



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५०० ००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD 500 007

School of English Language Education

Course title	INTRODUCTION TO LINGUISTICS
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	PGDTEC652
Semester	First Semester
Number of credits	5
Maximum intake	40
Day/Time	Tuesday 3 to 5 PM and Friday 3 to 5 PM
Name of the teacher/s	Dr. P. Sreehari
Course description	<p>i) A brief overview of the course: The course aims to enable participants to get insights into how languages are organized and function in various situations. It equips 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 will 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 language teachers and researchers of various aspects of language.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the course, students will be able to: a) Use the tools for observation, description and explanation of language data; and, b) Apply the key areas of linguistics to enhance their language awareness and thereby their language development.</p> <p>iii) Learning outcomes— a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14</p>

	<p>c) skill-enhancement: PO8 d) employability quotient: PO13</p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation): Written tests (40%) End-semester (mode of evaluation): Written test (60%)</p>
Reading list	<p>Essential reading: Verma and Krishnaswamy. (2022) <i>Modern Linguistics: An Introduction</i> (25th edition). Oxford University Press.</p> <p>Yule, George. (2010). <i>The Study of Language</i> (4th edition). Cambridge University Press.</p> <p>Roach, Peter. (2009). <i>English phonetics and phonology</i> (4th edition). Cambridge University Press.</p> <p>Additional reading: Stageberg, N. C. and Oaks, D. D. (2000). <i>An Introductory English Grammar</i> (5th edition). Cengage Learning.</p> <p>Meyer, C. F. (2009). <i>Introducing English Linguistics</i>. Cambridge University Press.</p> <p>Adrian A., Richard A. D., Ann K. F., and Robert M. H. (2012). <i>Linguistics: An Introduction to Language and Communication</i>. Cambridge, Massachusetts.</p> <p>Carnie, A. (2013). "Constituency tests." In <i>Syntax: A Generative Introduction</i>. John Wiley and Sons, 86-89.</p> <p>Cruse, A. (2006). "Prototype theory." In <i>A glossary of semantics and pragmatics</i>. Oxford University Press, 146-148.</p> <p>Fromkin, V., Robert R., and Nina, H. (2013). <i>An introduction to language</i>. Cengage Learning.</p> <p>Taylor and Francis. Malmkjær, K. (2009). "Animals and language." In <i>The Routledge linguistics encyclopedia</i>, Kirsten Malmkjær (Ed.). Routledge, 10-16.</p>

Course title	Methods of Teaching English (MTE)
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	PGDTEC654
Semester	1
Number of credits	5
Maximum intake	30
Day/Time	
Name of the teacher/s	Dr.S.VishnuPriya
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 delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): 40% End-semester (mode of evaluation): 60%
Reading list	Essential reading Richards, J, and T. Rodgers. 1986. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press. Wright, T. 1987. Roles of Teachers and Learners. Oxford: Oxford University Press. Scrivener, J. 2011. The Essential Guide to English Language Teaching .Macmillan books for teachers: Macmillan Education

Course title	Modern English Grammar and Usage (MEGU)
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> c. Existing course without changes d. Existing course with revision. Mention the percentage of revision and highlight the changes made. 30% change (final module has been added to bring in pedagogy of grammar) e. New course
Course code	PGDTEC653
Semester	I
Number of credits	5
Maximum intake	30
Day/Time	Wednesday 11-1 p.m. and Thursday 3-5 p.m.
Name of the teacher/s	Monishita Hajra Pande
Course description	<p>Include the following in the course description</p> <ul style="list-style-type: none"> iv) A brief overview of the course <p>This course makes a distinction between a linguist’s grammar, teacher’s grammar and a students’ grammar and focuses 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 addresses notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which teachers should be aware of. The final module focuses on grammar teaching and discusses pedagogies incorporating communicative approaches to teaching grammar.</p> <ul style="list-style-type: none"> v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) <ul style="list-style-type: none"> P02 Obtain knowledge of linguistics in the context of teaching English as a second language (a) P06 acquire skills to select appropriate pedagogy to teach English language, and literature (c) P08 develop skills for effective classroom communication (c) and P13 to be equipped for a career in teaching (d) vi) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Highlighted above
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course)

