

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Effective Practices in ESP
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	PGDTE E676
Semester	II
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tues/ 11.00 to 1. 00 Friday 11.00- 1.00
Name of the teacher	Anand Mahanand
Course description	<p>i) A brief overview of the course The course aims at providing 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</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered). The course deals with an emerging aspect of ELE i.e. English for Specific Purposes exposing students to different aspects of the emerging field. It will strengthen the pedagogy of English Language Teaching.</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these): The delivery of the content will be through lectures, discussion, project work and presentations.
Evaluation scheme	Internal (modes of evaluation): 40 % (sessional) End-semester (mode of evaluation): 60% (Final)
Reading list	Essential reading: Dudley Evans and Maggie St. Joan. (2008). <i>Developments in English for Specific Purposes</i> . Cambridge: CUP. Hutchinson and Alan Waters. (2009). <i>English for Specific Purposes</i> . Cambridge: CUP. Robinson, P. (1991). <i>ESP Today: A Practitioner's Guide</i> .

	<p>Hermel Hempstead: Prentice Hall International.</p> <p>Additional reading: Friedenberg, Joan, Deborah Kennedy, Anne Lamparis, William Martin, Kay Westerfield. (2003). <i>Guidelines for Providers of Work Place English Language Training Services</i>. Alexandria, VA: TESOL. Richards, Jack C. (2003). <i>Curriculum Development in Language Teaching</i>. Cambridge UP.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	INNOVATION IN ELT
Category	b. existing course with changes (20% changes)
Course code	PGDTEE678
Semester	Second Semester
Number of credits	5
Day/Time	Tuesday 3 to 5 PM and Friday 3 to 5 PM
Names of the teachers	Dr P. Sreehari & Dr Monishita Hajra Pande
Course description	<p>i) The course introduces participants to the innovative landscape of English Language Teaching (ELT). It offers a thorough overview of innovative methods and best practices in ELT, including the latest trends. It also emphasizes exploring the theoretical foundations of Second Language Acquisition (SLA) to create innovative teaching strategies, examines diverse language learning contexts to tailor instruction to match learner needs, and integrates Information and Communication Technologies (ICT), blended learning, and content-based, task-based and participatory approaches, learning strategy training, cooperative learning and multiple intelligence into ELT. Additionally, the course aims to introduce participants to the idea of post method pedagogy that is context-sensitive emphasizing the importance of the parameters of particularity, practicality and possibility as proposed by Kumaravadivelu (2006) within a framework of critical reflective practices. This in turn will foster lifelong professional growth and development, and enable the participants to identify and analyse key pedagogical constraints in a given context and ensure a robust foundation for innovation.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO</p>

	<p>of the Programme under which the course is being offered)</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> a) acquire knowledge and skills to implement innovative practices in their ELT classrooms. b) critically evaluate current trends and research in language education, and adapt their teaching practices accordingly. <p>iii) Learning outcomes—</p> <ul style="list-style-type: none"> a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14 c) skill-enhancement: PO8 d) employability quotient: PO13
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation): Written tests (40%)</p> <p>End-semester (mode of evaluation): Written test (60%)</p>
Reading list	<p>Essential reading:</p> <ol style="list-style-type: none"> 1. Dudeney, G. and Hockly, N. (2007). <i>How to Teach English with Technology</i>. Pearson. 2. Dale, L. and Tanner, R. (2012). <i>CLIL Activities: A Resource for Subject and Language Teachers</i>. CUP. 3. Schon, D.A. (1991). <i>The Reflective Practitioner: How Professionals Think in Action</i>. Avebury. 4. Moon, J. (2004). <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i>. Psychology Press. 5. Kumaravadivelu, B. (2006). <i>Understanding language teaching: From method to postmethod</i>. Lawrence Erlbaum Associates. 6. Freeman, D.L. and Anderson, M. (2011). <i>Techniques and principles in language teaching</i>. OUP. <p>Additional reading:</p> <ol style="list-style-type: none"> 1) Brinton, D.S. and Wesche, M. (1989). <i>Content-based second language instruction</i>. Heinle & Heinle. 2) Griffiths, V. (2000). The Reflective Dimension in Teacher Education. <i>International Journal of Educational Research</i>, 33(5), pp. 539-555. 3) Joshi, A.N. and Salunke, K.S. (2006). <i>Content Based Methodology</i> 4) Patil, Z.N. (2012). <i>Innovation in ELT</i>. Orient Blackswan: Hyderabad. 5) Richards, J.C. and Nunan, D. (1990). <i>Second Language Teacher Education</i>. CUP. 6) Richards, Jack C. (2015). <i>Key Issues in Language Teaching</i>. CUP. 7) Rosamand, S., Robertson, S. and John, P. (2009). <i>Improving Classroom Learning with ICT</i>. Routledge. 8) Saraswathi, V. (2006). <i>English Language Teaching: Principles and Practice</i>. Orient Longman Private Limited.

