

**Course Descriptions for MA ELT courses - Semester One
(& cross-listed courses from MA TESL)
(August-November 2018)**

Course title, number, description	Tutor(s)
<p style="text-align: center;">ELE 111: ELT in India</p> <p>India is a country that is societally and individually multilingual; but owing to colonisation and imperialism the teaching of English in India has been fraught with problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to critique existing practices. We will also critically examine policy documents and theoretical articulations in the field.</p>	<p>Ms. Madhumeeta Sinha</p>
<p style="text-align: center;">ELE 239: The Second Language Classroom</p> <p>The course will deal with the pedagogical aspects of second language teaching. The course will provide a good understanding of the new developments in the field that have a bearing on effective learning and teaching. These include research in teacher talk, learner behaviour and learning outcomes. Drawing on insights from theory and research, the treatment will concentrate on the pragmatics of classroom action. Possessed with a critical understanding of the theory and practice of classroom procedures, the participant will be able to enter an English language classroom with dependable knowledge and assuring confidence.</p>	<p>Prof. K. Padmini Shankar</p>
<p style="text-align: center;">ELE 122: An Overview of Development of ELT Materials</p> <p>The course will introduce key terms such as curriculum, syllabus design and materials in ELT. This will be followed by an overview of perspectives on curriculum and syllabus design in line with the prominent second language teaching approaches. It will also discuss materials developed to teach ELT according to the different paradigms of language learning namely cognitive, naturalistic, communicative and social constructivism. Furthermore, it will expose students how different syllabuses emanating from these perspectives are put into practice in the form of teaching materials. So students will be acquainted with different types of material designs to teach listening, speaking, reading and writing along with vocabulary and grammar.</p>	<p>Dr. Mahananada Pathak</p>
<p style="text-align: center;">ELE 236: Teaching Reading</p> <p>This course is designed for prospective teachers of English and involves the theories and processes of Reading. It addresses essential questions such as: What is reading and what is involved in the process of reading? What should a proficient reader be able to do? What does a teacher need to do in order to facilitate reading? By the end of the course participants will be able to: explore reading theories and practices, know the stages and objectives of teaching and assessing reading; learn ways of selecting a range of texts based on learner levels, needs and interests; understand the significance of reading and its relationship with other language skills.</p>	<p>Dr. Sheba Victor</p>
<p style="text-align: center;">ELE 133: Teaching ESL using ICT tools</p> <p>Most teaching today is blended; emerging technologies has resulted in the second language teaching landscape witnessing rapid shifts from face-to-face, teacher-led classrooms to more interactive and collaborative ones. However, embedding technologies into the learning environment requires considerable pedagogical thought and support. This course introduces you to a broad range of theoretical frameworks developed to help understand nature of language and the process of learning a second language. Theory classes are interspersed with a generous amount of learning activities that provide you opportunities to work with language learning websites and ICT tools. While demonstrating the differences between print-based, face-to-face classrooms, and blended learning classrooms, these hands-on learning opportunities also help elaborate ways in which well-informed practices of teaching using ICT tools can promote collaborative, social, and interactional aspects of language learning in the English as a second language classroom.</p>	<p>Dr. Kshema Jose</p>