	<p>description that lends itself to these)</p> <p>Lecture- types of grammar, notion of acceptability, Indian English</p> <p>Experiential learning- teaching of grammar through peer and practice teaching</p>
Evaluation scheme	<p>Internal (modes of evaluation):</p> <p>Prompt based take-home response paper (20%)</p> <p>In class application-based quiz (20%)</p> <p>End-semester (mode of evaluation): 60%</p> <p>Grammar teaching sessions and lesson plans: 30 marks (in groups)</p> <p>Self- and peer observation reports and teaching materials: 30 marks (individual)</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading</p> <p>Department of Distance Education, EFL University, Hyderabad: Blocks 1-5 of Modern English Grammar and Usage of EFL for PGDTE.</p> <p>Bakshi, R. N. (2000). <i>A course in English grammar</i>. New Delhi: Orient Blackswan</p> <p>Hewings, M. (2005). <i>Advanced grammar in use</i>. Cambridge: CUP</p> <p>Parrott, M. (2000). <i>Grammar for English language teachers</i>. Cambridge: CUP</p> <p>Upendran, S.(2017). <i>Know your English: Idioms and their stories</i>. U.K.: Universities Press</p> <p>Yule, G. (1998). <i>Explaining English grammar</i>. Oxford: OUP</p> <p>Yule, G. (2022). <i>The study of language (8th edition)</i>. Cambridge: CUP</p> <p>Pingali, S. (2009). <i>Indian English</i>. Edinburgh: Edinburgh University Press.</p> <p>Additional reading</p> <p>Greenbaum, S. and Quirk, R. (1990). <i>A Student's grammar of the English Language</i>. Essex: Longman.</p> <p>Quirk, R. and Greenbaum, S. (1973). <i>A University Grammar of English</i>. London: Longman.</p> <p>Quirk, R. et al. (1983). <i>A Comprehensive Grammar of the English Language</i>. London: Longman.</p> <p>Leech, G. and Svartvik, J. (1975). <i>A Communicative Grammar of English</i>. London: Longman.</p> <p>Leech, G. et al. (1979). <i>English Grammar for Today</i>. London: Macmillan.</p> <p>Trudgill, P. and Hannah, J. (1982). <i>International English: A Guide to the varieties of Standard English</i>. London:</p> <p>Swan, M. and Walter, C. (2001). <i>The Good Grammar Book</i>. Oxford: OUP.</p> <p>Verma, S.K. and Nagarajan, H. (1999). <i>An Interactive Grammar of Modern English</i>. New Delhi: Frank Brothers.</p>

TEACHING MATERIALS

Course title	Teaching Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	PGDTEC655
Semester	I
Number of credits	5
Maximum intake	
Day/Time	Monday : 2pm-4pm Thursday: 11am-1pm
Name of the teacher/s	Prof. Revathi Srinivas and Dr. P. Sangeetha
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 TM and gain a more realistic view of what TM can achieve.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand how curriculum, syllabus, and ELT course design influence materials development • examine the role of teaching materials in the language classroom • recognize the characteristics of different kinds of teaching materials • select, create exercises/activities/tasks meant for developing different sub-skills of reading and listening <p>Module 1:</p> <p>Curriculum and Syllabus</p> <ul style="list-style-type: none"> • Curriculum and Syllabus: definitions and differences • Language Syllabuses: the need for a syllabus; the role of a syllabus; factors that influence syllabus design; characteristics of a syllabus; the Structural Syllabus <p>Approaches to Language Teaching</p> <ul style="list-style-type: none"> • The Structural Approach; the Communicative Approach; Principles of CLT; CLT materials <p>Lecture and practice mode</p>

Module 2:

Materials for 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

Lecture and experiential learning

Module 3:

Teaching Vocabulary

- aspects of vocabulary; the process of vocabulary acquisition; tasks for teaching vocabulary

Teaching Listening and Speaking

- The nature of oral communication; sub-skills of listening and speaking; analysis of tasks for teaching listening and speaking

Lecture and experiential learning

Module 4:

Teaching Writing

- Product and process approaches to teaching writing; sub-skills and strategies of writing; tasks for teaching writing

The Textbook

- An overview; the role of a textbook; constituents of a textbook and a unit
- criteria for analyzing a coursebook unit; evaluation of a unit

Lecture and experiential learning

Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

Learning outcomes

After successful completion of the course participants will have gained skills to

