# TESL Course Descriptions for Semesters I/III August-November 2019

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| Course Title | **English Language Teaching in India  (C )** |
| Course Code | **ELE 111** |
| Semester | I |
| No. of Credits | **5** |
| Name of Faculty Member (s) | **Ms. Madhumeeta Sinha (MS)** |
| Course Description: | The primary objective of this course is to give a critical-constructive perspective of English Language Teaching (ELT) in India. The course will focus on current practices in ELT in the country at primary, secondary and tertiary levels as well as at the institutions for professionals.  A comprehensive view of the status of English in India, the language policy with special reference to English, teacher preparation, the materials in use at various levels in teaching English will form a major part of the course. The course will give a historical perspective of ELT in India. In that context a discussion of the approaches and techniques in second language pedagogy evolved across the world over the last 50 years will be discussed. |
| Evaluation Scheme: | Internals: **40%**;  Finals: **60%** |

| Course Title | **An Introduction to ESL Research** |
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| Course Code | **ELE 253** |
| Semester | **III only** |
| No. of Credits | **5** |
| Name of Faculty Member (s) | **Dr. Lina Mukhopadhyay** |
| Course Description: | This course will provide an opportunity for participants to advance their understanding of conducting research in ESL by looking at purposes and types of research, research variables, research questions and hypotheses, and the methodological details of quantitative, qualitative and mixed-methods research. The course will also help the participants to critically review literature relevant to the domain of English Language Teaching and various topics in it such as language development, cognitive, socio-cognitive paradigms, and communicative and affective factors that influence the developmental process of SL/FL learning. |
| Evaluation Scheme: | Internals: **40%**; Finals: **60%** |

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|---|---|
| Course Title | **Approaches to Second Language Teaching (C)** |
| Course Code | **ELE 121** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Vishnu Priya (VP)** |
| Course Description: | This course is an introduction to the teaching of English as a second/foreign language. The course will introduce seminal language teaching methods and approaches like GTM, direct approach, audio-lingual method, communicative method, desuggestopedia, TPR, bilingual approach, lexical approach, community based and multiple intelligence based approaches. Alongside, it will introduce the rationale for development of the methods, focus of teaching, role of teachers and learners, and materials and assessments used in each approach to teach English as a second/foreign language. Satisfactory completion of the course indicates that learners would have acquired a basic knowledge of the methodology of ELT and a limited skill in putting that knowledge into practice. |
| Evaluation Scheme | Internals: **40%**;  Finals: **60%** |

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|---|---|
| Course Title | **An Overview of Development of Teaching Materials (C)** |
| Course Code | **ELE 122** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Mahananda Pathak (MP)** |
| Course Description: | The course will introduce the 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 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. |
| Evaluation Scheme | Internals: **40%;** Finals: **60%** |

| Course Title | **Language through Literature (C)** |
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| Course Code | **ELE 123** |
| Semester | **I only** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Sangeetha P. (SP)** |
| Course Description: | Literature is coming back to Language Teaching in a big way. Teachers and students are rediscovering the challenges and the pleasures of literature in the context of English Language Education. This course therefore aims at sensitizing students to the potential of literature in developing language skills. It also explores ways of using literature as a vehicle for language teaching. The course will identify different genres of literature and analyze them for their linguistic content, grammatical and syntactic aspects. It will also help students design tasks and activities by using different forms of literature in order to develop different language skills. |
| Evaluation Scheme | Internals: **40%;** Finals: **60%** |

| Course Title | **Applied Linguistics for Language Learning (C)** |
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| Course Code | **ELE 125** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Madhavi Gayathri Raman** |
| Course Description: | It is an introductory course that aims to provide students with an overview of the field of Applied Linguistics. It seeks to familiarize students with the application of theories of language to issues in the areas of second language acquisition, second language teaching, bi/multilingualism, psycholinguistics, and sociolinguistics. The course aims to equip students of ELE with an understanding of key concepts in language teaching/learning and classroom research (for example, phonology, collocation, comprehensible input, LAD, communicative competence, learner autonomy, learning difficulties, teacher talk, etc.). The course will involve designing tasks and units for teaching and making presentations |
| Evaluation Scheme | Internal or ongoing assessment: **40%** - class tests, presentations, or assignments.<br><br>Final assessment: **60%** - portfolio or take-home |

| Course Title | **Fundamental concepts of Digital Literacy (C)** |
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| Course Code | **ELE 135** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Kshema Jose** |
| Course Description: | This course helps you explore the impact new technologies have on language use and language learning, and arrive at a better understanding of the concept of digital literacy. The course is helpful if you intend to use the internet and/or digital tools in your ESL classroom. It is also a prerequisite for two level 2 courses – Evaluating online language learning and Digital literacy: use of web 2.0 tools in the ESL classroom.<br><br>The course is delivered in four modules. The first module looks at student engagement with digital content in and out of classrooms, and how they interact with each other in a digital culture or context. In the second module, using UN Sustainable Development Goals as the supporting framework, the course links the idea of digital literacy with larger local and global contexts. The third module starts by looking at multiliteracies as a framework to explore new modes of literacy. And, in the last part, we learn how and why students need to be made digitally literate. This module also addresses the question: "why is digital literacy the responsibility of the English teacher?" The course ends by exploring some examples of how digital literacy is taught in ESL classrooms. |
| Evaluation Scheme | Internal assessment: **40%**; final examination: **60%** |