	<p>9) Tickoo. M. L. (2003). Teaching and Learning English. A Sourcebook for Teachers and Teacher-Trainers. Orient BlackSwan: Hyderabad.</p> <p>10) Ul Amin, S.N. (2018). ICT Integration in Education: A Smart Concept of Teaching and Learning. Educreation Publishing.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION

Course title	Materials for Skills Development
Category	Existing course without changes
Course code	PGDTEE681
Semester	II
Number of credits	5
Day/Time	Monday 2pm-4pm Wednesday 11am-1pm
Name of the teacher/s	Prof. Revathi Srinivas
Course description	<p>This course aims to provide potential teachers of English with a broader perspective on teaching materials (TM) 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 TMs and gain a more realistic view of what TMs can achieve.</p> <p>Objectives of the course By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand the theory behind materials development for second language learning and teaching • apply theoretical knowledge to design and develop materials <p>Learning outcomes After successful completion of the course participants will have gained skills to</p> <ul style="list-style-type: none"> • identify the language syllabus/-es on which instructional materials have been designed • understand the language learning principles that guide the design of teaching materials • design activities/exercises to develop sub-skills of listening and reading; and types of writing; and various functions of speaking <p>Module I:</p>

	<p>Principles of language learning and materials development; materials for the teaching of reading skills</p> <p>Module II: Materials for the teaching of vocabulary and grammar</p> <p>Module III: Materials for the teaching of listening skills</p> <p>Module IV: Materials for the teaching of speaking skills</p> <p>Module V: Materials for the teaching of writing skills</p>
Course delivery	Lecture/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation):50% sit-down test; presentation; group discussion</p> <p>End-semester (mode of evaluation): Project 50%</p> <p>Participants will be required to do a final project where they design materials for a target population of their choice.</p>
Reading list	<p>Essential reading</p> <p>Prabhu, N. S. (1988). <i>Materials as support; materials as constraint</i>. RELC Seminar, Singapore.</p> <p>Rinvoluceri, M. (2008). <i>How useful are comprehension questions</i>. IATEFL Voices, Newsletter, Issue 204.</p> <p>Burton, S. J., Sudweeks, R. R., Merrill, P. and Wood, B. (1991). <i>How to prepare Better Multiple-Choice Test Items: Guidelines for University Faculty</i></p> <p>Honeyfield, (1997). <i>Simplification</i>. TESOL Quarterly, Vol. 11. No. 4, 431-440.</p> <p>Day, R. (2002). <i>Why use Simplified Materials</i>. Teacher Talk, Centre for Asia-Pacific Exchange (CAPE).</p> <p>Stoller, F. Anderson, N., Grabe, W. and Komiyama, R. (2013). <i>Instructional Enhancements to Improve Students' Reading Abilities</i> English Teaching Forum, 2013, No. 1.</p> <p>Tomlinson, B. (2012) Materials Development for Language Learning and Teaching. <i>Language Teaching</i> 45.2, 143-179, CUP.</p> <p>Ragan, A. <i>Using Adapted Texts in ELL Classrooms</i>. Modern Language Journal, 83(3) 350-366.</p> <p>Guariento, W., and Morley, J. (2001). <i>Text and Task Authenticity in the EFL Classroom</i>. ELTJ, 55/4. OUP.</p> <p>Harwood, N. (Ed.). (2010). <i>English Language Teaching Materials: Theory and Practice</i> Cambridge: CUP.</p>