- identify the language syllabus/-eson which instructional materials have been designed
- analyse activities/exercises and identify the sub-skills in focus

Course delivery	Lecture Experiential learning
Evaluation scheme	Internal (modes of evaluation): 40 marks—Tests and assignments End-semester (mode of evaluation): 60 marks—Sit-in-examination
Reading list	<p>Essential reading</p> <p>Harmer, J. (2001). <i>The practice of English language teaching</i>. Harlow:Pearson [Chapter 18 Writing (255-262)]</p> <p>Hedge, T. (1998). <i>Writing</i>. Oxford: Oxford University Press</p> <p>Nation, I.S.P. (2001). <i>Learning vocabulary in another language</i>. Cambridge: CUP [Ch.1 The goals of vocabulary learning (pp.6-22) Ch.2 Knowing a word (pp.23-59) Ch.3 Teaching and explaining vocabulary (pp.60-113)]</p> <p>Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd ed.). Boston, MA: Heinle&Heinle.</p> <p>Richards, J.C.& Rodgers, T.S. (2001). <i>Approaches and methods in language teaching</i>. Cambridge: CUP [Chapter 3 The Oral Approach and Situational Language Teaching (pp.36-49)]</p> <p>Tickoo, M. L. (2003). <i>Teaching and learning English</i>. Orient Longman.</p> <p>Ur, P. (2012). <i>A Course in language teaching: Practice and theory</i>. Cambridge: CUP.</p> <p>Additional reading</p> <p>Day, R. (1994). Selecting a passage for the EFL reading class.<i>Forum</i>, Vol. 32/1.</p> <p>Day, R. and Park, J. (2005). Developing reading comprehension questions. <i>Reading in a Foreign Language</i>. 17, No. 1.</p> <p>Hyland, K. (2003). <i>Second language writing</i>. Cambridge: Cambridge University Press [(Chapter 1)]</p> <p>McGrath, I. (2002). <i>Materials evaluation and design for language teaching</i>. Edinburgh: Edinburgh University Press.</p> <p>Nunan, D. (2000). <i>Syllabus design</i>. Oxford: Oxford University Press.</p> <p>Nuttall, C. (1996). <i>Teaching reading skills in a foreign language</i> (2nd ed.). Oxford: Heinemann. Scrivener, J. (2005). <i>Learning teaching</i>.Macmillan.</p> <p>Ur, P. (1988). <i>Grammar practice activities: A practical guide for teachers</i>. Cambridge: Cambridge University Press.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Interpretation of Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	f. Existing course with changes
Course code	PGDTEC656
Semester	I
Number of credits	5
Maximum intake	
Day/Time	Tuesday 3.00-5.00 Friday 11.00-1.00
Name of the teacher/s	Dr. Sangeetha P
Course description	<p>Course Description</p> <p>Literary texts – novels, short stories, poetry, biographies, auto-biographies journals, essays etc. – are used extensively both in the literature and the language class room. The objectives of this course are primarily to deepen literary awareness and harness it to teach not only literature, but also strengthen language teaching as well. Teaching literature involves knowing how to read and interpret literature. This involves critical reading of literary works, knowledge of the various theories that are used to interpret literature and understanding how literary language function. Some of the question that will be taken up in this class will be:</p> <ol style="list-style-type: none"> a) How we can we know the difference between a true and a false interpretation? b) How do we know that we are construing meanings accurately? c) What are the limits of inferring meanings or developing textual implications? d) How do we know that a symbol or a sentence is to be taken ironically and not straightforwardly? e) What if our exegesis is not authorized by the writer who has maintained a very different explanation? <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • develop an awareness of literature and its techniques and art • recognize the characteristics of different genres • develop a comprehensive perspective regarding significant critical approaches to literature • interpret literary texts and short stories/ selections from longer

