Core Courses

PA01CELT 01 Practical Pedagogy of ELT

Course Objective

Students develop their own language skills while experiencing, first as students, then as peer teachers, communicative teaching materials and methods through hands-on activities. The course is designed to provide models of communicative teaching while allowing students to put into practice ideas they are learning in principles and concepts. Course includes ample opportunity to develop speaking skills during class discussion and peer teaching as well as an introduction to methods for offering and receiving constructive feedback. Students have the additional opportunity to articulate their pedagogical experiences and ideas through projects that are integrated with **Semester III courses** in materials and research.

Unit 1   Practical Introduction to Communicative Learning
   a.   Self-Assessment of language proficiency
   b.   Use of communicative materials and techniques from the student perspective
   c.   Evaluation of communicative materials and techniques from the student perspective

Unit 2   Practical Introduction to Communicative Teaching
   a.   Introduction to peer teaching
   b.   Use of communicative materials and techniques from the teacher perspective
   c.   Evaluation of communicative materials and techniques from the teacher perspective

Unit 3   Concepts of Reflective Practice
   a.   Importance of reflection in teaching
   b.   Tools for developing reflection
   c.   Peer observation and self-reflection

Unit 4.   Development of Reflective Practice
   a.   Practice in peer teaching and observation
   b.   Written reflection on peer teaching
   c.   Constructive feedback

References

Books:

Broughton, D. (2013). *Bridges: Activities for thinking, speaking, & writing English.* Georgetown
        University CIED www.studydo.asia

Brown, D. (2000) *Teaching by principles: An interactive approach to language pedagogy*. Longman.
        http://let590.files.wordpress.com/2013/01/teaching-by-principles-douglas-brown.pdf

    Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Mahwah, NJ:
        Lawrence Erlbaum. http://www.scribd.com/doc/32980833/The-Psychology-of-the-Language-Learner-3HAXAP

Nikolic, V., &Cabaj, H. (2000). *Am I teaching well?: Self-evaluation strategies for effective teachers*. Toronto: Pippin.

Richards, J.C. & Lockhart, C. (1994). *Reflective teaching in second language classrooms.* Cambridge: Cambridge
        University Press.http://www.scribd.com/doc/186717298/Jack-C-Richards-Reflective-Teaching

Articles:

Bose, V. (2012) ***Peer Observation and Feedback in ELT teacher training programmes: A Constructive Model***(from :Assessing
and Evaluating English Language Teacher Education, Teaching and Learning) British Council.
Brandl, K. (2008) Principles of communicative language teaching and task-based instruction. *Communicative Language Teaching
        in Action: Putting Principles to Work*. Pearson. http://www.pearsonhighered.com/samplechapter/0131579061.pdf

Curtin University of Technology. (n.d.) *English Language Self-Assessment*.
        http://unienglish.curtin.edu.au/local/docs/Self_assessment.pdf

Millis, B. J. (1992) Conducting effective peer classroom observations. *To improve
        the academy* .http://digitalcommons.unl.edu/podimproveacad/250

Richards, J.C. (1991) Towards reflective teaching. Originally from *The Teacher Trainer*.
        http://www.tttjournal.co.uk/uploads/File/back_articles/Towards_Reflective_Teaching.pdf

Website: MEET video #4 www.studydo.asia/category/action

PA01CELT02 Principles and Concepts of ELT

Course Objectives
Students develop skills to read, analyse, and evaluate literature in the field of ELT while becoming familiar with the fundamental principles and concepts surrounding second language acquisition and ELT. The course is taught from the perspective that teaching is strongly influenced by teacher beliefs about learners and learning. Students begin to look for these beliefs in the methods and approaches that are presented in the field and to examine those beliefs in light of sound principles of learning and language. Course uses lectures, study guides, and collaborative projects with peers. This course includes an orientation to and practice with use of technology for pedagogical and academic purposes as well as initial exposure to academic writing and research.

