



## **DISCLAIMER**

This Handbook is only for the information of our students, and does not constitute a legal document. While all efforts have been made to make the information in this Handbook as authentic as possible, we are not responsible for any inadvertent errors that may have crept into the document.

## **ADVICE TO STUDENTS**

Some of the programmes/courses mentioned in the document may or may not be offered in a particular academic year/semester. We advise you to consult the Coordinator of the programme at the beginning of every semester.

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## **Post Graduate Diploma in the Teaching of English (PGDTE)**

### **1. Description of the Programme**

The PGDTE Course is a teaching diploma that provides theoretical knowledge about the teaching of English as well as practice in how to apply this knowledge in the classroom.

### **2. Duration**

Two semesters (1 August – 30 November and 1 January – 30 April)

### **3. Attendance requirement**

A student is required to attend at least 75% of the classes actually held in each subject. No student will be permitted to sit for the End-semester examination in the course in which he/she has secured less than 75% attendance.

### **4. Course content**

Students will be required to take **12** courses in all: **6** in Semester I and **6** in Semester 2. All courses offered in Semester I are compulsory (C). In Semester II, students may take up to 5 optional (E) courses in addition to Practice Teaching which is a compulsory (C) course.

#### **Semester 1**

<b>Course No.</b>	<b>Course Title</b>	<b>Code</b>	<b>C/O</b>	<b>Marks</b>
PGDTE 101	Phonetics and Spoken English	PSE	C	100
PGDTE 102	Introduction to Linguistics	ILin	C	100
PGDTE 103	Modern English Grammar and Usage	MEGU	C	100
PGDTE 104	Methods of Teaching English	MTE	C	100
PGDTE 105	Teaching	TM	C	100

Materials

PGDTE 106	Interpretation of Literature	ILit	C	100
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**Semester 2**

<b>Course No.</b>	<b>Course Title</b>	<b>Code</b>	<b>C/O</b>	<b>Marks</b>
PGDTE 201	Practice Teaching	PT	C	100
PGDTE 202	Project	PR	O	100
PGDTE 203	Corpus-Based Language Teaching	CBLT	O	100
PGDTE 204	Effective Practices in ESP	EPESP	O	100
PGDTE 205	ESP Materials	ESPM	O	100
PGDTE 206	Innovation in ELT	IELT	O	100
PGDTE 207	Language Teaching through Distance Mode	LTDM	O	100
PGDTE 208	Language through Literature	LTL	O	100
PGDTE 209	Materials for Skills Development	MSD	O	100
PGDTE 210	Principles of Language Teaching	PLT	O	100
PGDTE 211	The Phonetics	TPE	O	100

	of English			
PGDTE 212	Teaching of Grammar	TG	O	100
PGDTE 213	Testing in the Second Language Classroom	TSLC	O	100
PGDTE 214	Introduction to Sociolinguistics	ISL	O	100

*(Note: All courses listed under Semester II may not be on offer in a particular semester.)*

## **5. Detailed course descriptions**

### **Semester I**

#### **PGDTE 101 - Phonetics & Spoken English(PSE)**

##### **Course description**

This course 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).

##### **Course objectives**

- To train teachers of English to teach the language in their respective work environments
- To make them aware of the difficulties faced by the L2 learners and to train them to help these learners.

## Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<p><b>August</b></p> <p>Module 1: Introduction</p>	<p>Language Learning a Second Language The English Language Standards of Pronunciation of English Spoken English in India</p>
<p>Module 2: Speech Mechanism</p>	<p>Initiation Phonation Articulation</p>
<p>Module 3: Speech Sounds (the segmental features – in general)</p>	<p>Description of consonants Description of vowels Use of phonetic symbols The phoneme The syllable</p>
<p><b>September</b></p> <p>Module 4: The sounds of Standard British English (RP)</p>	<p>Phonemes of RP Vowels Consonants Phoneme vs. allophone Syllable structure in RP</p>
<p><b>October</b></p> <p>Module 5: Prosodic (Supra-segmental features)</p>	<p>Accent and Stress Word-Accentual patterns in English Rhythm Strong vs. weak forms Contracted forms Intonation Tonality Tonicity Tones</p>
<p><b>November</b></p> <p>Module 6: Pronunciation &amp; Intelligibility</p> <p>Module 7: The teaching of English Pronunciation</p>	

PRACTICAL WORK		
<b>August - November</b>	The use of a pronouncing dictionary	TUTORIALS & LANGUAGE LAB SESSIONS
	Practice in the perception and articulation of English vowels and consonants	
	Phonetic (broad) transcription	
	Practice in stress, rhythm and intonation pattern	
	Oral reading of passages, including conversations	

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	3 Internals (both theory and tutorials)
Final	60%	Written Exam + Orals + Ear Training test

### Readings

#### *Required*

Gimson, A.C. (2001). *Gimson's Pronunciation of English*, (6th ed.), revised by Alan Cruttenden. London: Arnold.

#### *Suggested*

Jones, D. (1918). *An Outline of English Phonetics*.

Ladefoged, P. (2001). *A Course in Phonetics*, (4<sup>th</sup> ed.), Fort Worth: Harcourt College.

Roach, P. (2001). *English Phonetics & Phonology*, (3<sup>rd</sup> ed.), Cambridge: CUP.

### Digital Lab

Language Lab (audio files): A Course in Phonetics & Spoken English  
Connected Speech Software



## PGDTE 102 - Introduction to Linguistics (ILing)

### Course description

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.

### Course objectives

- To enhance the ‘language knowledge’ of the participants,
- To equip them with tools for observation, description and explanation of language data, and,
- To enable them help their future learners enhance their language awareness and thereby their language development.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>August</b>  Module 1: Introduction to Linguistics & Language	Introduction to the course What is language? Some definitions of ‘language’ Properties of language Human and animal communication systems Spoken and written language  What is linguistics? Is linguistics a science? What is studying a language? Approaches to linguistics: the traditional, the structural, and the cognitive

	<p>Saussure: Sign, synchrony, diachrony  Chomsky: Competence and performance  Sapir and Whorf: Linguistic relativity  Linguistics is descriptive, not prescriptive  Levels of language analysis</p>
<p><i>September and October</i></p> <p>Module 2:  Introduction to  Phonology and  Morphology</p>	<p>Phonology  What is phonology?  Phonology and phonetics  Phone, phoneme and allophones  Principles of (a) contrastive &amp;  complementary distribution, (b) phonetic  similarity, (d) pattern congruity, and (e)  economy  Free variation  Application</p> <p>*****</p> <p>What is morphology?  Morphs, morphemes and, allomorphy,  Bound and Free forms  Word building processes: prefixes,  suffixes  Inflections and derivations  Morphophonemics  Suppletion  Application</p>
<p><i>November</i></p> <p>Module 3:  Introduction to Syntax</p>	<p>Constituents of a simple sentence  The phrase: NP, VP, PP and AP  The clause  The simple sentence  Syntactic categories  Selectional restrictions  Phrase Structure (PS) rules  How to draw trees  Bracketed diagrams</p>

Module 4: Applied Linguistics	What is Applied Linguistics? Language teaching Language learning Speech disorders Language pathology Language testing Language and technology
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## Readings

### Required

Fromkin, V., Robert R., and Nina, H. (2013). *An introduction to language*. Cengage Learning.