	<p>Aebersold, J., and Field, M.L. (1997). <i>From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms</i>. Cambridge: CUP</p> <p>Flowerdew, J., and Miller, L. (2005). <i>Second Language Listening: Theory and Practice Chapter 7</i>. Cambridge: CUP.</p> <p>Hyland, K. (2003). <i>Second Language Writing</i>. Cambridge: CUP.</p> <p>Schmitt, N. (2000). <i>Vocabulary in second language teaching</i>. Chapters 3 and 4, Cambridge: CUP.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Training to Train
Category	b. existing course with changes (20% changes)
Course code	PGDTEE688
Semester	Second Semester
Number of credits	4
Day/Time	Monday 3 to 5 PM and Wednesday 11 to 1 PM
Names of the teachers	Prof. Ajit Kumar P, Dr. Kshema Jose and Dr. Monishita Hajra Pande

<p>Course description</p>	<p>i) This course introduces learners to the principles, methods, and literature of Training and Development. It explores key aspects of training, including andragogy, models, strategies, materials, design, delivery systems, evaluation, and ethics. With this comprehensive understanding, learners will be prepared to design, develop, deliver, and assess training programs in language education, interpersonal skills, and employability skills.</p> <p>The course includes modules on learning principles, various trainer roles, essential trainer skills, and a systems approach to training. Topics covered include learning styles, multiple intelligences, creative and critical thinking, Maslow's hierarchy of needs, blended and e-learning, and trainer roles such as facilitator, motivator, and mentor. The course emphasises practical application in designing and evaluating training programs.</p> <p>Key concepts of training and development, including andragogy, various training models, strategies, materials, design principles, delivery systems, evaluation methods, and ethical considerations will be discussed. The course will enable learners to apply learning styles, multiple intelligences, creative and critical thinking, and Maslow's hierarchy of needs to the design and implementation of training programs. Different roles such as facilitator, motivator, and mentor will be discussed for effective training delivery. Topics such as integration of blended mode, e-learning and digital tools and techniques will adept learners to design and optimise training outcomes. Evaluation tools and methods to assess training program effectiveness, offering constructive feedback and implementing necessary improvements will also be discussed. Finally, the course will also make learners aware of ethical issues in training design, delivery, and evaluation, ensuring that training programs adhere to high ethical standards.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>By the end of the course, students will be able to:</p> <p>a. Gain a thorough understanding of training and development concepts, including andragogy, models, strategies, materials, design, delivery systems, evaluation, and ethics.</p> <p>b. Learn and understand theories of learning styles, multiple intelligences, creative and critical thinking, and Maslow's hierarchy of needs, and their application to training program design and delivery.</p> <p>c. understand the various roles of a trainer, such as facilitator, motivator, mentor, and also develop the essential skills needed for effective training delivery.</p> <p>d. Explore and master blended learning and e-learning strategies to enhance</p>
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	<p>training programs.</p> <p>e. Design and develop effective training programs focused on language education, interpersonal skills, and employability skills, using relevant learning principles and approaches.</p> <p>f. Develop the ability to assess and evaluate the effectiveness of training programs using various evaluation methods and tools.</p> <p>g. Understand and apply ethical considerations in the design, delivery, and evaluation of training programs.</p> <p>i) Learning outcomes—</p> <p>a) domain specific outcomes: PO1</p> <p>b) value addition: PO14</p> <p>c) skill-enhancement: PO 6 and PO7</p> <p>d) employability quotient: PO13</p>
Course delivery	Classroom discussions/Student led seminars/Experiential learning
Evaluation scheme	<p>Internal Assessment (40%): student-led seminars, assignments, and quizzes.</p> <p>Final assessment (60%): a viva voce and a written exam or application tasks where learners will create targeted training programs for language education, interpersonal skills, and employability skills, incorporating suitable learning principles and methodologies.</p>