Unit 1 Introduction to Second Language Acquisition: Major Concepts
    a. Major concepts of language and second language acquisition
    research
    b. Acquisition of L1 vs L2
    c. Using study of language and SLA research to inform teaching.
    d. Centrality of comprehensible input and meaningful use

Unit 2 Introduction to Pedagogy: Principles vs Beliefs
    a. Concepts of teacher beliefs affecting methods
    b. Exploration of perspectives on explicit grammar teaching in light of principles and beliefs

Unit 3 Introduction to Principles of Materials Development
    a. "Materials"as tools for a pedagogic purpose
    b. Using principles of SLA for Materials Development

Unit 4 Evaluation of Methods and Materials in Relation to SLA Principles and Teacher Beliefs
    a. Evaluation of methods found in literature
    b. Evaluation of instructional materials found in "Preparation and Tryout" theses

References

Books:

Cook, V. (2008). *Second language learning and language teaching*. Hodder Education.
    http://www.scribd.com/doc/74113989/Second-Language-Learning-and-Language-Teaching

Ellis, R. (2002). *The study of second language acquisition*. Oxford: Oxford University Press.
    http://www.scribd.com/doc/169111563/Rod-Ellis-The-Study-of-Second-Language-Acquisition

Krashen, S. (1982). *Principles and practice in second language acquisition.*
    http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Whong, M. (2011) *Language teaching: Linguistic theory in practice*. Edinburgh: Edinburgh University
    Press.http://www.scribd.com/doc/77119603/Language-Teaching

Articles:

Brandl, K. (2008) Principles of communicative language teaching and task-based instruction. *Communicative Language Teaching in Action: Putting Principles to Work. Pearson*. http://www.pearsonhighered.com/samplechapter/0131579061.pdf

Ellis R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly* 40 (1), pp. 83-108.http://ojcsteve.tripod.com/sitebuildercontent/sitebuilderfiles/ellis_grammar.pdf

Gregory, G. H., & Chapman, C. (2007) One size doesn't fit all. In *Differentiated instructional strategies: One size doesn't fit all.* (2nd ed.). Corwin Press http://www.sagepub.com/upm-data/12841_Gregory_Chapter_1.pdf

Hulstijn, J. H.(2007) Fundamental issues in the study of second language acquisition. *EUROSLA Yearbook*, 7, 191-203. http://dare.uva.nl/document/176436

Murphy, B., & Hastings, A. (2006) The utter hopelessness of explicit grammar teaching. *The International Journal of Foreign Language Teaching*. pp.9-11

OECD. (2009) Teaching practices, teachers' beliefs and attitudes. *Creating effective teaching and learning environments*http://www.oecd.org/berlin/43541655.pdf

Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37, 380-390.http://www.education.leeds.ac.uk/assets/files/staff/papers/Phipps-Borg-2009.pdf

Handouts:

Swan, M. (1985), Parts 1 and 2, "A Critical Look at the Communicative Approach" from *ELT Journal*.
Tomlinson, B.(2010),Parts 1 and 2, "Principles and Procedures of Materials Development for Language Learning" from *Folio*.
Websites:

Stephen Krashen on Language Acquisition http://www.youtube.com/watch?v=NiTsduRreug

PA01CELT 03   Historical Perspectives of ELT

Course Objective

Students develop familiarity with the rich and varied history of language education. Course is primarily lecture, but the content is incorporated into the other two core courses of Semester I so that students begin to develop their own eclectic stance on pedagogy by borrowing from different eras and methods. Primary submission will consist of an individual "statement of teaching philosophy" that will be informed by all three first semester courses. Students will draw on ELT: HISTORICAL PERSPECTIVE for knowledge of differing approaches to language pedagogy, PRINCIPLES AND CONCEPTS for evaluation of differing approaches, and PRACTICAL PEDAGOGY for personal experience and discussion of their own beliefs on language and learning.

Unit 1   Historical Overview of English Language Pedagogy
   a. Beginnings of English language teaching in India
   b. Development of ELT as a field of study
   c. Changes in ELT pedagogy in India and Gujarat
   d. English as a lingua franca and English as Language of opportunities

Unit 2   Pedagogical Trends I: Conventional concepts of Method
   a. Difference between "method" and "approach"
   b. Grammar-translation method
   c. Direct Method
   d. Audio-lingual Method
   e. Alternative methods: The Silent Way, Total Physical Response

Unit 3   Pedagogical Trends II: Post-method Approaches
   a. Communicative Approach and Post-CLT scenario
   b. Content-Based Instruction and Competency-Based Instruction
   c. Task-Based Language Teaching
   d. Alternative approaches: Co-operative Learning, Whole Language Approach, Multiple Intelligences and constructivism.