### Suggested

Adrian A., Richard A. D., Ann K. F., and Robert M. H. (2012). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts.

Trask, R. L., and Peter, S. (2007). *Language and linguistics: the key concepts*. Taylor & Francis.

Malmkjær, K. (2009). “Animals and language.” In *The Routledge linguistics encyclopedia*, Kirsten Malmkjær (Ed.). Routledge, 10-16.

Carnie, A. (2013). “Constituency tests.” In *Syntax: A generative introduction*. John Wiley & Sons, 86-89.

Cruse, A. (2006). “Prototype theory.” In *A glossary of semantics and pragmatics*. Oxford University Press, 146-148.

## PGDTE 103 - Modern English Grammar and Usage (MEGU)

### Course description

This course makes a distinction between a linguist’s grammar, teacher’s grammar and a 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.

## Course objectives

- To understand the major areas of English grammar
- To acquaint future teachers of English with the major areas of English grammar so that they develop an analytical, functional and communicative awareness of how English is used in the modern world.
- To help them develop their proficiency in English and their professional competencies.
- To develop a descriptive and analytical and critical ability for language use.
- To enable participants to look at some methods for teaching and testing specific areas of grammar.

## Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>August</b> Module 1: Notions of Grammar	Traditional notions, Implicit /Explicit, Prescriptive/ Descriptive and Usage
Notions of usage	Correctness, Acceptability and Appropriateness, Language variation: Styles, Registers, Dialects, Collocations, British English, Indian English
Basic concepts	Hierarchy, Free vs. Bound forms, Expansion, contraction, deletion, Unit, Structure and System, Optional & Obligatory, Categories: Formal, functional, Forms and Pro-forms; Meaning, Modes of Representation: Bracketing, Boxes, Trees
Words & Parts of speech	N, V, Adj, Av, Prepositions, conjunctions etc.
<b>September</b> Module 2: Noun Phrase	Elements of structure of NP, Meaning and componential analysis, Selectional Restrictions
Verbs and Verb	Types of Vs, Structure of VP, Types of

Phrase	Concord
Basic Sentence Patterns	Clause elements: Formal and Functional categories
Types of sentences	Types of clauses , Finite - Non-finite, Relative Clause, Nominal Clause, Adverbial Clause, Simple, Complex, Compound, Matrix – Embedded; Main-Subordinate
<b>October</b> Module 3: Adjectives	Types, meanings, occurrences,
Prepositions	Meanings, combinations
Adverbs	Types, functions etc.
Connectives	Sentential and Discourse, meaning, Cohesion and cohesion
<b>November</b> Module 4: Usage and Errors	Perception and procedures for correction

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	There will be two mid-term tests
Final	60%	End of semester examination

### Reading list

#### *Required*

Close, R. (1974). *A University Grammar of English: Workbook*. London: Longman.

Celce-Murcia, M. and Larsen-Freeman, D. (1983). *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley: Newbury House Publishers, Inc.

Department of Distance Education, EFL University, Hyderabad :*Blocks 1-5 of Modern English Grammar and Usage of EFL for PGDTE*.

Greenbaum, S. and Quirk, R. (1990). *A Student's grammar of the English Language*. Essex: Longman.

- Leech, G. and Svartvik, J. (1975). *A Communicative Grammar of English*. London: Longman.
- Leech, G. et al. (1979). *English Grammar for Today*. London: Macmillan.
- Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Longman.
- Quirk, R. et al. (1983). *A Comprehensive Grammar of the English Language*. London: Longman.
- Trudgill, P. and Hannah, J. (1982). *International English: A Guide to the varieties of Standard English*. London: Edward Arnold.
- Sinclair, J. et al. (1989) (Ed). *Collins Cobuild Dictionary of Phrasal Verbs*. London: Collins.
- Swan, M. and Walter, C. (2001). *The Good Grammar Book*. Oxford: OUP.
- Verma, S.K. & Nagarajan, H. (1999). *An Interactive Grammar of Modern English*. New Delhi: Frank Brothers.

## **PGDTE 104 - Methods of Teaching English (MTE)**

### **Course description**

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.

### **Course objectives**

- To help students identify the chief characteristics of different language teaching methods and approaches.

- To help students identify the approach(es) and method(s) best suited to a particular teaching/learning situation.
- To familiarize students to the different ways of teaching the language skills and elements.
- To help students identify factors that affect the teaching/learning process and address these effectively.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b><i>August - September</i></b>  Module 1: A Brief History of Language Teaching	
History of English Language Teaching in India	
Approaches and Methods in Language Teaching	The Grammar- Translation Method The Direct Method The Oral Approach and Situational Language Teaching The Audio-Lingual Approach The Structural Approach The Communicative Approach Task-Based Language Teaching Content and Language Integrated Learning Total Physical Response Suggestopedia
<b><i>August - September</i></b>  Module 2: The Context of Language Learning	First, Second and Foreign Language Learning
Theories of learning	Behaviourism, Cognitivism
<b><i>October - November</i></b>	Teacher Factors

Module 3: Aspects of ELT	Learner Factors Classroom Factors
Module 4: Teaching Language Components	Teaching Listening Teaching Speaking Teaching Reading Teaching Writing Teaching Grammar Teaching Vocabulary

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Presentations, Class tests
Final	60%	End of semester examination

### Reading List:

- Anderson, K & J. Maclean. 2007. *Study Speaking*. New Delhi: Cambridge University Press
- Glendinning, E.H & B. Holmstrom. 2007. *Study Reading*. New Delhi: Cambridge University Press
- Hamp-Lyons, L & B. Heasley. 2006. *Study Writing*. New Delhi: Cambridge University press.
- Larsen- Freeman, D.2004. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press.
- Lightbown, P & N. Spada. 1993. *How Languages are Learned*. Oxford: Oxford University Press
- Lynch, T.2007. *Study Listening*. New Delhi: Cambridge University Press.
- Nuttal, C.2005. *Teaching Reading Skills in a Foreign Language*. London: Macmillan education.
- Prabhu. N.S. 1991. *Second Language Pedagogy*. London: Oxford University Press
- Richards, Jack C. 1998. *Beyond Training: Perspectives on Language Teacher Education*.



