

CENTRE FOR ENGLISH LANGUAGE STUDIES
School of Humanities, University of Hyderabad

The Centre for English Language Studies caters to a diverse group of students across disciplines and is emerging as a research and resource centre for language studies. The Centre offers M.A, M.Phil. and Ph.D. programmes in English Language Studies. English language education and other aspects of language study such as linguistics and the history of English in India are some focal areas at the Centre. The Centre is also engaged in teaching English at the Centre for Integrated Studies, besides offering need-based courses such as Academic Writing, Communication Skills, and Technical Writing to students at the postgraduate and research levels.

The research interests of the faculty span several areas of language studies, including aspects of pedagogy. The faculty members of the Centre publish in areas pertaining to their research interests and take up research projects in English Language Studies.

Vision Statement:

- *To be a Centre of excellence in teaching, research and development of new resources in the field of English Language Studies.*

Mission Statements:

1. *To produce quality education of international standards at postgraduate and doctoral levels in the discipline of English Language Studies;*
2. *To promote research in theoretical, applied and interdisciplinary areas of English Language Studies;*
3. *To collaborate with reputed institutions both in India and abroad in teaching, researching and developing new resources in the field of English Language Studies;*
4. *To produce human resources for teaching in Universities and other educational institutions and for professional communication in various workplace contexts;*
5. *To empower the community within and outside the University by enhancing language and communication skills.*

Name of the Academic Programme: MA in English Language Studies.

Qualification Descriptors QDs

After completion of this academic programme, the students will be able to:

QD-1: demonstrate comprehensive knowledge and skills in multiple areas of English Language Studies;

QD-2: use knowledge and skills required for undertaking research in areas related to English Language Studies;

QD-3: apply disciplinary knowledge and transferable skills in areas related to English Language Studies to new/unfamiliar contexts in order to solve complex problems;

QD-4: to disseminate the studies undertaken in the field of English Language Studies in a range of contexts;

QD-5: to apply knowledge and skills in the fields of English Language Studies to relevant professional contexts like teaching, research, content development, etc.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4	MS-5
QD-1	✓ 3	✓ 2	✓ 3	✓ 3	✓ 3
QD-2	✓ 3	✓ 3	✓ 3	✓ 2	✓ 1
QD-3	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3
QD-4	✓ 3	✓ 3	✓ 3	✓ 2	✓ 2
QD-5	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3

(‘3’ for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping)

Programme Learning Outcomes (PLOs)

PLO-1: Disciplinary knowledge: Demonstrate comprehensive knowledge and skills of areas that constitute English Language Studies;

PLO-2: Communication skills: Communicate the disciplinary knowledge effectively in speech and writing through different media and platforms;

PLO-3: Critical thinking and problem solving: Critically evaluate practices, policies and theories by following a scientific approach to knowledge construction in the field of English Language Studies;

PLO-4: Researching skills: Demonstrate a sense of inquiry and capability to do effective research in the field of English Language Studies;

PLO-5: Collaboration and Team skills: Demonstrate ability to work effectively in teams throughout the teaching/learning process;

PLO-6: Digital Literacy: Demonstrate ability to use ICT in varied learning situations;

PLO-7: Multicultural competence: Demonstrate an ability to adapt English Language Studies to multicultural contexts;

PLO-8: Moral and ethical awareness and reasoning: Demonstrate ability to evaluate and adhere to academic and professional ethics in the teaching/learning contexts;

PLO-9: Community engagement: Demonstrate awareness of community responsibility as an integral part of the teaching/learning process;

PLO-10: Leadership: Demonstrate ability to assume leadership when required in adapting, challenging and practising English Language Studies;

PLO-11: Self-learning and continued learning: Demonstrate ability to become autonomous learners and face the challenges and changes in academic and other work environments.

**Mapping of Program Learning Outcomes (PLOs)
with Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	✓ 3	✓ 2	✓ 3	✓ 3	✓ 3
PLO-2	✓ 3	✓ 2	✓ 2	✓ 3	✓ 3
PLO-3	✓ 3	✓ 3	✓ 3	✓ 2	✓ 3
PLO-4	✓ 3	✓ 3	✓ 3	✓ 2	✓ 2
PLO-5	✓ 3	✓ 2	✓ 3	✓ 3	✓ 3
PLO-6	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3
PLO-7	✓ 3	✓ 2	✓ 3	✓ 2	✓ 2
PLO-8	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3
PLO-9	✓ 3	✓ 3	✓ 2	✓ 3	✓ 3
PLO-10	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3
PLO-11	✓ 3	✓ 3	✓ 3	✓ 3	✓ 3

Course Structure for MA Programme in English Language Studies

S.No	Course No	Title	Credits
SEMESTER I			
1	EG 401	Introduction to the Study of Language	4
2	PEG 402	Phonetics and Phonology	4
3	EG 403	Morphology	4
4	EG 404	ELT: Principles and Concepts	4
5	FN 126	Foundation Course-I (<i>Introduction to the Study of Language</i>)	3
SEMESTER II			
6	EG 451	Sociolinguistics	4
7	EG 452	Semantics and Pragmatics	4
8	EG 453	Syntax	4
9	EG 454	Syllabus Design and Materials Development	4
10		Foundation Course-II (<i>From outside the Centre</i>)	3
SEMESTER III			
11	EG 501	Discourse Studies	4
12	EG 502	Research Methods	4
13	EG 503	History of English in India	4
14	EG 504	Elective Course- I	4
SEMESTER IV			
15	EG 551	Language Assessment	4
16	EG 552	Teaching Grammar	4
17	EG 553	Teaching Language and Literature	4
18	EG 554	Elective Course- II	4

COURSES AND SYLLABUS

INTRODUCTION TO THE STUDY OF LANGUAGE

Course Code: EG 401

Credits: 4

Lectures: 4 hours per week

Course Introduction:

The course is designed to introduce students to the fundamental and significant concepts of language. It intends to help the students develop their understanding of language in general and English Language in particular and provide a solid foundation for all the language courses. It also helps in enabling the learners to relate language to the theoretical and applied areas of study and research.

Course Learning Outcomes:

By the end of the course, the learners will be able to

- Construct a clear concept of language and other linguistic ideas
- Distinguish various linguistic dichotomies
- Explain the properties of language and differentiate human language from animal communication
- Map significant ideas with prominent thinkers on language
- Discuss the history of language and its relevance today
- Identify the theoretical and applied areas of language study

Mapping CLOs with PLOs:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11
CO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Textbook

Victoria Fromkin, Robert Rodman, Nina Hyams. (2013) *An Introduction to Language*, 10th Ed. Wadsworth, Boston

Yule George. (2010) *The Study of Language*, 4th Ed. CUP, New York

Recommended Reading:

Carol Genetti. (2014) *How Languages Work: An Introduction to Language and Linguistics*. Cambridge University Press, Cambridge.