Reading list	<p>Essential reading: Bray, Tony . “The Training Design Manual”, Kogan Page. London.</p> <p>Broad, Mary L. and John W. Newstrom . “Transfer to Training: Action-Packed Strategies”, Perseus Books Group; Reprint edition, United States.</p> <p>Kroehnert, Gary. “Basic Training for Trainers”, Tata McGraw-Hill, New Delhi.</p> <p>Pike, Robert W . “Creative Training Techniques Handbook 3rd ed.” HRD Press, Inc., Amherst</p> <p>Silberman, Mel . “Active Training”, Ben Johnston Publishing Co., Delhi.</p> <p>Guffey , Mary Ellen . “Essentials of Business Communication 6th ed.”, Thomson Learning, United States.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	TEACHER AUTONOMY IN LANGUAGE EDUCATION
Category (Mention the appropriate category (a/b/c) in the course description.)	C. New course : Teacher Autonomy in Language Education
Course code	PGDTEE700
Semester	II
Number of credits	05
Maximum intake	30
Day/Time	Monday – 11-1pm and Thursday 11-1pm
Name of the teacher/s	Dr.M.Udaya&Dr.C.Ramamuni Reddy
Course description	<p>Include the following in the course description</p> <p>This course offers a comprehensive framework for building teacher autonomy in the language classroom, aimed at pre-service teachers and those in the early stages of their careers. It focuses on helping educators understand the key ideas—philosophical, social, and</p>

teaching-related—that empowers them to become self-reliant and confident in making effective teaching decisions. These decisions not only address the varied needs of students but also adapt to the rules and demands of institutions. The course views autonomy not as something granted by others but as an important skill that helps teachers succeed and contribute to their professional communities. It enables pre-service and early-career language teachers to develop professional autonomy, equipping them with the skills to make informed decisions in diverse teaching contexts. It covers the philosophical, social, and practical aspects of autonomy, focusing on classroom management, lesson planning, and addressing institutional expectations. Through interactive activities and reflective exercises, participants will learn to prioritize student-centered teaching while enhancing their professional growth and contributing to their educational communities.

Course Objectives

1. Understand teacher autonomy; learn what teacher autonomy means and why it's important in language teaching.
2. Develop independent teaching practices; build confidence to make decisions in lesson planning, classroom management, and teaching methods.
3. Promote continuous professional growth, cultivate reflective practices to improve teaching and keep learning throughout your career.
4. Collaborate effectively within educational systems; learn how to work with colleagues and administrators while maintaining your independence as a teacher.

Learning outcomes

PO1: Understand the role of autonomy in language teaching recognize how teacher autonomy improves language teaching and benefits students.

PO2: Create effective language lesson, develop lessons and materials that cater to the diverse needs of language learners.

PO3: Reflect on and improve teaching practices, evaluate your teaching methods and make improvements based on reflection and feedback.

PO9: Work successfully within educational systems, balance your teaching autonomy with the requirements of schools and educational