- Richards, J.C. & T.S. Rodgers. 2006. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Tickoo, M.L. 2003. *Teaching and Learning English. A Sourcebook for Teachers and Teacher—Trainers*. Hyderabad: Orient BlackSwan.
- Harmer, J. (2007). *The Practice of English Language Teaching*. 4<sup>th</sup> ed. Chapters 5 and 6. London: Pearson.

## **PGDTE 105 - Teaching Materials (TM)**

### **Course description**

Teaching materials are accepted as an integral part of the teaching-learning process in the language classroom. In popular perception, the teaching material – narrowly identified with the course book – 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 course book 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.

### **Course objectives**

- To explain how curriculum, syllabus, and ELT course design influence materials development
- To examine the role of teaching materials in the language classroom
- To examine and discuss select teaching materials
- To recognize the characteristics of different kinds of teaching materials
- To provide an initiation into producing teaching materials

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>August</b>	Definitions and differences; influence on materials
Module 1: Curriculum and Syllabus	Language Syllabuses: the need for a syllabus; the role of a syllabus; factors that influence syllabus design; characteristics of a syllabus; syllabus types
Approaches to Language Teaching	the Structural Approach; the Communicative Approach: Principles of CLT; CLT materials
<b>September</b>	
Module 2: Teaching Reading	the main ways of reading; types of comprehension; sub-skills of reading; analysis of tasks for teaching reading
Teaching Grammar	implicit and explicit knowledge of grammar; analysis of grammar tasks
<b>September/October</b>	
Module 3: Teaching Vocabulary	aspects of vocabulary; the process of vocabulary acquisition; tasks for teaching vocabulary
Teaching Listening & Speaking	the nature of oral communication; sub-skills of listening & speaking; tasks for teaching listening & speaking
<b>October/ November</b>	
Module 4: Teaching Writing	product & process approaches to teaching writing, sub-skills of writing, tasks for teaching writing
The coursebook	an overview; the role of a textbook; constituents of a textbook the role of a coursebook, constituents of a textbook & a unit, criteria for analyzing a coursebook& evaluation of a coursebook.

### Evaluation

<b>Assessment</b>	<b>Weight</b>	<b>Mode of assessment</b>
Internal	40%	assignments, presentations, class tests
Final	60%	End of semester examination

## Readings

### Required

- Harmer, J. (2007). *The Practice of English Language Teaching*. (4<sup>th</sup> edition). Pearson Education Ltd.
- Nunan, D. (1988). *Syllabus Design*.
- Richards, J. and Rodgers, T. (2006). *Approaches and Methods in Language Teaching*. CUP.
- Ur, P. (2012). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.
- Tickoo M. L. (2003). *Teaching and Learning English*. Orient Longman.

### Suggested

- Day, R. (1994). Selecting a Passage for the EFL Reading Class. *Forum*, Vol. 32/1: 20 -
- Day, R. and Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language* Vol. 17, No. 1.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language* (2nd ed.). Oxford: Heinemann.
- McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Scrivener, J. (2005). *Learning Teaching*. Macmillan.

## PGDTE 106 - Interpretation of Literature (ILit)

### Course description

The objectives of this course are primarily to deepen literary awareness and harness it to teach not only literature *qua* 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 *par excellence* 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.

**Course objectives**

- To develop an awareness of literature and its techniques and art
- To develop a comprehensive perspective regarding significant critical approaches to literature.

**Course outline**

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
<b>August</b> Module 1:  Basics of Literary Study	Introduction to Literature
Module 2: Study of select genres with a bias towards teaching literature and language in the classroom	Close reading and contextual analysis involving linguistic and stylistic features such as grammar and semantics
<b>September</b>  Module 3: Literary Language	Discourse analysis; vocabulary—acquisition and teaching with literary texts
<b>October</b>  Module 4: Language Skills	Develop academic writing and listening based on literary texts
<b>November</b>  Module 5:	Listening to recordings of readings of texts by literary figures

## Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Worksheets, Class Tests
Final	60%	End of semester examination

## Readings

*Select Reading List* (A wider list will be made available later)

Gower, R. (1986) "Can stylistic analysis help the The English and Foreign Languages University learner to read literature?" *ELT Journal* 40.2

Lazar, Gillian. (1993) *Literature and Language Teaching*. CUP Cambridge.

\_\_\_\_\_ "Using poetry in the EFL/ESL classroom" *ELT Journal* 44. 3.

Tomlinson B. (1986) "Using poetry with mixed ability language groups" *ELT Journal* 40.1

## Readings

*Suggested*

Adler, M. J., Doren, C. (1972). *How to Read a book: The Classic Guide to Intelligent Reading*. Simon and Schuster.

Eagleton, T. (2013). *How to Read Literature*. Yale University Press.

Hirsch, E. (2000). *How to Read a Poem*. Mariner Books.

Southerland, J. (2007). *How to Read a Novel: A User's Guide*. St. Martin's Griffin.

## Semester II

### PGDTE 201 - Practice Teaching (PT)

### PGDTE 202 – Project (PR)

### PGDTE 203 - Corpus-Based Language Teaching (CBLT)

#### Course description

This course attempts to provide the teachers of English a hands-on experience in using authentic language data in the classroom. The thrust of the course is to explicate the pedagogical potential of the corpus in teaching and developing language skills. Classroom time is divided between discussion and laboratory practice. The students are expected to read current teaching and research practices in CBLT and actively participate in classroom discussions. A small theoretical component on corpus-based approaches to LSRW will be introduced at the beginning of the course.

#### Course objectives

The major objectives of the course are

- to enable the students to develop corpus based approaches and analytical skills of observation in developing LSRW skills
- to enable the students to design tasks and exercises for LSRW, vocabulary and grammar
- to enable the students design ESP courses.

#### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: Introduction to Corpus Linguistics	What is corpus linguistics? How can we use it? Which corpus, what for and what size?

Module 2: Corpus-Based Language Teaching (Principles and Methods)	Principles of corpus linguistics The Corpus Approach Features of Corpus Tools Creating Corpora
<b>February</b>  Module 3: Corpus and Concordance Introduction to Online Corpora	Types of Corpora Concordance programs Using online corpora for language teaching and learning
Module 4: Corpus and Teaching Vocabulary	Most frequent words and phrases in English, wordlists Dictionary making analysis of chunks Idioms, collocations etc.
<b>March</b>  Module 5: Corpus and Teaching Writing	Classify corpus Genre analysis Direct use and indirect use of corpus Analysis of lexico-grammatical features Analysis of text-patterns Interpretation of the text-genre
Module 6: Corpus and Teaching Grammar	Understanding grammatical structures and categories Identifying patterns associated with individual words Syntax and Semantic associations
<b>April</b>  Module 7: Corpus and English for Specific Purposes (ESP)	Extracting and interpreting teacher corpora Classroom discourse analysis Classroom conversation analysis Developing hands-on activities Creating materials for classroom use

## Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination /project

## Readings

- Aijmer, K. (2009). *Corpora and Language Teaching*. Amsterdam / Philadelphia: John Benjamins Publishing Company.
- Baker, P., Hardie, A., & McEnery, T. (2006). *A Glossary of Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Biber, D. (2006). *University Language: A corpus-based study of spoken and written registers*. John Benjamins Publishing Company.
- Gavioli, L. (2005). *Exploring Corpora for ESP Learning*. John Benjamins Publishing Company.
- O’Keeffe, A., & McCarthy, M. (2010). *The Routledge Handbook of Corpus Linguistics*. London and New York: Routledge.
- Sinclair, J. M. (2004). *How to Use Corpora in Language Teaching*. John Benjamins Publishing Company.

## PGDTE 204 - Effective Practices in ESP (EPESP)

### Course description

The course aims to provide an overview of current practices in the field of English for Specific Purposes and sensitizing students to certain effective practices in the field of ESP such as Needs Analysis, Curriculum Design, Materials Development, Implementation and Evaluation. Such an awareness will equip students to adopt the features of best practices and design courses and develop materials for specific situations.

### Course objectives

- To make students aware of current practices in ESP.
- To help them identify and adopt best and effective practices for classroom teaching/learning.



- To enable participants to design and develop materials for specific needs.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: What is ESP ?, Scope and Significance	Definition, History, Relevance
Module 2: Developments in ESP, Effective Practices	New Developments Effective Practices- Needs and Nature
<b>February</b>  Module 3: Needs Analysis	PSA, TSA, CA
<b>March</b>  Module 5: Curriculum design & Materials Development	Syllabus, Factors, Stages Features of effective materials, materials development and evaluation
<b>April</b>  Module 6: Implementation	Teaching, Current Approaches and Methods
Module 7: Evaluation	External, Internal, Check-list

### Evaluation

<b>Assessment</b>	<b>Weight</b>	<b>Mode of assessment</b>
Internal	40%	Project, presentation, class tests
Final	60%	End of semester examination

## Readings

Evans, D. and St. Joan, M. (2008). *Developments in English for Specific Purposes*. Cambridge: CUP.

Hutchinson, T. and Waters, A. (2009). *English for Specific Purposes*. Cambridge: CUP.

Friedenberg, J., Kennedy, D., Lamparis, A., Martin, W. and Westerfield, K. (2003). *Guidelines for Providers of Work Place English Language Training Services*. Alexandria, VA: TESOL.

## PGDTE 205 - Materials for ESP (MESP)

### Course description

The course provides an overview of English for Specific Purposes and an introduction to the central concerns of ESP like needs analysis, syllabus design, teaching materials and the roles of the Teacher and Learner. It provides hands-on experience in designing an ESP Project.

### Course objectives

- To introduce learners to the central concerns of ESP,
- To help them understand the principles underlying the design of an ESP course,
- To help them understand the criteria for the selection of ESP materials, and
- To help them design an ESP course on an area of their choice.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: Origin and development of ESP: a historical perspective	Background to ESP ESP and CLT EGP vs ESP
Module 2: Definitions and	Terms and concepts in ESP Types of ESP courses

classification(s) of ESP	
<b>February</b> Module 3: Principles of ESP course design	Needs analysis-tools and data interpretation Aims and Objectives of course Syllabus design; Course outline Materials design; Evaluation
<b>March</b> Module 4: The role and purpose of ESP materials	Features of ESP materials Types of ESP materials
Module 5: Selection, adaptation and development of materials	Materials evaluation-criteria Analysis of ESP materials Adaptation and Creation of materials
<b>April</b> Module 6: The ESP teacher: problems and challenges	The role of an ESP teacher Team teaching

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	assignments, presentations, class tests
Final	60%	End of semester examination

### Readings

- Holden, S. (Ed.) (1977). *English for Specific Purposes*. London: Modern English Publications.
- ELT documents 101 (1978)..*English for Specific Purposes*. London: British Council.
- Mackay, R. & Mountford, A.(Ed.) (1978)..*English for Specific Purposes*.London: Longman.
- Robinson, P. (1980). *English for Specific Purposes*.Pergamon Institute of English: Position Papers. Pergamon Press. Oxford.
- Widdowson, H.G. (1983). *Learning Purpose and Language Use*.Oxford: OUP.
- Kennedy, C. and Bolitho, R. (1984)..*English for Specific Purposes*. London: Macmillan
- McDonough, J. (1984)..*ESP in perspective (A Practical Guide)*. London: Collins ELT

Swales, J. (Ed.) (1985)..*Episodes in ESP*.  
 Hutchinson, T.and Waters, A. (1987).*English for Specific Purposes (A learning–Centred Approach)*. Cambridge: CUP.  
 Robinson, P. (1991). *ESP Today: A Practitioner’s Guide*. UK: Prentice Hall  
 Dudley-Evans, T. and St John, M. (1998)..*Developments in ESP: A multi-disciplinary approach*. Cambridge: CUP.

## **PGDTE 206 - Innovation in ELT (IELT)**

### **Course description**

The purpose of the course is to introduce, explain and practise the concept of innovation in numerous forms in the areas of ELT specifically those of materials production and learning activities. The learning activities are structured based on the skills against the background of language functions. The course seeks to evaluate current present learning practices and firmly pitch the ground for innovation.