Jean Aitchison. (2013) *Language change: progress or decay?* Cambridge University Press, Cambridge.

Hazen, Kirk. (2015) *An Introduction to Language*. Wiley Blackwell, West Sussex
Other recommendations will be made by the instructor while dealing with the topic.

Course outline:

S.No	Topic	No. of Classes
Unit I	Fundamental Concepts of Language	12 hours
	What is Language? Introduction to key terms in Language and Linguistics; Language systems (sounds, words, grammar, meanings and discourse); Popular misconceptions about language; Language and Culture	
Unit II	Language and Communication	10 hours
	Artificial vs Natural languages; Language Properties - Human vs Animal Languages; Can Animals learn Human Language? Language vs Communication; Communicative Competence Verbal communication and Nonverbal Communication; Gesture and Sign Languages Speech and writing; Secret Languages and Language Games	
Unit III	Some Key Thinkers on Language	12 hours
	Saussure: Langue vs Parole; Paradigmatic vs Syntagmatic; Synchronic vs Diachronic Studies Bloomfield: American Structuralism; Levels of Analysis Chomsky: Mentalist Theory of Grammar; Universal Grammar Halliday: Form vs Function Wittgenstein, Sapir and Whorf	
Unit IV	Language History	10 hours
	The genetic classification of Languages; Origin of English Language; Types of Languages; Why do languages change? History of English Language; Sound, spelling, syntactic and semantic changes in English.	
Unit V	Applications of English Language Study	6 hours
	Theoretical Fields of Study; Applied Fields of Study: Relevance to Language Learning	

Course Delivery:

Lectures, Discussions, classroom learning tasks, Individual study and presentations

Assessment

40% Continuous assessment comprising presentations, tests and written assignments.

60% End-semester exam.

PHONETICS AND PHONOLOGY

Course Code: EG 402

Credits: 4

Lectures: 4 hours per week

Course Learning Objectives:

After completing this course, the students should be able to:

1. Identify the 44 different sounds of the English language, master the phonetic symbols for them and be able to write the sounds when they hear them in connected speech and also write a text in transcription.
2. Define and explain with examples the differences between phonemes, allophones and allomorphs.
3. Provide three-term labels referring to voicing and place and manner of articulation for all the 44 sounds of English.
4. Master the notions of neutralization and assimilation and identify examples of such use in connected speech.
5. Identify and distinguish the various patterns of word stress, sentence stress, intonation, stress shift and word-class change.
6. Explain the phonological properties of speech sounds and their functions.

Mapping CLOs with PLOs:

	PL O1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PLO1 2
CO1	✓	-	-	-	✓	-	-	-	✓	-	-	-
CO2	✓	-	✓	-	✓	-	-	-	✓	-	-	-
CO3	✓	-	-	-	-	-	-	-	✓	-	-	-
CO4	✓	-	✓	✓	-	-	✓	-	✓	-	✓	-
CO5	✓	-	✓	✓	✓	✓	✓		✓	-	✓	-

CO6	✓		✓	✓	✓	✓	✓		✓	✓	✓	
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This course will introduce students to the significant concepts in Phonetics and Phonology with reference to the English language. The following topics will be discussed in the course. The course is planned for 50 hours in all (tentative distribution is indicated in parenthesis).

- Articulatory, auditory and acoustic phonetics (1 hr)
- Speech organs, speech production (2 hrs)
- Sounds of English- vowels, consonants, diphthongs, triphthongs, description and classification (14 hrs)
- IPA and phonemic transcription (8 hrs)
- Phonemes vs allophones (6 hrs)
- Allomorphy (8 hours)
- Phonology and Universal grammar, underlying representation, surface representation (10 hrs)
- Phonological features, Distinctive features of phonemes (8 hrs)
- Connected speech (neutralization, assimilation (4 hrs)
- Word stress, sentence stress, stress shift and word class (2 hrs)
- Intonation patterns (2 hrs)
- Syllable and syllabification (2 hrs)
- Standard vs intelligibility (2 hrs)

The articulatory mechanism involved in producing English speech sounds will be briefly described, taught and enunciated. Major distinctions and parameters employed in the classification of English speech sounds will be studied. These distinctions will include manner vs. place of articulation, vowel vs. consonant sounds, voiceless vs. voiced consonants etc. The students will receive training in the phonemic transcription of spoken English texts using broad IPA (International Phonetic Association) symbols. Adequate efforts will be made to make the course both theoretical and practical. The course will also highlight the essential concern of phonology as a study of the abstract or mental aspects of speech sounds rather than their actual physical articulation. It will then introduce students to essential segmental and suprasegmental aspects of phonology. The segmental aspects include phonemes and allophones; methods of phonological analysis (minimal pairs and sets, contrastive distribution, complementary distribution, free variation, phonetic similarity, natural classes, and neutralization); distinctive features; phonological processes (assimilation, dissimilation, insertion, deletion, vowel reduction, and metathesis), and some phonological rules. The suprasegmental aspects cover syllable structure, phonetics, word and sentence stress, tone and intonation. The course will try to include videos and audios as tools of instruction wherever necessary.

Assessment:

The assessment pattern will be 40% of internal (formative evaluation—tests and assignments- 2 best scores will be considered) and 60% (summative evaluation—End of semester exam).

Textbooks:

1. Fromkin, Victoria et al. (2014) *An Introduction to Language*. Cengage Learning.
2. Roach, Peter. (2010) *English Phonetics and Phonology: A Practical Course*. CUP.
3. Giegerich, Heinz. J. (2005) *English Phonology: An Introduction*. CUP.
4. Spencer, Andrew. (1996) *Phonology: Theory and Description*. Blackwell Publishers.

Additional Reading:

1. O’Conor. J.D. (2000) *Better English Pronunciation*. CUP.
2. Gimson A. C. (1989) *An Introduction to the Pronunciation of English: Fourth Edition*. Routledge.

MORPHOLOGY

Course Code: EG 403

Credits: 4

Lectures: 4 hours per week

Course Description

The course will deal with morphology from the structural and generative perspectives. The primary language studied will be English, but examples from other languages will also be drawn to illustrate some points. The course will begin with the basic concepts and terminology needed to study morphology and then move to morphological analysis and conclude with theories of morphology. The course will involve a considerable amount of practical work.

