course requirements & expectations

- a) Students are expected to be present in all classes. If they are absent for some reason, they must let the instructor know ahead of class time.
- b) Students are expected to complete the assigned readings before class. They may ask questions about the readings.
- c) Students are encouraged to form study groups to discuss the readings and for analyzing the problem sets. However, students must write their answers for the problem sets on their own. All assignments will be put through a plagiarism checking system.
- d) All assignments must be submitted on time.

Course content

Units	Topics	Credit hours
1	Language and linguistics; language analysis and language description	15
2	Phonetics & Phonology: articulation – consonants and vowels, describing of speech sounds, IPA, phonemics, phonemes and allophones, phonological processes, natural classes, phonotactics, syllable	20
3	Morphology & Syntax: morphemes and allomorphs, derivation and inflection, productivity, morphological typology, morphophonemics, constituency and tree diagram, NPs and VPs, PS rules, Syntactic operations	20
4	Semantics, pragmatics & discourse: Lexical semantics, types of meaning, semantic roles and grammatical relations, function words and grammatical categories, functions of utterances, speech acts; categories of information structure, encoding of information structure, sentence and discourse,	15
5	Discussion section for the assignments	20
	Total	90

Readings

Main Texts:

Finnegan, Edward. 2012. *Language, its Structure and Use*, sixth edition. Boston: Wadsworth.

Liddicoat, Anthony J. and Curnow, Timothy J. 2008. Language Descriptions. in Alan Davies and Catherine Elder(eds.) *The Handbook of Applied Linguistics 1*, pp. 25 – 53. London: Blackwell.

Additional readings

To be assigned by the instructor

LEL 2054
Academic Reading II

Course type: VA	Credits: 4	Total marks: 70
-----------------	------------	-----------------

Course Description

The courses on Academic Reading 1 and 2 use authentic materials to teach students the academic skills they need to take other courses in English. The sustained content in these courses is based on Reading Pedagogy. The accessible short texts used will help the students develop their reading, writing and study skills.

Objectives

This course will enable students to –

- (a) develop reading and study skills
- (b) build confidence to approach an academic text

Course outcomes

At the end of the course the students will be able to:

- (a) read texts efficiently and critically
- (b) extract the main ideas and key details of a text
- (c) use academic skills for other courses of study
- (d) develop academic writing skills

Course it builds on

- (a) LEL 1054(Academic Reading 1)

Courses it feeds into

All the other courses of study. This will also help prepare for various examinations.

Mode of delivery

Interactive discussions, silent reading, personalization of topics, exercises and activities based on the texts, on the spot writing assignments, pair and group discussions, conducting surveys, and feedback sharing.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 50 marks where students will be evaluated on their understanding of the course and their ability to use the skills and strategies studied in the course.

Course Content

Units	Topics	*Credit hours
1	Media and Society: Personalizing the topic; Learning words related to the topic; Reading news stories; Reviewing previous readings; Linking ideas in a text; Collocations; Reading around the topic; Dramatizing the text; Writing a discussion paragraph; Speed reading; Reporting verbs; Citing studies in your writing	16
2	Breaking the Rules: Technical terms and definitions; Understanding implied meanings; Using the SQR3 system; Comparing data; Reading actively; Conducting a survey; Brainstorming; Understanding the functions of different parts of the text; Writing a chronological paragraph; Figurative language	16
	Total	32

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Essential Reading

Kristine Brown & Susan Hood (2002) *Academic Encounters (Life in Society)*, Cambridge University Press, Cambridge, UK.(Text-book)

ELT 3016

Methodology of Teaching English

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Core	No. of Credits: 6
---	-------------------------------	--------------------------

Course description:

This course will familiarize students with the concepts, pedagogy and contexts of English language teaching at the school and college levels, and give them practical training in devising appropriate methodological strategies for effective teaching.

Objectives

This course will:

- introduce students to ELT theoretical constructs of ELT, the history of ELT and the teaching of English in India and the North East
- familiarize students with various approaches and methods of language teaching
- give students hands-on training in classroom pedagogy for English, with particular focus on the teaching of English at school level

Course outcomes

At the end of the course the students will be able to:

- Explain the theoretical constructs of ELT, the history of ELT and the teaching of English in India and North East
- Describe the various approaches and methods of language teaching
- Differentiate between traditional methods and learner-centred methods of English language teaching
- Practice classroom pedagogy for English, with particular focus on the teaching of English at school level

Courses it builds on

This course builds on the course titled **LEL 1036 Introduction to Language Teaching** that students will take in the First Semester. It is expected that students will have had an exposure to the basic concepts and practices in language teaching in the first semester, which will allow them to bring an informed understanding to this course, which deals specifically with the methodology of teaching English.

Courses it feeds into

This course will help students prepare for the course in the fourth semester entitled **ELT 4026 Practice Teaching** which will give them practical exposure to teaching English efficiently at the school and college levels.