### **Course objectives**

- To familiarize participants with the background knowledge and information underpinning ELT practices
- To enable them to integrate innovation in daily classroom activities.
- To apply the principles of CLT, and use language functions and notions to develop innovative teaching/learning materials.

### **Course outline**

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: Introduction	Why innovation?
Module 2: Evaluation of current	A typical English class.

practices	
Module 3: Areas of innovations	Approaches Materials Methods Skills Learning Techniques
<b>February</b> Module 4: Functions of language	Greeting Introduction Description Direction Apologies Etc.
<b>March</b> Module 5: Planning the learning session	Skill-based lesson plan
Module 6: Practice sessions	Participants plan learning sessions based on the one discussed in Module 5
<b>April</b> Module 7: Evaluation and Conclusion	A comparative study of a learning lesson in vogue and one based on innovation. Levels of innovation and its uses

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Class room presentations
Final	60%	Take home project

### Readings

Jones, L. (1983). *Functions of English*. CUP: London.

Patil, Z.N. (2012). *Innovation in ELT*. Orient Blackswan: Hyderabad.

Richards, J. C., and Rodgers, T. S. (2000). *Approaches and Methods of Language Teaching*. CUP: London.

Wilkins, D. A. (1976). *Notional Syllabuses*. OUP: London.

## PGDTE 207 - Language Teaching through the Distance Mode (LTDM)

### Course description

This course aims to provide insights into the differences between teaching English to face-to-face learners and distance learners and the impact these differences have on language learning in the distance mode.

### Course objectives

Learners will know

- the difference between face-to-face learners and distance learners.
- the difference between face-to-face materials and distance materials.
- the difference between the assessment in the face-to-face mode and the distance mode.
- the role of a distance language teacher.

### Course outline

<i>Month/Module/ Topic</i>	<i>Topic</i>
<b>January</b> Module 1:	The concept, characteristics and philosophy of distance education
Module 2:	Characteristics of distance learners
<b>February</b> Module 3:	Theories of distance education
Module 4:	Supporting distance learners
<b>March</b> Module 5:	Teacher-learner roles in distance education
Module 6:	Evaluating distance learning materials
Module 7:	Integrating media with print materials: the multi-media package
<b>March/April</b> Module 8:	Assessing learners through the distance mode

## Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	assignments, presentations, class tests
Final	60%	End of semester examination

## Readings

- Dickinson, L. 1987. *Self-instruction in language learning*. Cambridge: Cambridge University Press.
- Garrison, D. R. 1989. *Understanding distance education*. London: Routledge
- Holmberg, B.1985. *Status and trends in distance education*.(Second edition). London: Croom Helm.
- Holmberg, B.1986. *Growth and structure of distance education*. London: Croom Helm.
- Holmberg, B.1989. *Theory and practice of distance education*.(Second edition). London: Croom Helm.
- Jeong-Bae Son (Ed.).2009.*Internet-Based language learning: Pedagogies and technologies*. Lulu.com
- Keegan, D. 1986. *The foundations of distance education*. London: Croom Helm.
- Lewis, R. 1984. *How to tutor and support learners*. London: Council
- Manjulika, S and V.V.Reddy. 1996. *Distance education in India. A model for developing countries*. New Delhi: Vikas Publishing House.
- Rogers, A. 1986.*Adult learning*. Milton Keynes: Open University Press.
- Rowntree, D.1992. *Exploring open and distance learning*. London: Kogan Page
- Rowntree, D.1992. *Teaching through self-instruction. How to develop open learning materials*. London: Kogan Page
- Thorpe, M. 1986. *Evaluating open and distance learning*. London: Longman.
- Tight, M. 1983.*Education for adults. Volume one: Adult learning and education*. London: Croom Helm.
- Titmus, C.J. (ed.)1989. *Lifelong education for adults.An international handbook*. Oxford: Pergmon Press.
- Warschauer, Mark, Richard Kern ( eds.). 2000. *Network-based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press
- Zou, Bin et.al .2013.*Computer-Assisted Foreign Language Teaching and Learning: Technological Advances*. New York: IGI, Global

## PGDTE 208 - Language through literature (LTL)

### Course description

This course helps participants appreciate literary discourse as a means for learning and teaching the nuances of communication. They examine plays, poems, and short stories to understand how the text may be used to build students' confidence and facilitate spontaneous use of language in the classroom. Intellectually challenging tasks and diverse strategies provide them with opportunities to compare the lecture method with alternative methods that stimulate interaction between the student and the text, peers, and the class and the teacher. by analyzing different learning resources such as books, articles, blogs, readings on You Tube, and peer teaching, participants acquire an in-depth awareness of their role and responsibilities as facilitators. With a strong focus on thinking and language skills, the activities encourage them to overcome their inhibitions and experiment with teaching language through literature.

### Course objectives

- To help appreciate the literary text as a means to teach academic, creative and functional use of English
- To nurture curiosity in activity –based teaching
- To train in creative task development and implementation

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: Literary text as a 'means' (not an end) in the ESL classroom	What do experts say about literature as a discipline and literature as a subject? How does a literary text help exploit student's background knowledge? How do we use a text to build confidence and promote student participation? How do we use texts, tasks, strategies, and classroom activities to encourage spontaneous interaction inside and outside the classroom? How does the teacher use the student's awareness of non-literary genres while using



	a literary text? And, why should it be done?
<b>February</b>  Module 2: Design and implement tasks using poems	What is ‘facilitating’ learning? How do we visualize the various steps in a task? How can we identify and support the various learning needs when the class is working on tasks? Why and how should the teacher encourage interaction between the student and the text? Why listen to poems on the internet? How do we bring different literary and non-literary texts together while focusing on everyday communication? How do we adopt a language across the curriculum approach while using a literary text?
<b>March</b>  Module 3: Develop and implement tasks using short stories	How does an awareness of story- telling techniques help the teacher-facilitator? How can we stimulate student interest in reading and narrating stories? Why should the teacher analyze a story before the class, and how does it help evolve an interactive approach to teaching it?
<b>April</b>  Module 4: Tasks for teaching ‘dialogue’, and contextual nuances, using plays	How does ‘dialogue’ in the play relate to everyday conversation? How do we understand what is not said? How do we use ‘dialogue’ to help students overcome inhibitions? How do we guide students to create an interesting dialogue? How do plays encourage student participation?

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Article and Book reviews, Classroom Participation, and Peer teaching
Final	60%	Project on interactive task development

### Readings

Dheram, P. (2009). Teaching through literature in *English Teaching Professional*, September.