Course Objectives

By the end of this course, students should be able to:

1. define basic concepts of morphology
2. apply basic morphological concepts to language data
3. analyze morphological patterns in language data
4. apply different approaches to morphological data
5. evaluate the effectiveness of different theories in explaining morphological data

Mapping CLOs with PLOs:

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline

- I. Identifying the syntactic category
- II. Morpheme, word, lexeme, affix, allomorph
- III. Word Formation, Phonological and morphological conditioning, Constructing Word Formation Rules, Productivity
- IV. Morphological processes:
 - a. Derivations and Inflections,
 - b. Conversion
 - c. Compounding
 - d. Blends, acronyms, clippings etc
- V. Morphology and Syntax
- VI. Morphology and Phonology
- VII. Problems in morphological descriptions
- VIII. Morphological theories

Texts:

Bauer, Laurie (2003) *Introducing Linguistic Morphology*. Edinburgh: EUP.

Katamba, Francis and John Stonham (2006) *Morphology*. New York: Palgrave Macmillan.

Plag, Ingo. (2003) *Word-Formation in English*. Cambridge: CUP.

Sailaja, Pingali (2004) *English Words: Structure, Formation and Literature*. Mumbai: Pertinent.

Stockwell, R and D. Minkova (2001) *English Words: History and Structure*. Cambridge: CUP.

Assessment:

Continuous assessment consists of tests constituting 40%. The final examination constitutes 60%.

ENGLISH LANGUAGE TEACHING: PRINCIPLES AND CONCEPTS

Course Code: EG 404

Credits: 4

Lectures: 4 hours per week

Course Description

The course aims to introduce students to the basic principles and concepts of English language teaching. It attempts to draw students' attention to different perspectives on the way language is understood, key constructs that make up the input-output chain in L2 development in formal contexts, and the role of input modifications and interactional activities in language teaching instruction. The course, then, makes students explore various methods and approaches of language teaching that have come about over the last hundred years. The course also aims at

making students understand the basic principles underlying materials development and evaluation, language testing and assessment. Additionally, throughout the course, students will be asked to make regular presentations on key concepts in ELT from ELT journals and other sources such as Scott Thornbury’s blog and his book, *An A-Z of ELT*.

Course Objectives

By the end of the course, the students should be able to

- explain language from various perspectives;
- discuss key constructs that make up the input-output chain;
- evaluate the role of input modifications and interactional activities in language teaching;
- recount a potted history of language teaching methods;
- critique the relevance of language teaching methods;
- analyze the principles underlying the syllabus design, materials development and evaluation;
- apply principles of language testing and assessment in their language learning and teaching contexts.

Mapping CLOs with PLOs:

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course content

1. Language (8)
 - 1.1 Language as a system
 - 1.2 Language as discourse
 - 1.3 Language as ideology
 - 1.4 Components of competence
2. Learning (10)
 - 2.1 Input
 - 2.2 Intake
 - 2.3 Intake factors
 - 2.4 Intake processes

- 2.5 Output
- 3. Teaching (10)
 - 3.1 Input modifications
 - 3.2 Interactional activities
 - 3.3 Content specifications
- 4. Language teaching methods (10)
 - 4.1 Approach, method and technique
 - 4.2 Classification of language teaching methods
- 5. Curriculum, syllabus and materials (6)
 - 5.1 Curriculum Vs syllabus
 - 5.2 Types of materials
 - 5.3 Developing materials and evaluating materials
- 6. Language testing and assessment (6)
 - 6.1 Testing, evaluation and assessment
 - 6.2 Principles of testing
 - 6.3 Classroom tests Vs standardised tests
 - 6.4 Assessing LSRW

Texts

- Brown, H. (2007) *Principles of Language Learning and Teaching*. 5th edition. New York: Longman.
- Celce-Murcia. et.al. (2014). (eds). *Teaching English as a Second or Foreign Language*. Boston: Heinle Cengage Learning.
- Harmer, J. (2007) *The Practice of English Language Teaching*. 4th edition. Harlow: Longman
- Howatt, A., & Smith, R. (2014). The history of teaching English as a Foreign language, from a British and European perspective. *Language and History*, 57/1: 75-95.
- Kumaravadivelu, B. (2006) *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Routledge.
- Larsen-Freeman. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP.
- Larsen-Freeman. (2003). *Teaching Language: From Grammar to Grammaring*. Boston: Thomson/Heinle.
- Richards & Rodgers. (2015). *Approaches and Methods in Language Teaching*. (3rd edition). New Delhi: CUP India
- Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. New York: Routledge.
- Long & Doughty. (2009). (eds). *The Handbook of Language Teaching*. Oxford: Blackwell Publishing Limited.
- Cummins & Davison. (2007). (eds). *International Handbook of English Language Teaching*. New York: Springer.
- Thornbury, Scott. (2017). *Scott Thornbury's 30 Language Teaching Methods*. Cambridge: CUP.

Assessment

- 40% Continuous assessment comprising presentations, tests and written assignments.
- 60% End-semester exam.

INTRODUCTION TO THE STUDY OF LANGUAGE

Course Code: FN126

Credits: 3

Lectures: 3 hours per week

Course Description

This course introduces students to what we know about language and how we arrived at that knowledge. The course makes them aware of how language has originated and the characteristic features of human language. It also makes them understand how sounds and sound patterns, words and word structures, structures of phrases, clauses and sentences, meanings of words, sentences, and utterances are studied systematically. The course also sensitizes students to language variation and the relation between language and culture.

After completing this course, the students should be able to:

CLO-1. Understand and demonstrate the knowledge of the language.

CLO-2. Understand and discuss the origins of language and characteristic features of human language.

CLO-3. Understand and discuss how sounds and sound patterns are studied

CLO-4. Understand and discuss how words and word structures are studied

CLO-5. Understand and discuss how structures of phrases, clauses and sentences are studied

CLO-6. Understand and discuss, the meanings of words, sentences, and utterances are studied

CLO-7. Understand and discuss the aspects of standard language, accent and dialect bilingualism and diglossia, pidgins and creoles, speech style, register, code-mixing and code-switching

Mapping CLOs with PLOs:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1	PLO1 2
CO 1	√	-	√	-	-	-	-	-	-	-	-	-
CO 2	√	-	√	-	-	-	-	-	-	-	-	-
CO 3	√	-	-	-	√	-	-	-	-	-	-	-
CO 4	√	-	-	-	√	-	-	-	-	-	-	-
CO 5	√	-	-	-	√	-	-	-	-	-	-	√
CO 6	√	-	√	-	√	-	-	-	-	-	-	-
CO	-	-	√	-	-	-	-	-	-	-	-	-

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Course Content

1. The Origins and Aspects of Human Language

- 1.1 The divine source
- 1.2 The social interaction source
- 1.3 The tool-making source
- 1.4 The genetic source
- 1.5 Aspects of human language
 - Artificial vs Natural languages
 - Human vs Animal Languages
 - Verbal and Nonverbal Communication
 - Gesture and Sign Language

2. Language- Form and Meaning

- 2.1 Introduction to Phonetics and Phonology
- 2.2 Word formation and Morphology
- 2.3 Introduction to Syntax
- 2.4 Introduction to Semantics and Pragmatics

3. Language, Variation and Culture

- 6.1 The standard language
- 6.2 Accent and dialect
- 6.3 Bilingualism and diglossia
- 6.4 Pidgins and creoles
- 6.5 Speech style, register
- 6.6 Code –mixing and code-switching

Textbook

Yule, George. (2010). *The Study of Language*. Delhi: Cambridge University Press.