Unit 4   Evaluation of Recent Approaches and Current Innovations
   a. Evaluating methods for eclectic methodology
   b. Evaluating new uses of technology in ELT
   c. Evaluating types of syllabi: product vs process-oriented, structural and functional and emergent syllabus.

<div align="center">References</div>

Books:

Graddol, D. (2010)*English next India*. London: British Council.http://www.britishcouncil.org/learning-english-next-india-2010-book.pdf

Kumaravadivelu, B(2006). *Understanding language teaching: From method to post-method.* Mahwah, NJ: Lawrence Erlbaum.http://www.scribd.com/doc/138225392/Understanding-Language-Teaching

Larsen-Freeman, D. (2008) *Techniques and principles in language teaching*. http://www.scribd.com/doc/52575789/techniques-and-principles-in-language-teaching-larsenfreeman

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Articles:

Bell, D. M. (2003), Method and post-method: Are they really so incompatible? *TESOL Quarterly*, *37*, (2), 325– 336.http://203.72.145.166/tesol/tqd_2008/VOL_37_2.pdf

Jadeja, R. (March 2011) Modcom Approach for Gujarat (for teachers of English). *ELT Journal*, District Centre for English, English Language Teaching Institute, Bikaner (Rajasthan) http://eltirajasthan.files.wordpress.com/2011/12/rajasthan-elti-journal-march-2011.pdf

Tickoo, M.L. (June 1, 2012) Indian ELT at sixty plus: An essay in understanding. *Teacher Plus* http://www.teacherplus.org/cover-story/indian-elt-at-sixty-plus-an-essay-in-understanding

Prabhu, N.S. (1990). There is no best method - Why? *TESOL Quarterly 24*, 2:161-176.http://neltachoutari.pbworks.com/f/There+is+no+best+method.pdf

Elective Courses (Any Two)

PA01EELT01 Indian Fiction in English

Course objective:
The course would familiarise students with the development of Indian writing in English during the colonial period and after it. It also aims to encourage students to study seminal literary works in different Indian languages available in translation.

Unit 1 Pre- Independence Writing (Prose and Poetry)
   a. Toru Dutt: Selected Writings
   b. Tagore: Selected Writings

Unit 2 Post – Independence Writing
   a. Mulkraj Anand: Short fiction
   b. R K Narayan: Short fiction

Unit 3 Post-seventy Indian Writing in English
   a. Anita Desai: Selected writings
   b. Salman Rushdie: Selected Writings
   c. Arundhati Roy: Excerpts from *God of Small Things*
   d. O. V Vijayan *:* The Legends of Khasak

Unit 4 Teaching Indian Fiction
   a. Features of Post Modern Indian English
   b. Interpretation and Critiquing of Texts
   c. Relating Text to Theory

References
   i) K.R. Srinivasa Iyengar. *Indian Writing in English*. New Delhi: 1984
   ii) M.K. Naik. *A History of Indian Literature in English*. New Delhi: 1982
   iii) W. Walsh. *Indian Literature in English*. London: 1990
   iv) A.K. Mehrotra. *An Illustrated History of Indian Writing in English*. Permanent Black: 2003
   v) Barnet Sylvan *A Short Guide to Writing About Literature 7th Edition* Harper Collins:1996
   vi) O V Vijayan: Legends of Khasak, Penguin Books.

PA01EELT02 European Literature
Course Objective

The course would familiarise the students with the European tradition of literature with special reference to modernist trends and contemporary developments.

Unit 1. Albert Camus: The Outsider

Unit 2. Kafka: The Metamorphosis

Unit 3. Herman Hesse: Siddhartha

Unit 4. Alexander Solzhenitsyn *One Day in the Life of Evan Denisovich*

References
i. Travers, Martin. 2001. *European Literature from Romanticism to Postmodernism: A reader in*

***aesthetic practice*. Continuum: London.**

ii. Hawkins-Dady, Mark. 1996. *A Reader's Guide to Literature in English*. Fitzroy Dearborn Publishers: London.