	<p>institutions.</p> <p>PO13:Improved decision-making and classroom management, enhance your ability to make independent teaching decisions and manage diverse classrooms effectively.</p> <p>PO14: Adaptability and technology integration develop the skills to adapt teaching methods to changing contexts and integrate technology to support language learning.</p> <p>PO10:Gain the skills to work in various educational settings.</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation): 40 marks(presentations, Seminars and self- reflective journals)</p> <p>End-semester (mode of evaluation): 60 marks(Project and poster making)</p>
Reading list	<ol style="list-style-type: none"> a. Little, D. (1995).<i>Learning Autonomy in the Foreign Language Classroom: A Social Perspective</i>. Dublin: Authentik. b. Benson, P. (2001).<i>Teaching and Researching: Autonomy in Language Learning</i>. London: Pearson Education. c. Dam, L., & Legenhausen, L. (2013).<i>Autonomy in Language Learning: A Critical Overview</i>. Language Teaching, 46(3), 333-353. d. Holec, H. (1981).<i>Autonomy and Foreign Language Learning</i>. Oxford: Pergamon. e. Smith, R. C. (2003).<i>Teacher Autonomy in Language Teaching: A Critical Perspective</i>. TESOL Quarterly, 37(3), 459-487. f. Murray, G., Gao, X., & Lamb, T. (2011).<i>Identity, Motivation and Autonomy in Language Learning</i>. Bristol: Multilingual Matters. g. Kumaravadivelu, B. (2006).<i>Understanding Language Teaching: From Method to Postmethod</i>. Mahwah, NJ: Lawrence Erlbaum. h. Gardner, R. C., & Lambert, W. E. (1972).<i>Attitudes and Motivation in Second-Language Learning</i>. Rowley, MA: Newbury House. i. Thornbury, S. (2006).<i>An A-Z of ELT: A Dictionary of Terms and Concepts in English Language Teaching</i>. Oxford: Macmillan. j. Aoki, N. (2010).<i>Teacher Autonomy in Practice: A Study of English Teachers in Japan</i>. Asian EFL Journal,

	<p style="text-align: center;">12(4), 20-45.</p> <p>Additional reading</p> <ol style="list-style-type: none"> a. Blin, F., & Jenson, P. (2023). <i>How does generative AI promote autonomy and inclusivity in language education?</i> <i>ELT Journal</i>, 78(4), 478–489. https://doi.org/10.1093/elt/ccad021 b. Higgins, J., & McDonald, R. (2023). <i>Teacher autonomy: Good for pupils? Good for teachers?</i> <i>British Educational Research Journal</i>. https://doi.org/10.1002/berj.3892 c. Benson, P., & Liu, D. (2023). <i>Teacher autonomy, scripted lessons, and the changing role of teachers.</i> <i>Teaching and Teacher Education</i>, 117, 103858. https://doi.org/10.1016/j.tate.2023.103858 d. Vasilenko, A., & Martynenko, A. (2023). <i>Investigating the interplay between English language teachers' autonomy, well-being, and efficacy.</i> <i>Journal of Language Teaching and Research</i>, 14(6), 1342–1354. https://doi.org/10.17507/jltr.1406.12 e. Singh, R., & Sharma, P. (2023). <i>Pre-service teachers' autonomy in English language learning.</i> <i>South Asian Journal of Language Studies</i>, 8(1), 72–85. https://doi.org/10.1108/sjls-03-2022-0025
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	PRINCIPLES OF LANGUAGE TEACHING
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision-20%
Course code	PGDTE-E682
Semester	II
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Tuesday 9-11, Friday 9-11
Name of the teacher/s	Dr.S.Vishnu Priya

Course description	<p>Course description</p> <p>It would perhaps be apt to begin the description by recalling what Diane Larsen – Freeman and Marti Anderson say- “Teaching is simultaneously mental and social. It is also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In short, teaching is very complex, influenced not only by these 12 dimensions and perhaps others, but also requiring their contingent orchestration in support of students’ learning”. Indeed, Teaching is highly complex, especially when it comes to language teaching.</p> <p>This course - Principles of Language teaching(PLT) aims to provide the learner with a deeper understanding of the various dimensions of ELT and also give insights into the core principles and techniques in Language Teaching. It also aims to give the learners an understanding of classroom interaction, the nature and types of interaction modes in the language classroom. 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.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ✓ To provide the learner with a deeper understanding of the various dimensions of ELT and also give insights into the core principles and techniques in Language Teaching. ✓ To give the learners insights into classroom interaction, the nature and types of interaction modes in the language classroom. ✓ To familiarize learners with the concept of Bi/Multilingualism as an important factor in language teaching and learning in multilingual and multicultural contexts
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal (modes of evaluation): 40% End-semester (mode of evaluation): 60%
Reading list	Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd Ed.). Cambridge University Press. 2.Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press. 3.Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven, CT: Yale University Press. 4. Brown,H.Douglas.(2007). Principles of Language learning and Teaching. Pearson (5th Ed.).