| Course Title | **Authentic Materials (C)** |
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| Course Code | **ELE 142** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Sheba Victor** |
| Course Description: | The course will enable participants to understand the concept of authentic materials and lead them to a hands-on experience of facilitating language use for real-life purpose by real people through development of such materials.  After arriving upon the actual meaning and definition of the term, the relevance of authentic materials and their link to language teaching materials will be established. Learners will be led to understand what encompasses authentic materials and how to use them effectively. Besides learning the theory, concept and principles related to the use of such materials, a considerable part of the course will be devoted to compiling and trialing of authentic materials for various groups of learners in the ELT classroom.<br>The number of participants is restricted to 24. These participants should also have completed or opted for one of the following courses:<br><br>ELE 236 Teaching Reading<br>ELE 122: An overview of Development of ELT Materials |
| Evaluation Scheme |  Internal or ongoing assessment: **40%** - class tests, presentations, or assignments. |

| Course Title | **English for Academic Purposes (E)** |
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| Course Code | **ELE 165** |
| Semester | **I Only** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Anand Mahanand (AM)** |
| Course Description: | The aim of this course is to equip students with a few academic skills such as **reading, writing, listening, speaking,** and **dictionary skills**. The course will enable students to cope with their academic studies at the P.G. level. It will expose them to a range of useful and practical techniques and help them adopt effective methods of academic study in English |
| Evaluation Scheme | Internal assessment: **40%**; Final examination: **60%** |

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|---|---|
| Course Title | **Oral Communication and Presentation Skills (E)** |
| Course Code | **ELE 167** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Prof. Ajith Kumar (AK)** |
| Course Description: | This course aims to train the learners:<br><br>▪ to make effective presentations<br><br>▪ to participate in group discussions<br><br>▪ to take job interviews<br><br>The course will provide opportunities for the<br><br>development of these skills in simulated situations. |
| Evaluation Scheme | Internal or ongoing assessment: **50%** - class tests, presentations, or assignments.<br><br>Final assessment: **50%** - portfolio or take-home |

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|---|---|
| Course Title | **Public Speaking (E)** |
| Course Code | **ELE 169** |
| Semester | **I & III** |
| No. of Credits | **5** |
| Name of Faculty Member (s) | **Prof. Ajith Kumar (AK)** |
| Course Descriptions: | Few would argue with the fact that communication is the backbone of our society. Competence in communication is indispensable for self- actualization, relationship building, and contributing to societal development.<br>Of all forms of interpersonal communication, public speaking is the most vital and curiously the most dreaded. Though dating back many centuries, it still remains one of the most important skills to acquire and to hone. It is indisputable that, she/he who masters public speaking will have a definite edge over all others in their personal and professional lives.<br>This course on Public Speaking is narrowly focused on (i.e. it does not address broader communication issues or skills) a how-to "formula" covering basic speech preparation and delivery "mechanics."<br>At the end of the course, learners would have, through interactive lectures; classroom discussions; interactions with good speakers; analysis of digital learning materials; reviews of live and recorded speeches; and several rounds of practice speeches, acquired adequate knowledge of the formulae and mechanics of planning and delivering speeches and also gained satisfactory competence in giving speeches confidently, fluently and impressively. |
| Evaluation Scheme | Evaluation will have two parts: Internal and end of term. **Internal assessment** worth **50** marks will be based on tests/quizzes/ assignments/ simulations/ contribution to class discussions.<br>The **end of term** examination will carry **50** marks. |

| Course Title | **English Language Teaching in Multilingual Contexts (C)** |
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| Course Code | **ELE 211** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. Asma Rasheed** |
| Course Description: | This course will introduce you to the base concepts of bi/multilingualism in India (grassroots versus elite bilingualism) and the assumptions that underlie the nature of proficiency in bilinguals (CUP, ALP and CLP). We will use the Freirian principles of teaching and learning, and the Brunerian notion of scaffolding as a perspectival lens to help us critique existing Indian ELT classroom practices. This critique will be supported by an in depth reading of some seminal articles supported by an investigation into current research work done in the Indian context. |
| Evaluation Scheme | Internals: **40%**; Finals: **60%** |