	<p>fiction.</p> <p>Module 1. Introduction to Literature. Study of select genres. Close reading and contextual analysis.</p> <p>Module 2. Interpreting Literature. Historic overview of critical theories used in interpreting literary texts.</p> <p>Module 3. Interpreting poetry and the study of poetic language.</p> <p>Module 4. Literary Language. Discourse analysis. Literary terms.</p> <p>Module 5. Using literature in the language classroom.</p> <p>Learning outcomes</p> <p>After successful completion of the course participants will have gained skills to</p> <ul style="list-style-type: none"> • identify different genres of literature and their characteristics. • gain an overview of critical approaches to literature. • insight into the methods of interpreting literary texts.
Course delivery	Lecture Experiential learning
Evaluation scheme	Internal (examination/assignment): 40% End-semester (examination/assignment): 60%
Reading list	<p>Essential reading</p> <p>Adler, M. J., Doren, C. (1972). How to Read a book: The Classic Guide to Intelligent Reading. Simon and Schuster.</p> <p>Eagleton, T. (2013). How to Read Literature. Yale University Press.</p> <p>Hirsch, E. (2000). How to Read a Poem. Mariner Books.</p> <p>Lazar, Gillian. (1993). Literature and Language Teaching. CUP, Cambridge.</p> <p>Puthiyedath, Sangeetha. Ed. (2023). Teaching English Literature in India: Pedagogy and Practice. EFLU.</p> <p>Southerland, J. (2007). How to Read a Novel: A User’s Guide. St. Martin’s Griffin.</p> <p>Additional reading</p> <p>Duff, A & Maley, A (2007) Literature (Resource Books for Teachers), Oxford University press.</p> <p>Nagarajan. M. S. (2006) English Literary Criticism and Theory. Orient BlackSwan.</p>

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Phonetics & Spoken English							
Category (Mention the appropriate category (a/b/c) in the course description.)	g. Existing course without changes							
Course code	PGDTEC651							
Semester	I							
Number of credits	4							
Maximum intake	40							
Day/Time	Lecture: Tuesdays & Thursdays: 11 am - 12pm; Tutorials: Tuesdays: 12 pm – 1 pm Lab: Thursdays: 12 pm – 1 pm							
Name of the teacher/s	Dr. Meena C. Debashish							
Course description	<table border="1" data-bbox="396 825 1458 919"> <tr> <td>CO1</td> <td>obtained a sound theoretical knowledge of the Phonetics of English;</td> <td>PO1</td> <td>domain Specific</td> </tr> </table> <p>vii) A brief overview of the course</p> <p>This course is designed to introduce the basics of English phonetics, to train students in pronunciation, and to make them aware of the issues of intelligibility, through lecture, tutorial and lab sessions. Some of the topics covered in this course are: the speech mechanism, the respiratory-phonatory-articulatory systems, phoneme vs allophone, the IPA chart, the criteria for description of consonants and vowels (with special focus on English – RP (Received Pronunciation)), phoneme distribution, syllable, word accent, and the prosodic systems of rhythm and intonation. The evaluation is based on theoretical knowledge and its application, and production and perception skills.</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>At the end of the course, students will have</p>				CO1	obtained a sound theoretical knowledge of the Phonetics of English;	PO1	domain Specific
CO1	obtained a sound theoretical knowledge of the Phonetics of English;	PO1	domain Specific					

	CO2	received thorough training to identify and describe the phonemes of English language;	PO1, PO2, PO3	skill enhancement
	CO3	appreciated the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;	PO2, PO3, PO6	skill enhancement/ employability quotient
	CO4	acquired pronunciation skills through the use of English dictionary;	PO6, PO7, PO8, PO13, PO14	skill enhancement/ employability quotient
	CO5	overcome L1 interference and improve the intelligibility of their speech; and	PO13, PO14	employability quotient
	CO6	improved their Spoken English skills to augment their employability.	PO13, PO14	employability quotient
	viii) Learning outcomes —a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)			
Course delivery	1. Lecture: theory 50% 2. Experiential learning: Tutorial 25 %; Lab sessions 25%			
Evaluation scheme	Internal:40% - 3 Internals (both theory and tutorials) End-semester:60% - Sit-down Exam + ORAL test + Ear Training test			
Reading list	Essential reading <ol style="list-style-type: none"> Gimson, A.C. 2008. <i>Gimson's Pronunciation of English</i>, 7th ed. Revised by A Cruttenden. London: Hodder Education. Roach, P. 2009. <i>English Phonetics and Phonology: A Practical Course</i>, 4th ed. Cambridge: Cambridge University Press. Dictionary: <ol style="list-style-type: none"> 1 Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i>, 18th ed. Cambridge: Cambridge University Press. Digital Lab: <ol style="list-style-type: none"> Language Lab Lessons (audio files): <i>A Course in Phonetics & Spoken English</i> <i>Connected Speech</i> Software 			