Recommended Reading

Finegan, E. (1999). *Language: Its Structure and Use*. (3rd ed.). Fort Worth: Harcourt Brace Publishers.

Assessment

40% - Continuous assessment comprising tests and assignments.

60% - End-semester written examination.

SOCIOLINGUISTICS

Course Code: EG 451

Credits: 4

Lectures: 4 hours per week

Course description: The course intends to provide the students with a basic introduction to the field of Sociolinguistics. It includes components that will eventually make students sensitive to the nuances of language use in society and enable them to connect varied socio-cultural phenomena and their impact on language. The course also touches on aspects of pedagogy and briefly looks at the implications of language use for education. Finally, the course also tries to bring awareness and understanding of World Englishes.

Course learning outcomes:

After completion of this course, the students will be able to:

CLO 1: Explain the variety and variation of language use in its social and cultural contexts.

CLO 2: Explain the link between language, language change and education.

CLO 3: Discuss language change and the complex socio-historic processes.

CLO 4: Analyze language as a process of identity construction.

CLO 5: Analyze the complex ways in which World Englishes impact and get impacted by one another.

Mapping CLOs with PLOs:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline

Unit: I. Language, Society and Culture

- Language, Dialect, Variety, Standard, Lingua Franca
- Idiolect, Register, Jargon, Diglossia, Sociolect, Style
- Age and Gender

Unit: II. Language policy and planning

- Language maintenance and shift
- Language death and loss
- Language revival

Unit: III. Ethnography of Communication

Unit: IV. Sociolinguistics and Education

Unit: V. Language contact phenomena

- Pidgins and creoles
- Code-switching

Unit: VI. Bilingualism, multilingualism

Unit: VII. Language Change, Attitudes, Accommodation

Unit: VIII. World Englishes

- The three circles
- Dynamic model

Assessment:

40% continuous assessment consisting of tests and presentations; 60% final examination.

Main texts:

Mesthrie, Rajend, Joan Swann, et al. (2000). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Spolsky, B. (1998). *Sociolinguistics*. Oxford: OUP.

Wardaugh, R and J. Fuller (2015). *An Introduction to Sociolinguistics*. Malden, MA: Wiley Blackwell.

Stockwell, Peter. (2007). *Sociolinguistics: A Resource Book for Students*. London: Routledge.

Schneider, EdgarW. (2005). "The Dynamics of New Englishes: From Identity construction to Dialect birth" *Language* Vol-79. No-2. Pp233-281.

Some more key texts will be given for presentations.

SEMANTICS AND PRAGMATICS

Course Code: EG 452

Credits: 4

Lectures: 4 hours per week

Course Description

This course introduces students to basic concepts of semantics and pragmatics, drawing examples from the English language. It will enable students to analyse semiotic data in a given social situation both from linguistic and non-linguistic meanings. The course will help students deepen their insights by making them do several worksheets and practical tasks on various aspects of semantics and pragmatics covered in the course.

Course Learning Outcomes:

- Discover the value and objectives of semantic and pragmatic analysis
- Relate semantics to linguistics and allied disciplines
- Differentiate and classify various sense relations of lexical items
- Examine the referring expressions and deictic elements

- Describe the theoretical approaches to the formalization of word and sentence meaning
- Analyze the meaning of linguistic expressions
- Interpret and infer the meaning of conversations

Mapping CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CO1	√	√	√	√	√	√	√	√	√	√	√
CO2	√	√	√	√	√	√	√	√	√	√	√
CO3	√	√	√	√	√	√	√	√	√	√	√
CO4	√	√	√	√	√	√	√	√	√	√	√
CO5	√	√	√	√	√	√	√	√	√	√	√
CO6	√	√	√	√	√	√	√	√	√	√	√
CO7	√	√	√	√	√	√	√	√	√	√	√

Course contents

1. Introduction to the study of meaning (2 hours)
 - 1.1 Semantics in linguistics
 - 1.2 Semantics and other disciplines
 - 1.3 Objectives of semantic analysis
 - 1.4 Problems with describing the meaning
2. Reference (4 hours)
 - 2.1 Denotation and reference
 - 2.2 Types of reference
 - 2.3 Reference as a theory of meaning
 - 2.4 Concepts in the mind
 - 2.5 Prototypes
3. Sense (4 hours)
 - 3.1 Antonymy
 - 3.2 Incompatibility
 - 3.3 Hyponymy
 - 3.4 Synonymy
 - 3.5 Meronymy
 - 3.6 Markedness
4. Theories of word meanings (6 hours)
 - 4.1 Semantic fields
 - 4.2 Componential analysis
 - 4.3 Meaning postulates
 - 4.4 Reductive paraphrase
 - 4.5 Frames

4.6 Semantic networks

5. Propositional meaning of sentences (8 hours)
 - 5.1 Propositions
 - 5.2 Truth conditions
 - 5.3 Entailment
 - 5.4 Presupposition
6. Predicates (6 hours)
 - 6.1 Predicate logic
 - 6.2 Arguments
 - 6.3 Quantifiers
 - 6.4 Thematic roles and relations
7. Multifunctional Nature of Clause (4 hours)
 - 7.1 Experiential meaning
 - 7.2 Interpersonal Meaning
 - 7.3 Textual Meaning
8. Speech acts (4 hours)
 - 7.1 Basic concepts
 - 7.2 Felicity conditions
 - 7.3 Categorization of speech acts
 - 7.4 Direct and indirect speech acts
9. Conversation (4 hours)
 - 8.1 Turn-taking
 - 8.2 Cooperation
 - 8.3 Implicatures
 - 8.4 Politeness
10. Deixis and referencing (4 hours)
 - 9.1 Local reference
 - 9.2 Deixis and deictic elements
11. Ambiguity and vagueness (4hours)
 - 10.1 Types of ambiguity
 - 10.2 Types of vagueness
 - 10.3 Ambiguity vs Vagueness

Assessment

40% - tests, assignments and presentations.

60% - End-sem examination.

Source texts

Kroeger, Paul R. (2018). *Analyzing Meaning: An Introduction to Semantics and Pragmatics*. Berlin: Language Science Press.