Mode of delivery

Demonstration of experiential pedagogy, individual and collaboratively work, class discussions, oral and paper presentations, home assignments, mini projects and so on.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 80 marks where students will be evaluated on their understanding of the principles, concepts, contexts and pedagogy of English language teaching.

Course content

Units	Hours*
1. A history of ELT (in the Western world and in India)	4
2. Theories of English Language Teaching	8
3. The nature of approaches and methods in language teaching	4
4. An introduction to select approaches and methods of (English) language teaching	8
5. Preparing to teach: The methodology of teaching the four language skills for effective development of oral and written proficiency in English	8
6. Preparing to teach: Classroom pedagogy for developing proficiency in grammar, vocabulary, language functions and literary appreciation	8
7. Demonstrating learning: Making (PowerPoint) presentations on various approaches and methods of language teaching	36
8. Select readings	14
Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self study sessions, collaborative assignment sessions and home preparation hours.

Readings

Essential reading

Richards, J.C & Rodgers, T. (2001) *Approaches and Methods in Language Teaching*. Second Edition. Cambridge: Cambridge University Press

Further reading: Douglas Brown, H. (1987) *Principles of Language Learning and Teaching*. Second Edition New Jersey: Prentice Hall

Mitchell, R. & Miles, F. (1998) *Second Language Learning Theories*. London: Arnold

Richards, J.C. & Renandya, W. (2002). *Methodology in Language Teaching: An anthology of current practice*

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University

Press**E-resources:** www.orelt.col.org

ELT 3026

Syllabus and Materials Design

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Core	No. of Credits: 6
---	-------------------------------	--------------------------

Course Description

The course on Syllabus and Materials Design aims to train the students to design syllabi for the purpose of teaching the English language and developing materials to teach and test the various language skills.

Objectives

The course will enable students to

- learn about the role of teaching materials for ELT
- understand the procedures involved into making a language syllabus and design a syllabus
- develop a sensitivity towards the factors to be kept under consideration while designing teaching materials for the English language

Course outcome

At the end of the course the students will be able to:

- Explain the role of teaching materials in ELT
- Design effective English language syllabi for different purposes and levels
- Design teaching and testing materials for teaching English language skills

Courses it builds on

This course will build on the concepts learnt through introductory courses (*LEL 1016 Introduction to language teaching* and *LEL 2046 Introduction to language analysis*) studied in the first and second semesters respectively.

Courses it feeds into

The course will feed into the practical courses (*ELT 4016 Testing and Evaluation* and *ELT 4026 Practice Teaching*), taught in the fourth semester where they will be able to apply skills learnt in this course.

Mode of delivery

Exploration of teaching materials, analysis of syllabi, designing of syllabi and materials for various language skills, discussions and sharing of experiences and readings & discussions on articles related to the discipline.

Evaluation plan

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam, class assignments, home assignments, class discussions, oral presentations, and so on. There will also be an end-of-term External examination of 80 marks where students will be evaluated on their understanding and skills of designing syllabi and teaching materials, along with principles, concepts within the contexts and pedagogy of English language teaching.

Course Content

Units	Hours per unit
1. Materials in ELT, Role of materials, types of materials	6
2. Types of syllabuses : the Structural syllabus; the Notional-Functional syllabus; the Communicative syllabus.	10
3. Materials for developing language skills I : listening skills; speaking skills; reading skills; writings kills.	20
4. Materials for developing language skills II : study skills; grammar; vocabulary; language through literature.	20
5. Materials for evaluating language teaching and learning : selecting / adapting materials for evaluation; classroom processes Materials for evaluating language ability : guidelines for evaluating language skills; test types for different language skills; managing and communicating assessment.	20
6. Select Readings	14
Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self study sessions, collaborative assignment sessions and home preparation hours.

Readings

Richards, J.C. & Renandya, W. (2002). *Methodology in Language Teaching: An anthology of current practice*

Richards, J.C. (ed) (2010) *English language teaching materials- theory and practice* Cambridge University Press: Cambridge

Tomlinson, Brian (ed) (2013) *Materials development in language teaching* (second edition) Cambridge University Press: Cambridge

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press: Cambridge

ELT 3036

English for Specific Purposes

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Elective	No. of Credits: 6
---	-----------------------------------	--------------------------

Course description:

This course will help the students to become teachers who are aware of their students' learning needs and who can prepare need-based English language courses for their students. It covers the various aspects of syllabus and materials design and methodology and assessment of an ESP course.

Objectives

This course will enable learners to

- obtain important insights into an ESP course
- realize the importance of learning-centred course design

Course outcomes

At the end of the course the students will be able to:

- Identify the English language needs of various groups of students
- Design need based syllabi
- Produce need based materials for learners who need English for specific purposes
- Apply learning centred methodology to teach English for Specific Purposes

Courses it builds on

It builds on courses like *Introduction to Language Teaching*.

