

MA English Language Teaching, Second & Fourth Semester
January – April 2020
Time Table
Room 3, Fourth Floor, NAB

	9 am-11am	11am-1pm	2pm-3pm	3pm-4pm	4pm-5pm
Monday		ELE 131 PS	ELE 241 MS/MP		
Tuesday	ELE 132 LM	ELE 221 LM			
Wednesday	ELE 131 PS				
Thursday		ELE 241 MS/MP			
Friday	ELE 221 LM	ELE 132 LM			

##3 courses – ELE 221, ELE 241 - are cross-listed with MA TESL second/fourth semesters courses;

ELE 132 is cross-listed with MA TESL fourth semester.

Second Semester

Number	Course details	Tutors
ELE 131	The Teaching of Skills	Padmini Shankar (PS)
ELE 241	An Introduction to English for Specific Purposes	Meera Srinivas (MS) Mahananda Pathak (MP)
ELE 221	Theories of Second Language Acquisition & Learning	Lina Mukhopadhyay (LM)

Fourth Semester

Number	Course details	Tutors
ELE 132	Classroom Based Evaluation	Lina Mukhopadhyay (LM)
ELE 352	MA ELT Dissertation	*2 hours of contact per week to be fixed with the supervisor

***For the MA ELT second semester students all the three courses – **ELE 131, ELE 241, ELE 221** - listed are **compulsory**.

***For the MA ELT fourth students both the courses **ELE 132** and **ELE 352** are **compulsory**.

The English & Foreign Languages University
Short Course Description
MA ELT 2019-2021 Batch, Second Semester

ELE 131: The Teaching of Skills

The primary function of a language is to facilitate communication and, in order to communicate effectively, language teachers should be aware of the critical issues involved in the teaching of language skills and elements. The course *Teaching of Skills* will focus on developing skills in *listening, speaking, reading and writing* (LSRW) integrated with the language elements – *vocabulary* and *grammar*. It is designed to help participants explore a range of pedagogical options, and will build on the course ELE 121 *Approaches to Second Language Teaching*, to teach skills in an integrative manner in the classroom.

ELE 221: Theories of Second Language Acquisition and Learning

This course will begin with an exposition of current hypotheses and theories in second language acquisition and learning as explained by the prominent paradigms ranging from behaviourism to nativism, cognitivism, social-constructivism and humanism. The course will discuss related concepts, issues, and factors that facilitate English language learning in classroom and naturalistic contexts. Topics included will be on L1 and L2 acquisition theories, critical period hypothesis, creative construction, noticing, language and communication, error analysis and interlanguage studies, attitude and motivation, and learner strategies.

ELE 241: An Introduction to English for Specific Purposes

English for Specific Purposes (ESP) emerged in the 1970s as a major movement in ELT to cater to the language needs of specific groups of professionals like Business Executives, Medical Practitioners, Engineers, Scientists and Diplomats. It is characterized by its special features such as Needs Analysis, Genre Analysis, Learning-centredness, Need-based syllabus and tailor-made courses for professionals. The course aims to introduce learners to the concept of ESP, its scope, significance and development as a stream of ELT and provide an understanding of the principles of ESP course design including Needs Analysis, Need-based Syllabus and Materials, through hands-on experience in designing ESP projects.

The English & Foreign Languages University
Short Course Description
MA ELT 2018-2020 Batch, Fourth Semester

MA ELE 132: Classroom Based Evaluation

This is an introductory course in language testing and assessment and will introduce the basic concepts in classroom language testing. The primary focus of the course will be on teacher made tests, tests used for end-semester in schools and junior colleges. The attempt will be to look at the pedagogic value of testing and prepare teachers to design tests to assess classroom ESL learning. The course will not examine issues and problems with public exams. The course will also deal with a practical component on item-analysis and creation and match them with well-known language/educational taxonomies like Carroll's, Blooms tables and Common European Framework of Reference. The last section of the course will deal with alternative modes of assessment and current trends in classroom language tests. The entire course will be application-based to provide a 'hands-on' experience to future teachers, who will be teaching at secondary and higher secondary levels, with problems in test construction, administration and evaluation. To achieve this goal, the course will revolve around a series of worksheets, and handouts that have to be answered and discussed as and when necessary.

MA ELE 352: MA ELT Dissertation

This is a fourth semester course aimed to train students to research in a topic in ELT and write a dissertation based on their prior knowledge gained from ELT research methods training in the course MA ELE 251. The course will have a strong classroom research focus to enable students to carry out classroom-based research projects in their own educational contexts. In addition to the role of teaching materials, seminal theories of SLL and interlanguage development will also be considered to align theory to practice within the domain of ELT.

This course will be one which will expect the students to show a deeper understanding of the previously gained knowledge in ELT through the previous three semesters and the current semester and be able to come up with a valid research design, variables and relevant research questions/ hypotheses in the framework of either quasi-experimental or exploratory research. It will expect students to identify dependent and independent variables and study the impact of one on the other through either quantitative data analysis or qualitative data analysis or both to analyse data and be able to report results from the analysis and discuss the pedagogical implications of the findings along with the limitations and scope of future research. Students will be encouraged and trained to collect data first hand or refer to corpus with due permission from the author/ researcher who is willing to share their data for analysis.