Cruse, D. Alan. (2000). *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.

Griffiths, Patrick. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh:

Edinburgh University Press.

Hurford, James R, Brendan Heasley and Michael B. Smith. (2007). *Semantics: A Coursebook*. Cambridge. Cambridge University Press.

Löbner, Sebastian. (2002). *Understanding Semantics*. London: Edward Arnold.

Riemer, Nick. (2010). *Introducing Semantics*. Cambridge: Cambridge University Press

Leech, Geoffrey N. (1983). *Principles of Pragmatics*. London: Longman.

Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.

SYNTAX

Course Code: EG 453

Credits: 4

Lectures: 4 hours per week

Course description

The course will deal with aspects of syntax from the structural and generative perspectives. The primary language studied will be English, but examples from other languages will also be drawn to illustrate some points. Beginning with phrase structure analysis, the course will lead to understanding the advances made in generative grammar. The course will involve a considerable amount of practical work.

Course objectives

By the end of the course, students should be able to:

1. distinguish between different types of sentences
2. distinguish between the different types of phrases in English
3. analyze sentences and construct phrase markers
4. distinguish between different syntactic theoretical models
5. evaluate the effectiveness of the different syntactic models

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11
CO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Course Outline

- I. Types of sentences
- II. Phrase-structure grammar
 - a. Sentence structure, constituents
 - b. Structure of NP and VP
 - c. Structure of other phrases
- III. Analysis of different types of sentences, clauses
- IV. Structural Ambiguity
- V. Transformational-generative grammar
- VI. Advances in syntactic theories—GB theory and the Minimalist Program

Texts:

Burton-Roberts, Noel (2016) *Analysing Sentences: An Introduction to English Syntax*. Oxon: Routledge.

Radford, Andrew (1988) *Transformational Grammar: A First Course*. Cambridge: CUP.

Radford, Andrew (2009) *An Introduction to English Sentence Structure: International Student Edition*. Cambridge: CUP.

Radford, Andrew (2009) *Analysing English Sentences: A Minimalist Approach*. Cambridge: CUP.

More texts will be added for supplementary reading.

Assessment:

Continuous assessment consists of tests constituting 40%. The final examination constitutes 60%.

DISCOURSE STUDIES

Course Code: EG 501

Credits: 4

Lectures: 4 hours per week

Course description: This course is designed to give students a basic idea of the field of Discourse Studies and create awareness of the structure, meaning and implication of Discourse. The teaching will familiarize the students with the textual aspects of discourse and take them on to ideological interpretation. The course will primarily depend on SFL for the textual interpretation and go on to Althusser's concept of Ideology, Gramsci's concept of Hegemony and Foucault's ideas on Discourse. Finally, the attempt will be to make the class put the two concepts together and have hands-on experience of Critical Discourse Analysis.

Course learning outcomes: After completion of this course, the students will be able to:

CLO 1: Recognize the structural/formal and the ideological aspects of discourse.

CLO 2: Explain the perspectives embodied and how the language structure plays out the subjectivities involved.

CLO 3: Critique, discourse structures with informed understanding and awareness.

CLO 4: Explain different kinds of media and the politics of discourse that drives them.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PLO -1	PL O-2	PLO -3	PLO -4	PLO -5	PLO -6	PLO -7	PLO -8	PLO -9	PLO - 10	PLO -11
CO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO-3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO-4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course outline

Unit-1: Aspects of Discourse analysis

Structural/Functional, ideological

Unit-2: Communication as action

Speech act theory

Illocutions in discourse

The cooperative principle

Relevance theory

Politeness theory

Unit-3: Discourse connections

Cohesion

Referential elements

Coherence

Unit-4: Contextual phenomena

Perspectivisation

Presuppositions

Inferences

Unit-5: Conversation analysis

The turn-taking model

Sequential organisation

Discourse markers

Unit-6: The Politics of Discourse

From ideology to discourse; Althusser, Gramsci and Foucault

Discourse and power

Critical Discourse analysis

Textbooks:

Renkama, Jan (2004). *Introduction to Discourse Studies*. Amsterdam: John Benjamin's Publishing Company.

Flower Dew (2013). *Discourse in English Language Education*. London: Routledge.

Jan Blommaert. (2005). *Discourse: A Critical Introduction*. CUP.

Readings:

Hans Bertens (2014) *Literary Theory: The Basics*. London: Routledge.

Rabinow, Paul (ed) (1991) *The Foucault Reader: An introduction to Foucault's thought*, London, Penguin.

Teun A. Van Dijk (2015). "Critical Discourse Analysis". *The Handbook of Discourse Analysis*. Edited by Deborah Tannen, Heidi E. Hamilton, And Deborah Schiffrin. John Wiley & Sons, Inc.

Norman Fairclough (1995). *Critical Discourse Analysis: The Critical Study Of Language*. London: Longman

Assessment: Continuous assessment consists of tests, presentations and assignments constituting 60%. The final examination constitutes 40%.

RESEARCH METHODS

Course Code: EG 502

Credits: 4

Lectures: 4 hours per week

Course Introduction:

The course is designed to introduce students to the principles, methods and traditions of research focusing on language studies. It intends to help students develop research skills and gain theoretical knowledge and understand how that knowledge may be transferred into practice. Students will also understand how to report the research systematically.

Course Learning Objectives:

By the end of the course, students will be able to:

Understand the research process and its elements

Understand the different types of research

Understand the relationship between the research and data collection techniques

Understand the relevance of literature review

Describe the different research methods for a specific area or topic of study

Analyse the methodology and design of various research studies

Generate viable research topics for study

Create a template for a research proposal.

	PLO 1	PL O2	PLO3	PLO4	PLO5	PLO 6	PLO7	PLO8	PL O9	PLO1 0	PLO1 1	PLO 12
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course outline: The following major topics will be discussed in the course.

Topics	No. of Classes
1. Research Understanding Research Types of research Quantitative Qualitative Mixed methods Longitudinal vs Cross-sectional studies Locating research	6 hours
2. Quality criteria Research ethics Research variables Validity Reliability Plagiarism	4 hours
Review of literature Research questions and hypotheses	4 hours
Quantitative research Descriptive statistics Correlational research Experimental research Quasi-experimental research	4 hours
Qualitative research	2 hours
Issues in SL classroom research	4 hours
Case study	2 hours
Ethnography	2 hours
Classroom research	2 hours
Introspective methods	2 hours

Interaction analysis	2 hours
Programme/Course evaluation	2 hours
Research Designs Types of research designs	2 hours
Data Collection Understanding data gathering Sampling Issues related to data gathering Quantitative data collection Qualitative data collection Mixed methods Coding data	4 hours
Data Analysis Quantitative data analysis Qualitative data analysis Data analysis in mixed methods research	4 hours
Reporting Research Structure of quantitative research report Writing a qualitative research report Writing mixed-methods report Style manuals Major components of published research	2 hours

Course Delivery:

Lectures and Discussions.