Courses it feeds into

It will offer support to students to deal with courses like *Applied Linguistics and ELT, English for Academic Purposes, Testing and Evaluation in ELT, Practice Teaching, English Language Teacher Education, Projects in ELT and Education Psychology in Language Teaching: learners and the learning process*.

Mode of delivery

Interactive discussions, collaborative learning in the classroom where students work in groups or pairs, seminar presentations on selected topics, home and class assignments

Evaluation plan

Ongoing assessment by the teacher through assignments, presentations, mid-sessional exam (20), interactive sessions in the classroom followed by end of semester summative assessment (80)

Course Content

Units	Hours
1. English for specific purposes: the origin of ESP, the development of ESP, ESP as an approach and not a product	20
2. Course design: Language descriptions, theories of learning, needs analysis, approaches to course design	25
3. <i>Application</i> : the syllabus, materials evaluation, materials design, methodology, evaluation	20
4. The role of the ESP teacher: orientation	10
5. Selected readings	15
	90

Readings:

Essential reading:

Hutchinson, Tom and Waters, Alan (1987) *English for Specific Purposes --- a learning-centred approach*. Cambridge: Cambridge University Press

Further reading:

(1973) *English for business*. The Bellcrest series. Oxford: Oxford University Press.

(1990) *English for engineers and technologists: a skills' approach*. 2 Vols. Madras: Orient Longman

Hutchinson, Tom and Alan Waters (1987) *English for specific purposes*. Cambridge: Cambridge University Press

Kennedy, Chris and Rod Bolitho (1984) *English for specific purposes*. Hong Kong: Macmillan.

Mackay, Ronald and Alan Mountford (ed.) (1978) *English for specific purposes*. London: Longman.

Naterop, B.J. and Rod Revell (1987) *Telephoning in English*. Cambridge: Cambridge University Press.

Pandya, Indubala H. (1977) *English language in advertising*. Delhi: Ajanta Publications.

Pincott, Millie (1973) *English for business students*. London: Longman.

Trimble, Louise (1985) *English for science and technology*. Cambridge: Cambridge University Press.

ELT 3056

English for Academic Purposes

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Open	No. of Credits: 6
---	-----------------------------------	--------------------------

Course description

This integrated skills course develops English language and real academic skills essential for successful university studies across disciplines. It prepares learners to deal with various academic skills that learners are expected to possess at the university level by giving them adequate opportunities for using English language and academic skills in relevant contexts.

Objectives

This course will enable students to:

- Listen to and process information received in English (both in the spoken and written form) and use the information for various purposes
- Read academic texts efficiently
- Make effective use of functions like agreeing, disagreeing, asking for clarification, defining, explaining, paraphrasing, etc. both in the spoken and written form
- Make notes and take notes
- Prepare technical reports, research projects, seminar presentations, etc.

Course outcomes

At the end of the course the students will be able to:

- Read academic texts efficiently by using effective reading strategies
- Write academic texts like long essays, technical reports, research projects, presentations, etc. more effectively by applying appropriate writing techniques
- Explain academic concepts found in their course books and other academic texts
- Take notes and make notes
- Present papers in the class and in other academic platforms like seminars
- Perform functions like agreeing, disagreeing, asking for clarification, asking questions, etc. in the most appropriate manner

Courses it feeds into

As English is used extensively for various academic purposes at the university level, learners need to possess English language skills in order to study their respective courses which could be termed as English for academic purposes. Thus, this course feeds into all the courses that the learners are learning at the post graduate level.

Mode of delivery

Pair work, group work, individual work, class discussions, home assignments, presentations, role plays and so on

Evaluation plan

Students will be evaluated through an internal assessment examination and an end- semester examination. The internal assessment would be of 20 marks comprising mid sessional, home assignments and oral presentations. The end-semester examination would be of 80 marks where students' ability to use the various English language skills taught in the paper would be tested.

Units	Hours
1 <ul style="list-style-type: none">▪ Reading for key terms and guessing meaning from context▪ Scan reading▪ Reading for your course▪ Gist reading▪ Organising ideas and linking words 1	8
2 <ul style="list-style-type: none">▪ Understanding essay questions▪ Identifying the relevance of the text▪ Paragraph building▪ Quantifying expressions	8

	<ul style="list-style-type: none"> ▪ Noun phrases, clause structure 	
3	<ul style="list-style-type: none"> ▪ Approaches to note taking 1 ▪ Planning the main paragraphs of an essay ▪ Writing a short report ▪ Past perfect 	10
4	<ul style="list-style-type: none"> ▪ Interactive reading ▪ Reading for main ideas in a text ▪ Outlining issues and putting forward your point of view ▪ Drafting and building arguments 	10
5	<ul style="list-style-type: none"> ▪ Reading for key information and concepts ▪ Expressing different levels of certainty ▪ Language to define terms ▪ Drafting and revising content 	9
6	<ul style="list-style-type: none"> ▪ Agreeing and disagreeing ▪ Paraphrasing information for essays ▪ Linking words 2 ▪ Avoiding plagiarism 	9
7	<ul style="list-style-type: none"> ▪ Approaches to note taking 2 ▪ Turn-taking in discussions ▪ Paraphrasing by using synonyms 	8
8		10