	5. Diane Larsen-Freeman ,Anderson.M .(2011). Techniques & Principles in Language Teaching .Oxford University Press
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	THE PHONETICS OF ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	a) Existing course without changes
Course code	PGDTEE 683
Semester	2
Number of credits	5
Maximum intake	Core
Day/Time	Wednesday: 11am -1pm Friday: 3pm– 5pm
Name of the teacher/s	Dr. Dominic Savio
Course description	<p>i) A brief overview of the course</p> <p>The course ‘ThePhonetics of English’ deals with certain advanced aspects of phonetics. The course presents an overview of the concepts of phoneme and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language - syllable, word accent, rhythm and intonation. It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentencesand marking for intonation is inbuilt in the respective modules of this course.</p> <p>ii) Course Objectives: By the end of the course students will be able to:</p> <p>1) Knowledge and Understanding</p> <p>CO1:gain thorough knowledge to identify the allophonic variants of all the consonants and vowels of English; and the phonetic environments in which they are realized (aligns with PO1 and PO2).</p> <p>CO2:learn the principles behind marking primary and secondary accent in wordsand use all the weak and contracted forms in connected speech of English(aligns with PO1 and PO2).</p> <p>CO3: learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes(aligns with PO1 and PO2).</p>

2) Skills related to one's specialization

CO3:acquire skills in phonetic transcription using the International Phonetic Alphabet (IPA) (aligns with PO6).

CO4: train ESL learners/corporate language trainers in differentiating the attitudinal nuances of intonation (aligns with PO6, PO7 and PO8).

3) Application of Knowledge and skills

CO5:transcribe phonetically, and read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech (aligns with PO9).

4) Generic learning Outcomes

CO6:appreciate the differences in some select accents of English and identify and overcome the features of English spoken in India to be intelligible, both in the national and the international scenarios (PO13 and PO14).

iii) Learning outcomes

a) domain specific outcomes

Upon completion of the course, students will:

- gain thorough knowledge to identify and phonetically transcribe the allophonic variants of all the consonants and vowels of English.
- learn the principles behind marking primary and secondary accent in words and use all the weak and contracted forms in connected speech of English.
- learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes.
- appreciate the differences in some select accents of English.

b) value addition

This course is aimed at neutralizing the accent of ESL (English as a second language) learners.

c) skill-enhancement

This course will adequately train the learners to improve their pronunciation skills and equip them with skills needed to train ESL learners in English pronunciation.

d) employability quotient

On completion of this course, the learners will be thoroughly equipped to teach the nuances of English language pronunciation thereby increasing the scope of employability in academia and

	corporate world.
Course delivery	Lecture and experiential learning
Evaluation scheme	Internals (40%): Written Tests (40 %) Externals (60%): Semester-end Written Exam (60%)
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1) Roach, P. (2009). <i>English phonetics and phonology paperback with audio CDs (2): A practical course</i>. Cambridge University Press. 2) Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons. 3) Cruttenden, Allen. 2008. <i>Gimson's Pronunciation of English</i>, 7th ed. London: Hodder Education part of Hachette. 4) Hughes, Arthur & Trudgill, P. 1979. <i>English Accents and Dialects</i>. London: Arnold Publishers. 5) Tench, Paul. 2015. <i>The Intonation Systems of English</i>, 1st ed. London: Bloomsbury publishers. 6) Wells, J.C. 1982. <i>Accents of English</i>. Cambridge: CUP.