Assessment:

Continuous assessment consists of tests and assignments for 50 per cent and final examination for 50 per cent.

Texts:

- Brown, J. D. & Rodgers, T. S. (2002). *Doing Second Language Research*. Oxford: OUP.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Shanghai: OUP.
- Kumar, R. (2011). *Research Methodology*. London: Sage Publications Ltd.
- Mackey, A & Gass, S. M. (2005). *Second language Research: Methodology and Design*. London: Lawrence Erlbaum Associates.
- Nunan, D. (1992). *Research Methods in Language Learning*. Delhi: OUP.
- Perry, Fred L. (2005). *Research in Applied Linguistics: Becoming a Discerning Consumer*. London: Lawrence Erlbaum Associates.

HISTORY OF ENGLISH IN INDIA

Course Code: EG 503

Credits: 4

Lectures: 4 hours per week

Course description

This course will focus on establishing English and English education in India. The complex role of history, politics, education and religious activity in the establishment of English will be examined. Key documents will be studied along with the primary texts. Students are expected to examine texts and documents critically.

Course Objectives

By the end of the course, students should be able to:

1. Classify the key periods in the history of English (education) in India
2. Evaluate the role of historical events, politics and religion in establishing English education in India
3. Comment critically on key documents
4. Comment critically on commission reports
5. Relate ideas presented in different texts

Mapping CLOs with PLOs:

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline

- I. Introduction: European languages in India
- II. Introduction of English
- III. Institutionalization of English education
- IV. Consolidation of English education
- V. Spread of English education
- VI. National language debate
- VII. Languages of education
- VIII. Post-independence debates
- IX. Commission reports
- X. Current trends

Main texts:

Krishnaswamy, N and Krishnaswamy, L. (2006) *The Story of English in India*. Hyderabad: Foundation Books.

Mahmood, Syed. [1895] (1981). *A History of English Education in India (1781-1893)*, Delhi: Idarahi-iAdabiyat-iDelli.

Sinha, Surendra Prasad (1978), *English in India: A Historical Study with Particular Reference to English Education in India*. Patna: Janaki Prakashan.

Some key policy documents will be studied.

Additional reading:

Brass, P.R. (2004). 'Elite interests, popular passions, and social power in the language politics of India'. *Ethnic and Racial Studies* 27:3, 353-375.

Chaudhary, Shreesh. (2009) *Foreigners and Foreign Languages in India: A Sociolinguistic History*. Hyderabad: CUP/Foundation.

Laitin, David D. (2000). 'Language conflict and violence: The straw that strengthens the camel's back'. In Stern, Paul C and Druckman, Daniel (Eds.) *International Conflict Resolution after the Cold War*. Washington D.C.: National Academy Press. 531-640. <http://www.nap.edu/openbook.php?record_id=9897&page=531>

Sonntag, Selma (2000). 'Ideology and policy in the politics of the English language in North India'. In Ricento, Thomas (Ed.) *Ideology, Politics and Language Policies: Focus on English*. Amsterdam: John Benjamins.

Assessment:

40% continuous assessment comprising presentations, tests and written assignments. 60% final written paper. Texts for presentations will be given in class.

LANGUAGE ASSESSMENT

Course Code: EG 551

Credits: 4

Lectures: 4 hours per week

This course will introduce students to the essential concepts of testing and evaluation. Scholars are expected to study the theoretical issues and do some practical work in the areas.

Course Outcomes

Upon successful completion of this course, students should be able to:

- Explain the key concepts and the basic principles of language testing and assessment.
- Critique the relationship of testing to teaching practice and syllabus design.
- Practice approaches and techniques in language test development and validation.

- Evaluate a test format in terms of purpose and appropriateness.
- Design a test for a specific skill.
- Employ an assessment rubric for a standardized language test.

Mapping CLOs with PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The following topics will be covered in the course.

- Purposes of language Testing (2 hours)
- History of Language Testing (2 hours)
- Concepts: testing, assessment, evaluation (2 hours)
- Types of tests (2 hours)
- Basic Concepts in Language Testing: (4 hours)
 - Validity
 - Reliability
 - Authenticity
 - Washback
 - Practicality
 - Fairness
- Principles of language testing (2 hours)
- Designing Tests--Testing specific skills—LSRW, grammar and vocabulary (24 hours)
- Standardized tests (2 hours)
- Developing Evaluation Criteria (2 hours)
- Interpreting and Analyzing Test Scores (2 hours)
- Evaluation of Test Tasks: Item Analysis (2 hours)
- Alternatives in assessment (4 hours)
- Computerized Language Testing (2 hours)

Textbooks:

Brown, Douglas H and Abeywickrama, Priyanvada (2010). *Language Assessment: Principles and Classroom Practices*. New York: Pearson.

Heaton, J B. (1988) *Writing English Language Tests*. London: Longman.

Additional Reading—Extracts from:

Bachman, Lyle (1990). *Fundamental Considerations in Language Testing*. Oxford: OUP.
Bachman, Lyle and Palmer, Adrian. (1996). *Language Testing in Practice*. Oxford: OUP.
Fulcher, Glenn and Davidson, Fred (2007). *Language Testing and Assessment: An Advanced Resource Book*. Oxon & New York: Routledge.

Assessment

40% Continuous assessment comprising presentations, tests and written assignments.
60% End-semester exam.

TEACHING GRAMMAR

Course Code: EG 552

Credits: 4

Lectures: 4 hours per week

Course Description

The course aims to enable students to develop theoretical insights into and practical skills in teaching English grammar to learners of different levels of proficiency and age. The course, as outlined below, has ten units with an inherent division of three parts. The first two chapters provide the theoretical background to grammar and why teach it. The following four chapters will aid students in familiarising themselves with ways of presenting grammar (Units 3, 4 and 5) and how to practise grammar (Unit 6). The following three chapters will help students gain hands-on experience dealing with grammar errors made by learners, integrating grammar, and assessing grammar. The last chapter will allow students to try out strategies learnt through the course by micro-teaching.