<ul style="list-style-type: none"> ▪ Linking words 3 ▪ Sign posting in seminar presentations ▪ Giving a presentation 	
9 <ul style="list-style-type: none"> ▪ Problem-solution patterns and repair strategies ▪ Generating ideas 	8
10 <ul style="list-style-type: none"> ▪ Concluding a presentation ▪ Planning the overall shape of an essay ▪ Reading for relevant information ▪ Writing the conclusion ▪ Creating a bibliography 	10
Total	90

Readings

Essential reading: Thaine, C. (2012) *Cambridge Academic English B1+ Intermediate Student's Book: an integrated skills course for EAP*. Cambridge: Cambridge University Press (Textbook)

Note: Learners will be required to bring articles from their own disciplines that would be used for practising the Language skills discussed and practised in the class.

LEL 3064
Academic Writing I

Total marks: 70 (External 50 + Internal 20)	Nature of Course: VA	Total Credits: 4
--	-----------------------------	-------------------------

Course Description

The courses on Academic Writing I and II give varied practice to students to improve their academic writing skills. The students will be guided through the writing process to produce well-structured paragraphs with constant support in terms of organization, grammar and sentence structure through various activities. They will also be familiar to several standard writing patterns of organization for producing different kinds of texts.

Objectives

This course will enable students to

- get introduced to the concept and forms of a paragraph
- learn various prewriting techniques
- organize their paragraphs for various purposes
- improve the structure of sentences in academic writing

Course outcomes

At the end of the course the students will be able to:

- Explain the concept and form of a paragraph
- Write appropriate topic sentence, supporting sentences and concluding sentence in a paragraph
- Use appropriate transition signals between sentences and paragraphs
- Improve the structure of sentences in academic writing
- Write assignments following clear instructions

Courses it feeds into

This course will feed into all the other courses of study. This will help students to do writing tasks demanded by the other courses of study and also in the examinations.

Mode of Delivery

Interactive discussions, pair and group discussions, group prewriting, in-class writing, peer correction, journal writing, constant teacher feedback

Evaluation plan

Students will be evaluated through an internal component of 20 marks comprising a mid-session exam, class assignments, home assignments, class discussions, and so on. There will also be an external examination of 50 marks where students will be evaluated on their ability to use the skills and strategies studied in the course.

Course Content

Units	Hours per unit
1. Writing about people <ul style="list-style-type: none"> • Taking notes • Concept and forms of a paragraph • Components of a sentence • Capitalization rules • Journal writing • Writing process • Writing assignment 	10
2. Listing-Order Paragraphs <ul style="list-style-type: none"> • Clustering • The three parts of a paragraph • Outlining • Compound sentences • Sentence errors • Writing assignment 	11
3. Giving Instructions	11

<ul style="list-style-type: none">• Listing• ‘How to’ paragraphs• Three types of sentences• Sentence errors: Fragments• Capitalization and punctuation rules• Writing assignment	
Total	32

Textbook

Ann Hogue (2008) *First Steps in Academic Writing* (Level 2), Pearson Education, New York, USA

ELT 4016

Testing and Evaluation in ELT

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Core	No. of Credits: 6
---	-------------------------------	--------------------------

Course description

It looks at test construction essentially as a matter of problem solving, with every teaching situation setting a different testing problem. The course makes one realize that to arrive at the most effective solution, it is not enough to have at one's disposal a collection of test techniques from which to choose. It is also necessary to understand the principles of testing and how they can be applied in practice.

Objectives

Introduce learners to the techniques underlying the designing and administration of language tests for the purpose of continuous evaluation as well as end of term examinations

Course outcomes

At the end of the course the students will be able to:

- Design effective testing material to assess English language skills
- Identify different types of tests meant for different purposes
- Create tests that have a positive effect on teaching and learning
- Construct valid and reliable tests

Courses it builds on

It builds on courses like *Introduction to Language Teaching, Syllabus and Materials Design, English for Specific Purposes*

Courses it feeds into

It feeds into courses like *Projects in ELT* and *Education Psychology in Language Teaching: learners and the learning process*.