PA01EELT03. TEACHING COMMUNICATION SKILLS.

Course objectives: The course will enable the student teachers to understand; The process of communication, The importance of interpersonal skills, the significance of attitudes in a profession, Leadership qualities and Critical thinking skills and goal setting and achieving.

Unit One: Process of Communication
    a. Communication – a process

    b. Verbal and non-verbal communication

    c. Barriers to communication

Unit Two: Communication Situation
    a. Presentation skills
    b. Group Discussions/meetings/conference skills
    c. Interview skills
    d. Conversation skills
    e. Personality Development and Interpersonal skills
    f. Team work and group dynamics
    g. Tasks for developing Critical Thinking skills

Unit Three: Language for Communication
    a. Proficiency in grammar and vocabulary
    b. Proficiency in spoken English
    c. Writing CV/Resume
    d. Writing Reports/ notice/Invitation/Emails

Unit Four: Oral Communication Skills
    a. Listening and speaking skills
    b. Steps in making an oral presentation
    c. Body language in a presentation
    d. Planning and delivering a presentation.

Reference:
1. Butterworth, John and Jeoff Thwaites.(2005),Thinking Skills. Cambridge Uni.Press.

2. Feldman, Daniel A. (2004), Critical Thinking. New Delhi: Viva.

3. Harmer, Jeremy.(2006), How to Teach English. New Delhi, Longman.

4. Johnson, Karen.(1996), Understanding Communication in Second Language Classrooms. Cambridge Uni. Press.

5. Richards, Jack C. (2005), Professional Development for Language Teachers. Cambridge Uni.Press.

6. Stevens, Michael.(1999),How to be better at giving presentations. London: Koran Press.

PA01EELT 04. Survey of English in Use

Course Objective

Through extensive reading in multiple genres and prepared guides and activities, students gain more extensive vocabularies and greater familiarity with English usage. Through individual reading and group discussion, students will compare usage in different contexts and learn to identify salient features of language from a text – a key skill needed in teaching language and developing ELT materials.

Unit 1 Extensive Reading (Controlled Vocabulary)
   a. Concepts of controlled-vocabulary, coverage, value of extensive reading
   b. Assessment of vocabulary level and choice of reading material
   c. Discussing and reporting on extensive reading

Unit 2 Concept and Importance of Language Awareness
   a. Importance of language awareness for teachers
   b. Areas of difficulty for speakers of South Asian languages in learning English
   c. Identifying language features in text

Unit 3 Identifying Salient Features of Language
   a. Salient Features of Vocabulary
   b. Salient Features of grammar
   c. Identifying language features in text

Unit 4 English as an International Language.
   a. World Englishes and Indian English
   b. Kachru's three circles: **inner**, **outer**, **expanding**
   c. Implications for language teachers and materials production.

References

Books:

Ellis R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly* 40 (1), pp. 83-108.http://ojcsteve.tripod.com/sitebuildercontent/sitebuilderfiles/ellis_grammar.pdf

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Shackle, C. (2001) Speakers of South Asian languages. In M. Swan and B. Smith (Eds) *Learner English: A teacher's guide to interference and other problems*. Cambridge : Cambridge University http://es.scribd.com/doc/189050297/Learner-English

Thornbury, S. (2003).*About language*: *Tasks for teachers of English*. Cambridge: Cambridge University Press.http://www.scribd.com/doc/89873558/About-Language-Tasks-for-Teachers-of-English-Thornbury-Scott

Jenkins, J. (2006). The spread of EIL: a testing time for testers. *ELT Journal, 60*(1), 42-50.

Kachru, B.B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. InR. Quirk and H. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures*(pp. 11-36). Cambridge: Cambridge University Press.

Pakir, A. (1999). Connecting with English in the context of internationalism. *TESOL Quarterly, 33*(1), 103-113.

Rajadurai, J. (2005). Revisiting the Concentric Circles: Conceptual and Sociolinguistic Considerations. *Asian EFL Journal, 7*(4), 111-130.