| Course Title | **Education and Social Criticism (E)** |
|---|---|
| Course Code | **ELE 226** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Ms. Madhumeeta Sinha** |
| Course Description: | Institutions of education fulfill several roles in modern societies: they are centres for the production of knowledge, for imparting competence and discipline to future workers, for debating and transmitting socially relevant "values" to future citizens. In recent decades, educational institutions and curricular practices have been critically re-examined by scholars and activists involved in the new social movements -- feminism, anti-race struggles, and anti-caste movements -- as being linked to questions of power.<br><br>This course aims to reflect critically on educational theory and practice today with focus on alternative pedagogical perspectives to engage with some of the compelling questions raised by political communities related to academic discourses, institutional practices, public policy documents and its relation to gender, caste, class, community, etc.<br><br>We shall critically engage with texts by thinkers like Gandhi, Phule, Tagore, Ambedkar, Krishnamurthy, Arnold, Dewey, Freire, Giroux, Apple, Mclaren, and hooks and others. |
| Evaluation Scheme | Evaluation will be based on:<br><br>1. Reviews of a couple of prescribed texts—**20%**<br>2. Presentation—**20%**<br>3. Final Exam—**60%** |

| Course Title | **Teaching Grammar (C)** |
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| Course Code | **ELE 231** |
| Semester | **III Only (cross-listed with MA ELT)** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Prof. K. Venkat Reddy (KVR)** |
| Course Description: | Teaching Grammar aims at introducing the participants to a perspective on modern English grammar which supports the teaching learning of the form of the language. The course is designed in such a way that the participants will learn firstly the fundamentals of learners' grammar and secondly different ways to teach them. Participants will learn to teach Grammar in the context of the language skills: listening, speaking, reading and writing. Classroom praxis will involve various communicative learning strategies that will be interactive, problem solving and learning centred in nature. Participants will be required to read and review grammar items presented in different standard grammar books besides participating in the activities related to the peer teaching. |
| Evaluation Scheme | Internal **40%** , final exam **60%** |

| Course Title | **Teaching Oral Communication (C)** |
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| Course Code | **ELE 235** |
| Semester | I/III |
| No. of Credits | **5** |
| Name of Faculty Member (s) | **Prof. Ajith Kumar (AK)** |
| Course Descriptions: | This course is intended mainly for teachers, teacher trainers, and trainer trainers. The course aims to train the participants to teach oral communication at the school and college levels. The discussion will focus on topics such as appropriacy, fluency, accuracy in oral communication; techniques of teaching oral communication; materials for teaching oral communication; testing oral communication. |
| Evaluation Scheme | Internal **40%** , Final exam **60%** |

| Course Title | **Exploring the Second Language classroom ( C)** |
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| Course Code | **ELE 239** |
| Semester | **I/III** |
| No. of Credits | **5** |
| Name of Faculty Member (s) | **Prof. Padmini Shankar (PS)** |
| Course Descriptions: | The course will deal with the pedagogical aspects of second language teaching. The course content will included pertinent themes such as teacher factors, learner factors, classroom factors and language skills and elements and basic knowledge about testing and evaluation. Drawing on insights from theory and research, the course focuses on the pragmatics of classroom action, for example, using coursebooks. Possessed with a critical understanding of the issues related to the various stakeholders involved in language teaching and learning, the participant will be able to enter an English language classroom with dependable knowledge and assuring Confidence. |
| Evaluation Scheme | **40%** marks for project/presentations and **60%** for a final end-semester examination. |

| Course Title | **Introduction to Classroom-based Research (C)** |
|---|---|
| Course Code | **ELE 351** |
| Semester | **III Only** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Prof. Prema Kumari D. (PKD)** |
| Course Description: | This course gives you hands –on experience with conducting a systematic enquiry into ESL pedagogy – related issues so you will learn to think about them critically and adopt learner –centred practices. Classroom activities will help you understand and question concepts and practices including assessment, autonomy, blended learning, feedback, interaction, learner's role teacher's role etc., in light of theory and your personal experiences. As part of course evaluation, you will independently identify an issue, conduct research and present the findings in a report. |
| Evaluation Scheme | Internals**: 40%;** Finals: **60%** |

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| Course Title | **Corpus Linguistics and Second Language Teaching (E)** |
| Course Code | **ELE 2314** |
| Semester | **III Only** |
| No. of Credits | **5** |
| Name of Faculty Member(s) | **Dr. M. Udaya (MU)** |
| Course Description: | This course Corpus and vocabulary teaching focuses corpus studies describing the approaches that employ sophisticated computer tools and quantitative techniques. As ESL teaching explores the use of various authentic materials, corpus 'concordancing' helps in pedagogical applications in vocabulary learning. This course introduces corpus-based research and presents several case studies that illustrate how corpus findings can be directly relevant to classroom teaching and materials development and vocabulary learning. Specifically the course describes how corpus-based analysis can be employed for enhancing learner's vocabulary in language teaching classroom. This course also examines the relationship between corpus linguistics (CL) vocabulary and language teaching (LT) and provides an overview of the most important pedagogical applications of corpora. It aims to illustrate that this relationship is a dynamic one in which the two fields greatly influence each other. |
| Evaluation Scheme | Internal assessment: **40%**; Final examination: **60%** |