

**POSTGRADUATE DIPLOMA IN THE TEACHING OF ENGLISH (PGDTE)
SEMESTER I (AUG – NOV 2019)**

COURSE DESCRIPTIONS

<p>PGDTE 101 Phonetics & Spoken English(PSE)</p>	<p>This course that deals with the basics of Phonetics such as the Speech Mechanism, the description of speech sounds (consonants & vowels), the syllable, stress at both word and sentence level, and the prosodic features of the English language. This course has three aspects to it: theoretical classroom sessions, tutorials and language lab practice sessions. Participants will be tested on the theoretical aspects (written test), their listening ability (ear training test) and speaking skills (orals).</p>
<p>PGDTE 102 Introduction to Linguistics (ILing)</p>	<p>Language is the subject of Linguistics. The course, Introduction to Linguistics, expects to help the PGDTE participants get an insight into how languages are organized and function in various situations. It hopes to equip them with basic concepts of Linguistics and the various aspects which together constitute language. It further makes the participants understand how mother tongues are acquired, other tongues such as English are learned and how the knowledge of language can be utilized in the English classroom. The course is also expected to supplement what the participants learn in other courses on Grammar and Phonetics, and be able to make connections. It further aims at developing their intuitions about language and at making them better teachers cum researchers of various aspects of language.</p>
<p>PGDTE 103 Modern English Grammar and Usage (MEGU)</p>	<p>This course makes a distinction between Linguist’s grammar, Teacher’s grammar and Students’ grammar and goes on to focus on the need to develop an awareness of a teacher’s grammar among the students. The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching to adopt a descriptive approach with respect to the rules of usage and actual use of modern English. The course deals with the major areas of the grammar of English, and goes on to deal with notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which teachers should be aware of.</p>
<p>PGDTE 104 Methods of Teaching English (MTE)</p>	<p>The aim of this course is to introduce participants to the different principles and practices involved in teaching English as a second language. Beginning with a brief history of language teaching, the course will go on to provide a historical overview of the principal methods and approaches in language teaching. Following an examination of the context and environment of language learning, participants will be introduced to the theories of language learning and important factors that affect language learning – teacher factors, learner factors and classroom factors. The course will also examine the pedagogic principles related to the four skills and elements of language.</p>
<p>PGDTE 105 Teaching</p>	<p>Teaching materials are accepted as an integral part of the teaching-learning process in the language classroom. In popular perception, the teaching material</p>

<p>Materials (TM)</p>	<p>– narrowly identified with the coursebook – is handed down from above to the teacher, who in turn is expected to do no more than ‘teach the book’. The TM course aims to provide potential teachers with a broader perspective on teaching materials and an understanding of how the coursebook works and can be a springboard for creativity and innovation in the language classroom. By examining a variety of materials at different levels and for different language skills, participants will arrive at a clearer understanding of the role of TM and gain a more realistic view of what TM can achieve.</p>
<p>PGDTE 106 Interpretation of Literature (ILit)</p>	<p>The objectives of this course are primarily to deepen literary awareness and harness it to teach not only literature <i>qua</i> literature, but also strengthen language teaching as well. This will happen through the harnessing of the consciousness of language that literature enables better than any other resource or method available to the teacher and learner. A learner-centred syllabus does not preclude a tightly controlled, not to say exclusively designed, syllabus in the language classroom. Beginning with extensive reading—the single most important source of language acquisition and knowledge, literature is a source <i>par excellence</i> for all the stakeholders associated with the classroom. The accuracy of words, the diction, of literature is unparalleled in its rigour. The teaching of vocabulary, grammar, syntax, pronunciation, and the four primary skills of language can rise up as an edifice on a firm foundation in literature. In a purportedly post method era, literature can be a most valuable aid for the teacher to address the issues and challenges in the classroom. For, it offers something to everyone—nursery rhymes to children, word-play to adults, and a philosophy for the more serious learner of a language—to mention only three of an almost unending list of advantages that literature offers.</p>