Mode of delivery

Interactive discussions, collaborative learning in the classroom where students work in groups or pairs, seminar presentations on selected topics, home and class assignments

Evaluation plan

Ongoing assessment by the teacher through assignments, presentations, mid-session exam (20), interactive sessions in the classroom followed by end of semester summative assessment (80)

Course Content

Units	Hours
1. Teaching and testing	5
2. Kinds of test and testing	5
3. Validity, reliability and beneficial backwash in testing	15
4. Stages of test construction	5
5. Test techniques and testing overall ability	5
6. Testing the different language skills	30
7. Test administration	10
8. Selected readings	15
	90

Essential reading

Hughes, Arthur Hughes (1989) *Testing for Language Teachers*. Cambridge: Cambridge University Press

Further reading

Harris, David P. (1969) *Testing English as a second language* New York : McGraw-Hill

Heaton, J.B. (1975) *Writing English language tests* England : Longman

Hughes, Arthur (1989) *Testing for language teachers*. Cambridge: Cambridge University Press

Madson, Harald S. (1983) *Techniques in testing* New York : Oxford University Press

ELT 4026
Practice Teaching: Part I

Total marks: 50 (External 30 + Internal 20)	Nature of Course: Core	Number of credits: 3 out of 6 credits
--	-------------------------------	--

Course description:

This course will familiarize students with the concepts, pedagogy and contexts of English language teaching at the school and college levels, and give them practical training in devising appropriate methodological strategies for effective teaching.

Objectives:

This course will enable students to:

- learn to make effective lesson plans for English Language Teaching
- participate in peer teaching, reflection and feedback
- practise teaching English at the school level

Course outcomes

At the end of the course the students will be able to:

- Make effective lesson plans for English Language Teaching
- Participate in peer teaching
- Provide constructive feedback to peers on teaching and learning
- Teach English at the school level

Courses it builds on:

This course builds on the course titled **ELT 3016 Methodology of Language Teaching** that students will take in the Third Semester. It is expected that students will have obtained the necessary exposure to the theories and practice of English Language Teaching in the Third Semester.

Courses it feeds into:

This course will help sensitize students to concepts and practices in teaching and evaluating English at the school and college levels, the role of the learners' other languages in the learning of English, the nature of teacher preparedness and other related topics that they will learn in the other courses of the Fourth Semester syllabus.

Mode of delivery:

Demonstration of experiential pedagogy, developing lesson plans, peer teaching and feedback, teaching practice in a local school

Evaluation plan:

Students will be evaluated through an Internal component of 20 marks comprising a Mid-session exam and submission of lesson plans, self and peer observation reports. There will also be an end-of-term Practical External examination of 30 marks where students will be evaluated by an External Examiner on their performance of Practice Teaching in the local school.

Course content:

Units	Hours*
1. Lesson planning	5
2. Peer teaching, reflection and feedback	15
3. Practice teaching	20
4. Select readings	5
Total	45

*The contact hours for each unit will comprise Lectures, Tutorials, self study sessions, collaborative assignment sessions and home preparation hours.

Readings:

Essential reading:

Woodward, T. (2010) *Planning Lessons and Courses*. Cambridge: Cambridge University Press

Further reading:

Richards, J.C & Farrell, T. S.C. (2011) *Practice Teaching: A reflective approach*. Cambridge: Cambridge University Press

Senior, R. (2006) *The Experience of Language Teaching*. Cambridge: Cambridge University Press

E-resources: Related websites and links are an integral part of the course

ELT 4026
Practice Teaching 2
(Approaches to teaching ESP)

Total marks: 50 (External: 40 + Internal: 10)	Nature of Course: Core	No. of Credits: 3
--	-------------------------------	--------------------------

Course Description

The course on Approaches to teaching ESP aims to train the students to design syllabi and materials for the purpose of teaching the English language for specific purposes and help learn the pedagogy of ESP.

Objectives

The course will enable students to

- develop awareness and sensitivity regarding pedagogic issues in ESP by being encouraged to critically survey and analyse ESP-oriented syllabi and teaching materials
- engage in teaching practice in select areas in order to get an experiential perspective on ESP pedagogy

Course outcomes

At the end of the course the students will be able to:

- Develop awareness and sensitivity regarding pedagogic issues in ESP
- Analyse ESP-oriented syllabi and teaching materials
- Design ESP syllabi and teaching materials for different purposes and groups of learners
- Engage in teaching practice in select areas

Courses it builds on

This course will build specifically on the two courses taught in the third semester; namely *ELT 3026 Syllabus and materials design* and *ELT 3036 English for specific purposes*. The course will prepare the students to become teachers of English in higher education.

Mode of delivery

This would be a practical course where classroom transactions will be through exploration and analysis of learner and learning needs, analysis of existing ESP syllabi, designing of syllabi and materials for various language skills in ESP, discussions and sharing of experience. The students will also be reading discipline related articles and discuss them in the class.

Evaluation plan

Mid-term (10 marks) and End of term (40 marks) exams will be held to evaluate the progress of the students. Evaluation will be based on peer teaching and on the articles studied and discussed in addition to designing materials on the spot for teaching various language skills for a particular area of study.

Course Content

Units	Hours per unit
1. a rapid review of ESP, its main branches, ESP as an approach distinguished from General English. Characterising ESP	3
2. a detailed examination of General English syllabus and an ESP syllabus	4
3. designing an ESP syllabus	8
4. designing and adapting materials for teaching ESP and designing sample questions for testing the ESP course.	5
5. peer teaching	25
6. select readings	10
Total	55

*The contact hours for each unit will comprise Lectures, Tutorials, self-study sessions, collaborative assignment sessions and home preparation hours.