Duff, A. & Maley, A. (2007). *Literature* (Resource Books for Teachers), Oxford: OUP

Collie, J. & Slater, S. (1987). *Literature in the language classroom*. Cambridge: CUP

Maley, A. (2001). Literature in the language classroom in *The Cambridge Guide to Teaching ESOL*, Cambridge: CUP.

McRae, J. (1994). *Literature with a small 'l'*. Macmillan Education.

Akula, S. and Peppin Rabitha, A. R. (2013). Poetry to create poetry. In *English Teaching Professional*, July.

Widdowson, H.G. (1976). *Stylistics and the teaching of literature*. Routledge.

## **PGDTE 209 - Materials for Skills Development (MSD)**

### **Course description**

This course is designed to provide prospective teachers with theoretical knowledge and experience in analyzing, adapting, and developing materials for teaching English as a second language at various levels. It aims to develop a principled approach to materials development. Building on the foundations laid in Teaching Materials (Semester 1) it goes on to examine the problems of designing and developing materials for teaching the LSRW skills. Participants will examine a variety of classroom learning material and will have opportunities to judge the appropriateness of existing materials for a variety of language programmes. In addition, they will create materials for a variety of classroom purposes. Participants will also learn how to design and create larger units of work – such as a chapter/unit of a coursebook.

### **Course objectives**

- To introduce participants to the theory behind materials development for second language learning and teaching
- To analyze teaching materials used in language learning
- To enable participants to apply theoretical knowledge to design and develop materials

## Course outline

<i>Month/Module</i>	<i>Topics</i>
<b>January/February</b> Module 1:	Materials for the teaching of reading
<b>February</b> Module 2:	Materials for teaching vocabulary
Module 3:	Materials for teaching grammar
<b>March</b> Module 4:	Materials for the teaching of listening
Module 5:	Materials for the teaching of speaking
Module 6:	Materials for the teaching of writing
<b>April</b> Module 7:	Presentations

## Evaluation

<b>Assessment</b>	<b>Weight</b>	<b>Mode of assessment</b>
Internal	50%	Assignments, presentations, group discussions
Final	50%	Project (15-20 A4 pages)

### Note:

1. For internal assessment, participants will be assessed on their preparedness for and participation in class and work submissions.
2. **Project:** Participants will be required to do a final project where they design materials for a target population of their choice.

**Intake:** 9 participants (max.)

## Select Reading List

- Prabhu, N. S. (1988). *Materials as support; materials as constraint*. RELC Seminar, Singapore.
- Rinvolutri, M. (2008). *How useful are comprehension questions*. IATEFL Voices, Newsletter, Issue 204.

- Burton, S. J., Sudweeks, R. R., Merrill, P. & Wood, B. (1991). *How to prepare Better Multiple-Choice Test Items: Guidelines for University Faculty*
- Honeyfield, (1997). *Simplification*. TESOL Quarterly, Vol. 11. No. 4, 431-440.
- Day, R. (2002). *Why use Simplified Materials*. Teacher Talk, Centre for Asia-Pacific Exchange (CAPE).
- Stoller, F. Anderson, N., Grabe, W. & Komiyama, R. (2013). *Instructional Enhancements to Improve Students' Reading Abilities* English Teaching Forum, 2013, No. 1.
- Tomlinson, B. (2012) Materials Development for Language Learning and Teaching. *Language Teaching* 45.2, 143-179, CUP.
- Ragan, A. *Using Adapted Texts in ELL Classrooms*. Modern Language Journal, 83(3) 350-366.
- Guariento, W., & Morley, J. (2001). *Text and Task Authenticity in the EFL Classroom*. ELTJ, 55/4. OUP.
- Harwood, N. (Ed.). (2010). *English Language Teaching Materials: Theory and Practice*. Cambridge: CUP.
- Aebersold, J., & Field, M.L. (1997). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms* Cambridge: CUP
- Flowerdew, J., & Miller, L. (2005). *Second Language Listening: Theory and Practice Chapter 7*. Cambridge: CUP.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: CUP.
- Schmitt, N. (2000). *Vocabulary in second language teaching*. Chapters 3 & 4, Cambridge: CUP.

## **PGDTE 210 - Principles of Language Teaching (PLT)**

### **Course description**

This course provides the theoretical basis for an understanding of pedagogy in the ESL classroom. The course is therefore conceptualized as an essential corollary to the practical and experiential exposure provided by the Methods and Practice Teaching Components in Semester I. Beginning with a broad history of English Language Teaching for an international perspective, the course will attempt to provide a comprehensive understanding of the principle

factors that affect English Language Teaching and Learning. These factors include those that are associated with the learning environment as well as learner factors. The Course will also familiarize learners with the concept of Bi/Multilingualism as an important factor in language teaching and learning in multilingual and multicultural contexts. In preparation for research studies in ELT, an introduction to research in ELT will also be provided.

### Course objectives

- To help students understand the pedagogic principles related to language teaching and learning.
- To help students relate theoretical principles to relevant approaches and methods in language teaching.
- To introduce students to the concept of bilingualism and the principles related to bilingual education.
- To introduce students to research studies in ELT.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b> Module 1: Brief history of language teaching	Principal developments in ELT from the grammar translation method to the present day.
Module 2: Theory of language	Structural view, Functional view, Interactional view
<b>February</b> Module 3: Theories of learning	Behaviouristic theory, Cognitive theory, Creative construction theory, Socio-cultural theories
Module 4: Approaches and methods in language teaching	A brief description of methods and approaches in ELT to focus on relevant pedagogical principles for language teaching

<b>March</b> Module 5: The language learning hypotheses	The Universal Grammar Hypothesis, Innateness Hypothesis, Critical Period Hypothesis, Threshold Hypothesis, Acquisition- Learning Hypothesis, Monitor Hypothesis, Natural Order Hypothesis, Input-Intake Hypothesis, Affective Filter Hypothesis
<b>April</b> Module 6: Bi/Multilingualism	Introduction to bilingualism and bilingual education Important theories related to bilingualism Bilingual education – relevant concepts and models
Module 7: Introduction to research in ELT	Types of research Seminal papers related to ELT and classroom research

### Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination

### Readings

Anderson, K., and Maclean, J. (2007). *Study Speaking*. New Delhi: CUP.

Baker, C. (1988). *Key issues in bilingualism and bilingual education*, Multilingual matters.