Course Objectives

Upon successful completion of the course, students will be able to

- explain the role of grammar in making meaning
- discuss the case for and against grammar
- evaluate rule-driven approaches to teaching grammar
- evaluate rule-discovery approaches to teaching grammar
- account for teaching grammar through texts
- select an appropriate approach to teaching grammar based on the age and level of the learner
- choose, design and evaluate various grammar practice activities
- provide appropriate corrective feedback on learners' errors
- examine models of lesson design for integrating grammar with other language skills
- test grammar in accordance with the testing principles

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Content

1. Conceptualizing the notion of grammar
 - 1.1 Defining grammar
 - 1.2 Relationship between grammar, meaning and function
 - 1.3 Representational and interpersonal meanings
 - 1.4 Differences between spoken and written grammar
 - 1.5 Use and design of grammar syllabuses
 - 1.6 Grammar rules – prescriptive, descriptive and pedagogic
2. Rationale for teaching grammar
 - 2.1 Defining teaching grammar
 - 2.2 Arguments for and against teaching grammar
 - 2.3 Brief survey of grammar-teaching methods
3. Deductive approaches to teaching grammar
 - 3.1 Advantages and disadvantages of deductive approaches to teaching grammar
 - 3.2 Explaining reasons underlying rules – rules of form followed by rules of use
 - 3.3 Techniques and resources for rule-driven approach – minimal pairs, grammar worksheets and self-study grammars
 - 3.4 Features of effective rule presentation
4. Inductive approaches to teaching grammar
 - 4.1 Rule-discovery approaches and non-interventionist and interventionist perspectives
 - 4.2 Advantages and disadvantages of inductive approaches to teaching grammar
 - 4.3 Techniques and resources for rule-discovery approach – listening and responding, using realia, pictures, and concordance data
5. Text-based approaches to teaching grammar
 - 5.1 Texts and contexts – co-text, the context of situation, context of culture
 - 5.2 Sources of texts – the coursebook, authentic texts, the teacher and the learner
 - 5.3 Techniques and resources for text-based approaches – scripted dialogues,

- authentic texts, learner language, dictoglosses, and genre analysis
- 5.4 Advantages and disadvantages of text-based approaches to teaching grammar
- 6. Grammar practice activities
 - 6.1 Goals of practice activities - fluency, accuracy and restructuring
 - 6.2 Criteria for choosing, designing and evaluating grammar practice activities
 - 6.3 Some grammar practice activities – drills, written exercises, information gap activities, personalization tasks, grammar interpretation activities and conversations.
- 7. Ways of dealing with grammar errors
 - 7.1 Error types and their causes
 - 7.2 Learners’ attitudes to errors and correction
 - 7.3 Responding to learners’ errors
 - 7.4 Strategies for error correction – creating and using learner error database and reformulation
- 8. Integrating grammar
 - 8.1 Presentation – practice - production model
 - 8.2 Task – teach - task model
 - 8.3 Text – teach – text model (PPP- + Task-based model)
 - 8.4 Sample lessons for each of the above models
- 9. Assessing grammar
 - 9.1 Why assess grammar?
 - 9.2 The Discrete-Point Approach to Grammar Assessment
 - 9.3 The Performance-Assessment Approach to Grammar Assessment
- 10. Grammar teaching practicum
 - 10.1 Lesson planning
 - 10.2 Micro-teaching
 - 10.3 Peer and teacher evaluation

Main Source Texts

- Thornbury, S. (1999). *How to Teach Grammar*. London: Longman.
- Celce-Murcia, M., & Hilles, S. (1988). *Techniques and Resources in Teaching Grammar*. New York: Oxford University Press.
- Harmer, Jeremy. (1987). *Teaching and Learning Grammar*. London: Longman.
- Ur, P. (1988). *Grammar Practice Activities*. Cambridge: Cambridge University Press.
- Scrivener, J. (2010). *Teaching English Grammar: What to Teach and How to Teach it*. Oxford. Macmillan Education.
- Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press.
- Aitken, R. (1992). *Teaching Tenses*. London: Thomas Nelson and Sons Ltd.
- Norrington-Davies, D. (2016). *Teaching grammar: from rules to reasons*. Brighton: Pavilion publishing.

General references

- Celce-Murcia, M., & Larsen-Freeman, D. (2003). *The Grammar Book: An ESL/EFL Teacher’s Course*. Boston: Heinle & Heinle.
- Cowan, Ron. (2008). *The Teacher's Grammar of English*. Cambridge: Cambridge Univ Press.

Carter, R. & McCarthy, M. (2006) *Cambridge Grammar of English*. Cambridge: Cambridge University Press.

Theory-oriented resources

Rutherford, W. (1987). *Second Language Grammar: Learning and Teaching*. New York: Longman.

Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammmaring*. Boston: Thomson Heinle.

Assessment

40% Continuous assessment comprising class tests, presentations and written assignments.

60% End-sem written examination.



TEACHING LANGUAGE AND LITERATURE

Course Code: EG 553

Credits: 4

Lectures: 4 hours per week

Course Description: The course will bring in two major aspects of English teaching, language and Literature. It will be divided into two parts - one focussing on literature and the other on language. The two parts will be taught simultaneously by dealing with relevant concepts and theories and conducting a series of peer teaching activities. In the course of becoming familiar with the approaches to criticism and teaching of language skills, the students will integrate the two and bring in important aspects of each into their peer teaching sessions.

Course Learning Outcomes: After completion of this course, the students will be able to:

CLO-1. Explain the major aspects, principles, and methods of teaching English literature, language and language skills.

CLO-2. Develop a holistic approach to appreciating and teaching language and literature by adopting a learner-oriented discovery process.

CLO-3. Recognize the various language skills.

CLO-4. Explain learning styles and strategies.

CLO-5. Develop the ability to sensitively critique the language of literature and approach it from diverse and complex perspectives.

CLO-6. Explain the art of critiquing and teaching as a deeply empathetic process that will enable students to understand and appreciate their own position as sensitive readers and users of the language.

Mapping CLOs with PLOs:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CLO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline

Part –I

Approaches to understanding literature.

- New Critical approach
- Reader oriented approach
- Psychoanalytic approach
- Feminist approach
- Post-colonial approach.

The discussion of these approaches will be accompanied by practical teaching of Novels, Poetry, Drama and Prose, applying the language teaching skills as and when applicable.

Part –II

Teaching the language skills.

Unit I: Introduction to Language Skills.

Learning process, Learning Styles and Learning strategies

Introduction to four skills of language. Importance of teaching Language Skills.

Unit II: Listening Skills

Bottom-up and top-down views of listening, different types of listening, listening texts and tasks, listening comprehension.

Unit III: Speaking Skills

Different types of speaking, difficulties of speaking, Speaking and communicative language theory, tasks, classroom interaction, and activities to promote speaking skills.

Unit IV: Reading Skills

Types of reading skills, types of reading texts, reading comprehension, Schema Theory, Classroom practice and procedures.

Unit V: Writing Skills

Types of writing, writing materials, writing activities, levels of writing, writing process, writing in the classroom,

Course Delivery:

Lectures, Discussions, and classroom presentations. Special care would be taken to teach students to adopt the integrated language teaching approach.