Readings

Brumfit, Christopher (1984) *Communicative methodology in language teaching- the role of fluency and accuracy* Cambridge University Press: Cambridge

Cohen, Louise, L. Manion and K. Morrison (2008) *A guide to teaching practice* Routledge: Oxon.

Dudley-Evans, Tony and Maggie Jo St. John (1998) *Developments in English for specific purposes* Cambridge University Press: Cambridge

Hutchinson, Tom and Alan Waters (1987) *English for specific purposes* Cambridge University Press: Cambridge

Richards, J.C. & W. Renandya (2002). *Methodology in Language Teaching: An anthology of current practice*

Ur, P. (2012). *A Course in English Language Teaching*. Cambridge University Press: Cambridge

ELT 4036
English Language Teacher Education

Total marks: 100 (80+20)	Nature of Course: Elective	Number of credits: 6 credits
---------------------------------	-----------------------------------	-------------------------------------

Course description

Objectives

This course will enable students to:

- learn to make effective lesson plans for English Language Teaching
- participate in peer teaching, reflection and feedback
- practise teaching English at the school level

Course outcomes

At the end of the course the students will be able to:

- Describe and explain principles and models of English Language Teacher Education (ELTE)
- Design appropriate curricula for ELTE; select, develop and adapt teaching and training materials for ELTE
- Prepare appropriate classroom methodology and assessment procedures for English language teacher education in different training contexts and levels
- Apply strategies of teacher mentoring and supervision and support English language teachers in their professional development

Pre-course background knowledge:

Students have obtained the necessary exposure to the theories and practice of English Language Teaching in the Third Semester

Course delivery:

This is a practical course that will involve

- (i) preparing lesson plans
- (ii) peer teaching and discussion
- (iii) writing lesson plans, self-observation and peer-observation reports, and
- (iv) doing Practice Teaching in a local school

Evaluation plan: External: 30 marks; Internal: 20 marks

The distribution of marks reflects the experiential nature of this course, where the students will be evaluated on their ability to demonstrate the skills they have learnt, through teaching their peers in the classroom, reflecting on their learning, providing critical feedback and teaching English to school students for a period.

Since this is a practical course, the final evaluation will be done by an External Examiner

on their performance of Practice Teaching in the local school.

Course content

Units	Hours
Trends in language teacher education	10
Social and cultural perspectives in second language teacher education	10
Pedagogical knowledge in second language teacher education	10
Identity and experience in teacher learning	10
Contexts for second language teacher education	10
Collaborative teacher education and mentoring	10
Continuing Professional Development in English language teacher education	10
Teacher research in English language teacher education	10
Mini project	10

Readings

Essential reading: Burns, A. & Richards, J.C. (Eds.) (2009) *The Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press

Further reading:

Bolitho, R. & Padwad, A. (Eds) (2013) *Continuing Professional Development: Lessons from India*. New Delhi: British Council

Bullock, D. & Smith, R. (Eds.)(2015) *Teachers Research*. UK: IATEFL

Hanks, J. (2015) *Language teachers making sense of Exploratory Practice*. Language Teaching Research 19: 5 pp. 612-633

Pickering, G. & Gunashekar, P. (2015) *Innovation in English Language Teacher Education*. New Delhi: British Council

E-resources: Related websites and links will be provided during the course

ELT 4046
Projects in ELT

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Elective	No. of Credits: 6
---	-----------------------------------	--------------------------

Course description

This course gives the students hands-on training in doing project work. It guides them to apply their knowledge of English Language Teaching that they get in the previous semesters. In addition to giving them a platform for practical application of the knowledge of ELT, the course prepares them for future research work in ELT. Here each student will be asked to take up an individual project of his/ her choice in consultation with and under the supervision of a teacher from the teaching faculty. The projects will relate to any of the levels of the English language through various procedures and methods and will require the prior approval of the Joint Advisory Committee

Objectives

This course will enable students to:

- Use various data collection procedures for needs analysis
- Get hands-on training in preparing research projects and present research findings

Course outcomes

CO1: Conduct needs analysis

CO2: Collect data using various data collection procedures for topics related to English Language Teaching

CO3: Prepare research projects

CO4: Give oral presentations on research projects

Courses it builds on

ESP, academic reading, academic writing, teaching methodology, syllabus and materials design

Courses it feeds into:

It feeds into courses that require learners to do academic research work

Mode of delivery:

Pair work, group work, oral presentations, classroom discussions, field work

Evaluation plan:

Students will be evaluated through an internal component of 20 marks comprising class assignments, class discussions, oral presentations and field work. There will be an end-of-term External examination of 80 marks that will be divided into two parts- 60+20 where 60 marks will be on the project report submitted by the students and 20 marks on the oral presentation given by the students defending their project work.