Brown, H. D. (1987). *Principles of Language Learning and Teaching*. Englewood Cliff, New Jersey: Prentice Hall, Inc.

Brown, H. D. (2007). *Principles of language learning and teaching*, Pearson Education Ltd.

Cohen, A. (1998) *Strategies in learning and using a second language*, Longman.

Gayle, H. Gregory and Chapman, C. (2002). *Differentiated Instructional Strategies*. California: Corwin Press

Glendinning, E.H and Holmstrom. (2007). *Study Reading*. New Delhi: CUP.

- Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing*. New Delhi: CUP.
- Howatt, A. (1984). *A history of English language teaching*. OUP.
- Howatt, A and Widdowson, H.G. (2004). *A history of English language teaching*, OUP.
- Larsen-Freeman, D. (2004). *Techniques and Principles in Language Teaching*. New Delhi: OUP.
- Lightbown, P. and Spada. N. (1993). *How Languages are Learned*. Oxford: OUP.
- Littlewood, W. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell.
- Lynch, T. (2007). *Study Listening*. New Delhi: CUP.
- McCarten, J. (2007). *Teaching Vocabulary*. Cambridge: CUP.
- Nunan, D. (2003) *Practical English language teachings*, McGraw Hill.
- Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language*. London: Macmillan Education.
- Richard, J. (19990) *The language Teaching Matrix*, CUP.
- Richards, Jack C. and Theodore S. Rodgers (2003). *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Richards, Jack C. and Renandya, W. (2002). *Methodology in Language Teaching*. Cambridge: CUP.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*, OUP.

## **PGDTE 211 – The Phonetics of English (TPE)**

### **Course description**

This is a Level II Course dealing with a more advanced approach to Phonetics. At the segmental level, aspects of connected speech: the allophonic variants of the English (RP) speech sounds, and at the suprasegmental level: the neutral and marked aspects of intonation, are studied in detail. This course also deals with a study of some major native and non native accents of English.

### Course objectives

- To make the learners appreciate the concrete realizations of the abstract phonemes in continuous speech
- To enable them to use the prosodic features of the English language for the expression of not just the speech functions of the language but also their attitudes or emotions in various contexts
- To appreciate the differences in some selected accents of English
- To identify and overcome the features of English spoken in India in order to be intelligible, both in the national and the international scenario.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: A Phonological description of Standard British English	Vowels Consonants
Module 2: Word Accent	Derivational suffixes Noun vs Verb Noun phrases vs Compound Nouns
<b>February- Mid March</b>  Module 3: Rhythm	Types of Rhythm
Module 4: Intonation	Tonality: Neutral vs Marked information distribution Tonicity: Neutral vs Marked focus of information
	Tones



Module 5: The word in Connected speech	- High and Low variants of all tones - Neutral vs Marked	
	Phonetic variations at word or morpheme boundaries Juncture	
<b><i>March-April</i></b>  Module 6: Accents of English	Native - American - Australian - Canadian Non native - Indian English - Black English	
Module 7:  The International Intelligibility of Indian English	Phonetic features that affect intelligibility Suggestions for improvement	
<b>PRACTICAL WORK:</b>		
<b><i>January to April</i></b>	Practice in stress, rhythm and intonation patterns	<b>TUTORIALS &amp; LANGUAGE LAB SESSIONS</b>
	Oral reading of passages, including conversations	
	Reading of phonetic texts	
	Phonetic/Phonemic transcription	
	Analysis of given specimens of Indian English pronunciation	

### Evaluation

<b>Assessment</b>	<b>Weight</b>	<b>Mode of assessment</b>
Internal	40%	3 Internals (both theory and tutorials)
Final	60%	Written Exam + Orals + Ear Training test

### Readings

#### *Required*

Gimson, A.C. (2001). *Gimson's Pronunciation of English, 6th ed.*, revised by Alan Cruttenden. London: Arnold.

Hughes, A. & Trudgill, P. (1979). *English Accents and Dialects*. London: Arnold Publishers.  
Tench, P. (1996). *The intonation systems of English*. London: Cassell.  
Wells, J.C. (1982). *Accents of English*. Cambridge: CUP.

### *Suggested Readings*

Carr, P. (1999). *English Phonetics and Phonology – An Introduction*. Oxford: Blackwell Pubs. Ltd.  
Jones, D. (1918). *An Outline of English Phonetics*.  
O'Connor, J.D. and Arnold, G. (1973). *Intonation of colloquial English*. Second edition. Harlow: Longman.  
Roach, P. (2001). *English Phonetics & Phonology, 3<sup>rd</sup> ed.* Cambridge: CUP.

### **Digital Lab**

Prose, Poetry, and Conversation (audio files)  
Connected Speech Software

## **PGDTE 212 - Teaching of Grammar (TG)**

### **Course Description**

In this course, students will begin by examining various notions of grammar and then go on to examine the objectives of teaching grammar in L1 and L2 contexts. After a look at the various methods of grammar teaching, participants will also be introduced to the concepts of implicit and explicit grammar teaching. During the course, they will analyze grammar tasks and prepare to teach them in authentic situations. Thus, the course involves both theoretical and practical components.

### **Course objectives**

- To familiarize students with the various methodological approaches to grammar teaching
- To enable them to be able to identify the underlying approach(es) in a variety of tasks.

- To enable students to plan grammar lessons and teach them effectively.

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b><i>January</i></b>  Module 1: What is Grammar? Notions of Grammar	Native-speaker's intuitive grammar; Linguist's descriptive grammar; Pedagogical grammar
Module 2: Objectives of teaching Grammar in L1 and L2 classroom contexts	
<b><i>February</i></b>  Module 3: Teaching of Grammar in the various methodological approaches	Grammar-Translation; Structural; Functional; Communicative; Post-method
Module 4: Focus on Forms vs. Focus on Form	
<b><i>March</i></b>  Module 5: Consciousness-raising and Noticing in the teaching of Grammar	
Module 6: Implicit vs Explicit Grammar teaching	Task-analysis
<b><i>March-April</i></b>  Module 7: <b>Practical Sessions</b>	Lesson-planning and practice teaching: Grammar Lessons.

## Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Two theory-based tests + practice teaching
Final	60%	End of semester examination

## Readings

### *Suggested*

Ellis, N. (2007). The weak interface, consciousness, and form-focused instruction: mind the doors. In S. Fotos & H. Nassaji, (Eds.). *Form-focused Instruction*. Oxford: OUP

Fotos, S. & Nassaji, H. (Eds.). (2007). Issues in form-focused instruction and teacher education. in *Form-focused Instruction*. Oxford: OUP

Richards, J.C. & Renandya, W. (Eds.). (2002). *Teaching Grammar – 3 chapters in Section 7 of Methodology in Language Teaching*. Cambridge: CUP.

Rutherford, W. (1987). *Second language grammar: Learning and teaching*. Longman.

## PGDTE 213 - Testing in the Second Language Classroom (TSLC)

### Course Description

This course will introduce students to basic concepts in evaluation, assessment and testing in the language classroom. It will draw on their experiences of being a language teacher, or of being evaluated as a learner in the classroom and use that experience as a basis to provide insights into the theory and practice of language testing. They will get hands-on experience in analyzing, critiquing, and modifying test items. The course will revolve around a series of worksheets that will be solved and discussed. The primary mode of teaching will be 'learning through doing'. There will be some inputs by way of readings; these will be used as the basis for discussion in class.

The primary focus of the course will be on teacher made tests, and tests used for end-semester certification in schools and junior colleges. Using testing for teaching, (assessment for learning) will be fore-grounded and highlighted. The course will not problematize or critique public examinations and large scale standardized tests.

## Course objectives

- To provide teachers hands on experience with analysis of test items.
- To get a good understanding of basic concepts in language testing

## Course Outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
<b>January</b>  Module 1: What, why, how and who of testing/evaluation	Role of evaluation within and outside formal education Differences between evaluation, assessment and testing Indirect nature of testing
Module 2 Purposes and Types of Tests	Purposes of tests within and outside schooling (certification/for enabling learning, discipline/streaming) Achievement, proficiency, diagnostic and placement tests
<b>February</b>  Module 3: The Language of Language Testing	The Carroll Table (skills and elements of language) The Language of Objectives Item Creation and Modification
Module 4: The Language of Instructions	How to write instructions Problems in Instruction Writing
<b>March</b>  Module 5: Issues in Testing	Validity, Reliability, Practicality and Washback
<b>April</b>  Module 6: Alternative Assessment Practices	Open book examinations, Portfolios, Peer and Self Assessment

## Evaluation

<b>Assessment</b>	<b>Weight</b>	<b>Mode of assessment</b>
Internal	40%	Open book class tests, and an assignment,

		classroom participation and attendance
Final	60%	End of semester open book examination

## Readings

### Required

Brown, D. (2004). *Language assessment: Principles and classroom practices*. San Francisco State University: Longman.

Durairajan, G. (2015). *Assessing Learners: A Pedagogic Resource*. New Delhi: Cambridge University Press.

Genesee, F. and Upshur, J. (1996). *Classroom-based Evaluation in Second Language Education*. Cambridge: Cambridge University Press.

## PGDTE 214–Introduction to Sociolinguistics

### Course description

The course introduces the key concepts of the discipline and also aims at developing the analytical skills required to analyze sociolinguistic data. Most of the topics listed below would be taught by exploring case studies set in the western and South Asian linguistic and cultural contexts.

### Course objectives

- To introduce learners to the key topics of sociolinguistics,
- To equip them with the skills required to analyze sociolinguistic data,
- To help them comprehend and analyze the concept of sociolinguistic variation, and
- To create awareness in them about current debates and issues in the different sociolinguistic topics listed below

### Course outline

<i>Month/Module/Topic</i>	<i>Sub-Topics</i>
<b>January</b>  Module 1: Sociolinguistic	Variable and Variants Constraints Determinism and Probabilistic Variation

Variation – An Introduction	
<b>February</b> Module 2: Dialects – Regional and Social	Definitions Types of Social and Regional Dialects Dialect Myths and Reality Levels of Dialectal Variation
<b>March</b> Module 3: Language contact	Borrowing Code-Mixing and Switching Pidgin Creole Diglossia Language Shift and Death
<b>April</b> Module 4: Speech Community	Social Networks Dense and Loose Networks Communities of Practice Social Class

### Evaluation

Assessment	Weight	Mode of Assessment
Internal	40%	Mid Semester Exams (2)
Final	60%	End of Semester Examination

### Core Reading:

Meyerhoff, M. (2006). *Introducing sociolinguistics*. London & New York: Routledge.

## 6. Evaluation

A student's performance will be assessed on the basis of (i) continuous assessment, and (ii) semester-end examinations. The ratio of continuous assessment to semester-end examinations will be 40:60.

*Continuous assessments* may comprise of class tests, assignments, or presentations. There will be a minimum of three continuous assessment tests. The best two will be considered for the final grade.

*Semester-end assessment* may be in the form of a sit-down, open-book or take-home examination, or a term paper.

To evaluate a student's performance, the following 8-point grading scale will be used.

**O      A+      A      B+      B      C      D      F**

A student has to secure **at least a 'D' Grade in all modules/ courses** to qualify in the course and shall be awarded the Diploma.

### 6.1 Promotion to the next Semester

- a) For promotion to the next semester, a student **should not** have a backlog of **more than two** courses/papers at the beginning of any given semester.
- b) Students who accumulate a backlog of **more than two courses/papers at any point** will have **to exit the Programme.**
- c) The maximum permissible period for clearing backlog of Courses is as under:

Maximum permissible period in semesters ( <i>from the date of admission</i> )	
<i>General/OBC/all others</i>	<i>SC/ST/PHC</i>
3	4



In all the above cases, ex-students shall cease to be eligible for hostel accommodation, stipend, book allowance and library facilities beyond their regular stipulated period of admission to the programme. If a course is to be repeated, the course fee for that particular semester will have to be paid.

## **6.2 Supplementary/ Grade Improvement Examination**

Students who score grade **B** or lower, and are desirous of improving their grades in any module/course may take a Grade Improvement/Repeat Examination.

Supplementary examinations shall serve as repeat examinations. Only those students who fulfil the attendance, discipline, and academic requirements of the programme shall be allowed to exercise the option of Grade Improvement/Repeat examination.

Students are required to apply to the Controller of Examinations through the Chairperson concerned, BoS, within seven days of commencement of the following semester or declaration of results whichever is later for Grade Improvement/Repeat examination paying a fee of Rs.100/-subject to revision from time to time for each paper.

For Postgraduate Diploma Students there is no grade improvement or supplementary examination for the Practice Teaching course. Students who wish to appear for this examination will have to repeat the course in Semester One of the following year.







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