Assessment:

Continuous assessment (60 marks) will consist of a series of practice teaching sessions and two written tests. The end-semester exams will be for 40 marks.

Reading List:

Part-I

- Agathocleous Tanya and Ann C. Dean (Ed.) (2003). *Teaching Literature*. Palgrave: Macmillan
- Barry, Peter (2009). *Beginning Theory*. Manchester University Press.
- Bertens, Hans (2014). *Literary Theory: The Basics*. London and New York: Routledge.
- Gilbert, Sandra M. and Susan Gubar (1984). *Mad Women in The Attic*. Yale University Press.
- Eagleton, Terry (2014). *How to read Literature*. Yale University Press.
- Lazar Gillian (1993) *Literature and Language Teaching A guide for teachers and trainers*. CUP
- Tharu, Suzie J (1998). *Subject to Change: Teaching Literature in the Nineties*. Orient Blackswan.

Part-II

- Brown, H. Douglas. (2007). *Principles of Language learning and Teaching, 5th edition*. Pearson.
- Bygate, M. (1987). *Speaking*. Language Teaching: A Scheme for Teacher Education. Eds: C. N. Candlin & H. G. Widdowson. Oxford University Press.
- Celce-Murcia, M., Brinton, D. M., and Snow, M. A. (Eds). (2013,2014). *Teaching English as a Second Language*. 4th Edition. USA: National Geographic Learning, Heinle Cengage Learning
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge Language Teaching Library. UK: Cambridge University Press.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Grabe, W. and Stoller, F. L. (2011). *Teaching and Researching Reading*. 2nd Edition. Applied Linguistics in Action Series Edited by Christopher N. Candlin & David R. Hall. Great Britain: Pearson Education Limited
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to reading comprehension exercises*. UK: Cambridge University Press.
- Harmer, J. (2004). *How to teach Writing*. England: Longman Pearson Education Limited.
- Harmer, J. (2007). *How to Teach English*. England: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. 4th Edition. Pearson Longman.
- Hyland, Ken. (2003). *Teaching and Researching Writing, 2nd edition*. Applied Linguistics in Action Series Edited by Christopher N. Candlin & David R. Hall. Pearson.
- McDonough, J., Shaw, C & Masuhara, H. (2013). *Materials and Methods in ELT, A Teacher's Guide*, 3rd edition. UK: Wiley-Blackwell, John Wiley & Sons, Inc
- Nunan, D. ed. (2003). *Practical English Language Teaching*. New York: McGraw-Hill
- Ur, P. (1984). *Teaching Listening Comprehension*. Great Britain: Cambridge University Press.
- Ur, P. (1996). *A Course in Language Teaching*. CUP.

SYLLABUS DESIGN AND MATERIALS DEVELOPMENT

EG 454

Credits: 4

Lectures: 4 hours per week

Course Description:

The course is designed to expand the students' perspective on syllabus, curriculum and instructional materials. It discusses the difference between syllabus and curriculum and the role and importance of instructional materials in teaching English as a second language. The course gives a brief introduction to the methods of teaching English and provides a historical perspective and their pedagogical significance. It also introduces the students to the major syllabus types and provides a critical review of these syllabus types. The course highlights the selection of authentic and non-authentic materials and introduces the students to the writing of materials to be used in teaching English in Indian contexts. The course also introduces the students to the criteria for syllabus and teaching materials evaluation.

Course Learning Outcomes:

After completing the course, the students will be able to:

1. Analyze the needs and environment of the learners
2. Devise the goals and objectives for the learners
3. Design a syllabus based on the needs and goals of the learners
4. Develop instructional materials based on the needs and requirements of the learners
5. Evaluate the syllabus and the instructional materials

Mapping CLOs with PLOs:

	PL O1	PL O2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO 11
CO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Textbooks:

Nunan, David (1988). *Syllabus Design*. OUP.

Nation, ISP. John Macalister (2010). *Language Curriculum Design*. Routledge.

Recommended Reading:

Tomlinson, Brian. (2007). *Syllabus Design for English Language Teaching*.

Tomlinson, Brian. (2011). *Materials Development in Language Teaching*. Cambridge University Press.

Other recommendations will be made by the instructor while dealing with the topic.

Course outline:

Sl. No.	Topics
1.	Introduction to the course
2.	What is syllabus design? Definition and General Principles. Distinction between syllabus and curriculum
3.	Materials and Methods – Framework
4.	Methods in Teaching English as a Second Language – A historical perspective The "Methods" debate
5.	Definition of Syllabus Design – Types of Syllabus Structural Syllabus – a detailed study – critique
6.	Types of Syllabus – contd. – Process Oriented Vs Product Oriented Syllabus
7.	Types of Syllabus – contd. – Communicative Language Teaching – a detailed study – critique
8.	Types of Syllabus – Contd. Task-Based Syllabus (TBS) – a detailed study – critique
9.	Synthetic Vs Analytical Syllabus Activities for the students to differentiate between Synthetic and Analytical Syllabus
10.	Pros and cons of different types of syllabus An Integrated Approach to Syllabus
11.	Needs Analysis – Learner's needs; Teacher's needs; Organizational needs;
12.	Environmental Analysis Activities for the students to prepare questionnaire for the Environmental Analysis
13.	1st Internal Assessment Tuesday
14.	Course Design Procedures; Goals and Objectives;
15.	Instructional Materials, Definition; Types – Forms of Materials
16.	Role of Instructional Materials; Authentic Vs Non-authentic Materials Self-Accessed Materials
17.	Testing and Evaluation of Syllabus
18.	Development of Materials – content Selection
19.	Development of Materials – Content Organization
20.	Development of Exercises and Tasks
21.	Grading of Content' Exercises and Tasks

22.	2 nd Internal Assessment
23.	Difference between a Publisher's perspective and a teacher's perspective
24.	Grammar and Spoken English - and Materials Development
25.	Reading and Writing – Materials Development
26.	Listening Skill – Materials Development
27.	Process of Materials Writing
28.	Process of Materials Writing – Identification and Exploration
29.	Process of Materials Writing – Contextual Realization and Pedagogical Realization
30.	Process of Materials Writing – Physical Production
31.	Activities for Materials Writing
32.	3 rd Internal Assessment (submission date for Group Project Instead of 3 rd Internal Assessment)
33.	Evaluation of Materials; Pre-use and Post-use
34.	Revision- Activities
35.	Revision – Activities
36.	Revision – Activities

Course Delivery:

Lectures, Discussions, Classroom activities, Group projects.

Assessment

40% Continuous assessment comprising presentations, tests and written assignments.

60% End-semester exam.