Course content:

Units	Hours*
1. Techniques for collecting data: tape recording data; experiments in classroom teaching; designing questionnaires; interviews-general procedures; observation and case studies	10
2. Tools for data analysis and project writing: using computers to study texts; the Data Protection Act; how to reference; plagiarism-how to avoid it; using statistics; using an abstracting journal; hints on writing good academic English;	10
3. Project work: each student will take up an individual project relating to any of the levels of English Language under the supervision of a teacher	60
4. Selected readings	10
Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self study sessions, collaborative assignment sessions and home preparation hours.

Readings

Biber, D., S. Conrad and R.Reppen (1998) *Corpus linguistics: investigating language structure and use*. Cambridge: Cambridge University Press.

Ellis, R.(1994) *The study of second language acquisition*. Oxford: Oxford University Press.

Graddol, D., J. Cheshire and J.Swan (1994) *Describing language*. Buckingham: Oxford University Press.

Heaton, J. (1988) *Writing English language tests*. Harlow: Longman.

Wray, A., K.Trott and A.Bloomer (1998) *Projects in linguistics: a practical guide to researching language*. London: Arnold

ELT 4056
Literacy and Language Education

Course type: Elective	Credits: 6
-----------------------	------------

Course description

This course discusses language in relation to the institutionalized protocol of literacy on the one hand and to education on the other. The role of language in literacy development, the political and historical context of this development as well as within the educational context is dealt with in terms of practical examples.

Course objectives

The main objective of this course is

- (a) to develop awareness in the students about the role of language in the wider contexts such as those of multilingualism, literacy and education
- (b) to introduce the political aspects that play a role in the use and function of language in society
- (c) to show how literacy is used both as an empowering agent and a disempowering agent

Course outcomes

At the end of this course, students are expected to be able to –

- (a) understand the contexts where more than one language is used
- (b) identify and analyse issues faced by smaller language communities
- (c) define literacy in terms of the functions it serves in different contexts
- (d) relate literacy practices to the underlying politics that influences such practices
- (e) adopt innovative approaches in teaching in a multilingual setting.

Evaluation plan

Continuous evaluation will carry 20% of the total marks and End-of-semester examination will carry the remaining 80% of the marks.

Course content

Units	Topics	Credit hours
1	<i>The many routes to literacy</i> : instances of learning to be literate in more than one language	10
2	<i>Multilingualism</i> : factors contributing to multilingualism; state and nation; notion of a ‘language’; multilingualism in the individual and in	10

	society.	
3	<i>Education in multilingual societies</i> : languages, politics and education; marginalized languages; minority languages and majority speakers.	15
4	<i>Multiliteracies</i> : defining literacy; issues for multilingual literacy; developing biliteracy.	10
5	<i>The politics and practice of literacy teaching</i> : language, literacy and power; learning to read and write in bi/multilingual settings	10
6	<i>Language, literacy and culture</i> : shifting conceptualization of literacy; explaining differences in literacy achievement; emerging alternatives in minority families; child-responses to home-school literacy differences; supporting children's literacies.	15
7	<i>Resources for learning</i> : the shortage of materials; kinds of learning resources; innovative approaches;	10
8	<i>Making change in multilingual classrooms</i> : the need for training; continuing professional development; international collaboration.	10
	Total	90

Readings

Main text:

Edwards, V. (2009) *Learning to be literate: multilingual perspectives*. Bristol: Multilingual Matters

Additional readings:

Street, B. (1984) *Literacy in theory and practice*. Cambridge: Cambridge University Press

Stringer, Mary and N. Faraclas (2001) *Working together for literacy*. Kangaroo Ground: SIL Australia

Fisher, D. and Nancy Frey (2011) *Best practices in literacy instruction*. London: Guild

LEL 4064
Academic Writing II

Total marks: 70 (External 50 + Internal 20)	Nature of Course: VA	Total Credits: 4
--	-----------------------------	-------------------------

Course Description

The courses on Academic Writing I and II give varied practice to students to improve their academic writing skills. The students will be guided through the writing process to produce well-structured paragraphs with constant support in terms of organization, grammar and sentence structure through various activities. They will also be familiar to several standard writing patterns of organization for producing different kinds of texts.

Objectives

This course will enable students to

- get introduced to the concept and forms of a paragraph
- learn various prewriting techniques
- organize their paragraphs for various purposes
- improve the structure of sentences in academic writing

Course outcomes

At the end of this course the learners will be able to:

- Differentiate between the structure of long texts and that of short texts like a paragraph
- Organize paragraphs in longer texts like essays
- Write longer texts like essays using appropriate thesis statements, supporting paragraph and concluding paragraphs
- Write assignments following clear instructions

Course it builds on

LEL 3064 (Academic Writing I)

Courses it feeds into

This course will feed into all the other courses of study. This will help students to do writing tasks demanded by the other courses of study and also in the examinations.

Mode of Delivery

Interactive discussions, pair and group discussions, group prewriting, in-class writing, peer correction, journal writing, constant teacher feedback

Evaluation plan

Students will be evaluated through an internal component of 20 marks comprising a mid-session exam, class assignments, home assignments, class discussions, and so on. There will also be an external examination of 50 marks where students will be evaluated on their ability to use the skills and strategies studied in the course.

Course Content

Units	Hours per unit
4. Describing a Place <ul style="list-style-type: none">• Listing descriptive details• Description• Space order• Planning a Space-order paragraph• Adjectives• Prepositional phrases• Writing assignment	10
5. Stating Reasons and Using Examples <ul style="list-style-type: none">• Thinking about reasons and examples• Outlines with details• Transition signals• Conclusion signals• Reason and condition subordinators• Capitalization and punctuation rules• Writing assignment	11
6. Expressing an opinion <ul style="list-style-type: none">• Getting ideas from reading• Opinion paragraphs• Adjective clauses	11

<ul style="list-style-type: none">• Punctuation rules• Writing assignment	
Total	32

Textbook

Ann Hogue (2008) *First Steps in Academic Writing* (Level 2), Pearson Education, New York, USA

ELT 4076

Educational Psychology and Language Teaching

Total marks: 100 (External: 80 + Internal: 20)	Nature of Course: Open	No. of Credits: 6
---	-----------------------------------	--------------------------

Course description

The course aims to provide beginners an introductory glimpse at educational psychology and its usefulness/application in the teaching learning scenario, especially in language pedagogy. The course shall also attempt to make use of some well established theoretical principles in the field in practical applications.

Objectives

This course will enable students to:

- Get acquainted with some of the basic concepts related to Educational psychology.
- Understand how Educational psychology works in the classroom scenario, especially in language pedagogy
- Reflect on and apply the concepts in their own teaching learning situations

Course outcomes

At the end of this course the learners will be able to:

- Deal with students in their own classrooms keeping behavioral psychology in mind
- Deal with individual students appropriately by understanding the psychology of individual differences
- Facilitate development of learner autonomy
- Apply individual approaches and methods of language teaching according to the learning situations and the learners

Courses it builds on

LEL 1016 Introduction to Language and Linguistics.

ELT 3016 Methodology of Teaching English

ELT 3046 Applied Linguistics and ELT

ELT 4056 Literacy and Language Education

Courses it feeds into

ELT 4026 Practice Teaching

ELT 4036 English Language Teacher Education

Mode of delivery

Lecture; active learner involvement via individual and collaborative work,; classroom presentations, individual and class discussions, problem solving, home assignments, mini projects and so on.

Evaluation plan

Students will be evaluated through an Internal component of marks comprising a Mid-session exam, class assignments, home assignments, class discussions, classroom presentations, and so on.

There will also be an end-of-term External examination of marks where students will be evaluated on their understanding of the concepts and their ability to express their understanding in writing. Using various study skills and strategies.

Course content:

Units	Hours*
1. Educational psychology- meaning, nature and scope	5
2. Classroom interactions : classroom language, classroom methodology, classroom affect	8
3. Affective Factors and their influence on learning	10
4. Learner motivation: Intrinsic and extrinsic, creating and maintaining motivation, building a positive sense of self, promoting cooperation among the learners	14
5. Developing learner autonomy	13
6. Factors influencing teacher and learner roles	14
7. Individual differences in second language learning	8
8. Analysis of learner errors	6
9. Some theories of learning	6
10. Some well known approaches and methods of language teaching	6

11.Select readings	Select readings would form an integral part of the units and hence the time for these would be taken out of the time allocated for the individual units.
Total	90

*The contact hours for each unit will comprise Lectures, Tutorials, self study sessions, collaborative assignment sessions and home preparation hours.

Readings:

Relevant material collected from various sources. No specific textbook would be followed.

Further reading:

1. Crystal, David (1987) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press
2. Scharle, Agota and Anita Schabo (2000) *Learner Autonomy*. Cambridge: Cambridge University Press
4. Lyons, J. (1981) *Language and linguistics*. Cambridge: Cambridge University Press
5. Radford, A., Atkinson, M. Britain, D. Clahsen, H. and Spencer, A. (1999) *Linguistics: an introduction*. Cambridge: Cambridge University Press
7. Jac C. Richards(1974) *Error analysis: Perspectives on Second Language Education*. New York: Longman
8. Wright, Tony (1987) *Roles of Teachers and Learners*. Oxford: Oxford University Press
9. Malamah-Thomas, Ann (1987) *Classroom Interaction* Oxford: Oxford University Press
11. Salkind, Neil J., (2008) *Encyclopeida of Educational Psychology* Thousand Oaks, CA: Sage Publications
12. Nunan, David and Clarice Lamb (1996) *The Self-Directed Teacher: Managing the Learning Process*. Cambridge: Cambridge University Press
13. Mangal, S.K., (2002) *Advanced Educational Psychology*, New Delhi: Prentice Hall of India.
14. Richard,Jack C. and Theodore S. Rodgers (2001) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
15. Skinner, Charles E.(ed)(1959) *Educational Psychology* New Jersey: Prentice- Hall Inc.