# SARDAR PATEL UNIVERSITY
# VALLABH VIDYANAGAR

## SYLLABUS EFFECTIVE FROM:  2019-20
## MASTER OF ARTS (ELT)
### (PG Board Dt. 07/05/2018)
### Semester-IV

**PA04CELT21 ESL Assessment and Evaluation**
**Course Objective**
Students learn the international principles for reliable, fair, valid, and feasible assessment. Concepts include the use of Bloom's taxonomy to set achievable learning objectives, providing adequate scaffolding and instruction to reach objectives, and formation of rubrics based on objectives and instruction. Course includes reading and practice using well-researched principles of appropriate item writing, the difference between formative and summative assessment in practice, and the creation and use of classroom assessment techniques for improving instruction.

### Unit 1. Assessment Meaning
a. Definitions of Assessment and Evaluation
b. Needs Assessment
c. Assessment literacy

### Unit 2. Assessment Principles
a. Wash back, authenticity, validity, reliability and practicality
b. Assessment purposes and types
c. Needs assessment, diagnostics, achievement and proficiency

### Unit 3. Assessment issues
a. Student centred assessment
b. Performance based assessment
c. Communicative assessment
d. Formative and Summative assessment
e. Bloom's Revised Taxonomy
f. Writing Objectives for LOT and HOT

### Unit 4. Assessment Strategies
a. Traditional Vs Alternative assessments
b. Strategies and techniques
c. Guidelines, rubrics. Checklist, self and peer assessments
d. Authentic assessment
e. Review assessment process
f. Assessing Language Skills
g. Integrated skills assessment: Portfolio and project-based assessment

## References

**Books:**
Brown, D. (2004). *Language assessment: Principles and classroom practices.* New York: Pearson
http://www.scribd.com/doc/185882519/Language-Assessment-0130988340
Fulcher, G. (2010). *Practical language testing.* London: Hodder Education
http://www.scribd.com/doc/71132812/Practical-Language-Testing
Hughes, A. (2003).*Testing for language teachers.* (2nd ed.) Cambridge University
Presshttp://www.scribd.com/doc/179294567/Testing-for-language-teachers-Hughes-pdf
Kahneman*, D. (2011). Thinking, fast and slow.* New York: Farrar, Straus and
Giroux.http://www.scribd.com/doc/175932558/Thinking-Fast-and-Slow
Chapelle, C. & Douglas, D. (2006) *Assessing Language Through Computer Technology* CUP: UK

**Articles:**

Angelo, T.A. & Cross, K.P. (1993*). Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd edition. San
Francisco: Jossey-Bass. Excerpt available at http://www.ncicdp.org/documents/Assessment%20Strategies.pdf
Rodriguez, M.C. (2005). Three options are optimal for multiple-choice items: A meta-analysis of 80 years of research. *Educational Measurement: Issues and Practice*, 24(2), 3-13. Available at
http://www.performancetest.org/documents/RodriqguesEdMeasurement3option.pdf
Grove, W.M., & Lloyd, M. (2006). Meehl's contribution to clinical versus statistical prediction. *Journal of Abnormal Psychology, 115,* 192–
194https://www.psych.umn.edu/faculty/grove/114meehlscontributiontoclinical.pdf

**PA04CELT 22 English for Specific Purposes (ESP)**
**Course Objective**
Students learn the fundamental concepts of ESP courses and vocabulary research exploring topics in frequency-based vocabulary, general versus topical vocabulary, chunks for teaching beginners and specific language functions, and evaluation of language input for comprehensibility. Students apply this knowledge to perform a real-world needs analysis of a specific population using English for a Special Purpose. The needs analysis may be for Business, Engineering, Medical, or Academic English. With preparation of a final written submission to report their findings, students are supported in developing the fundamental academic writing skill needed to report an analysis according to international standards for research writing.

**Unit 1 Introduction to ESP**
a. Definition and development of ESP
b. A learning centred Approach
c. ESP as an Approach

**Unit 2 ESP and theories of Learning**
a. Behaviourism
b. Mentalism
c. Cognitive code
d. The Affective Factor

**Unit 3. ESP and Need Analysis**
a. Types and uses of ESP Branches
b. Target needs and learning needs
c. Analysing Learning Needs
d. Conducting a Need Analysis

**Unit 4. ESP Materials design and evaluation**
a. ESP syllabus format
b. Materials evaluation
c. Materials Design
d. Evaluation

**References:**
**Books:**
Brown, H. D. (2004). *Language assessment: Principles and classroom practices.* New York: Pearson
http://www.scribd.com/doc/185882519/Language-Assessment-0130988340
Harding, K.(2007). *English for specific purposes.* OUP http://www.scribd.com/doc/134796190/Great-Englishfor-Specific-Purposes
Hutchinson, Tom & Waters, Alan (1987) English for Specific Purposes. Cambridge University.
Morgan, J. &Rinvolucri, M. (2007). *Vocabulary* (2nd Ed). Resource books for teachers. Oxford.
http://www.scribd.com/doc/44326862/Vocabulary
Special Purposes Books:
Glendinning, E.H. & Howard, R. , J. (2007). *Professional English in use: Medicine.* Cambridge University Press. http://www.scribd.com/doc/133251920/Professional-English-in-Use-Medicine
Hyland, K. (2006) *English for academic purposes: An advanced resource book.* London: Routledgehttp://www.scribd.com/doc/196192218/English-for-Academic-Purposes
Ibbotson, M. (2008). *Cambridge English for engineering.* Cambridge University Press.
http://www.scribd.com/doc/178952087/Cambridge-English-for-Engineering
O'Brien, J. (2007). *English for business.* Boston: Thomson
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**Articles:**
Belcher, D.D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. TESOL Quarterly, 40, (pp.133-156).http://203.72.145.166/tesol/tqd_2008/VOL_40_1.pdf

**PA04CELT23 SOCIOLINGUISTICS**
Objectives: to enable the students to: Understand the social background of a language, Get acquired with the social factors affecting language, Know the factors affecting L2 learning and know the language in social change.

**Unit 1. Sociolinguistics**
a. Sociolinguistics: definition and description
b. Sociolinguistics and linguistics
c. Sociolinguistics and sociology of language
d. Speakers and speech communities
e. Social functions of language.
f. Factors in communication

**Unit 2. Varieties of Language**
a. Language and dialect
b. Standard and non-standard varieties
c. Dialects, Register and Styles
d. Languages in contact
e. Bilingualism/Multilingualism: code-switching and code-mixing
f. Diglossia, Pidgin and Creole.

**Unit 3. Speech Acts**
a. Speech act theory
b. Locutionary act
c. Ilocutionary act
d. Perlocutioanry act

**Unit 4 Discourse Analysis and Language teaching**
**a.** Discourse and Text
b. Cohesion and coherence
c. Communicative Competence
d. Teaching Language as communication

**References:**
1. Hudson: (1995) Sociolinguistics, OUP
2. Pride J B: (1987) Sociolinguistics, OUP
3. Widdowson H G:(1987) Teaching Language as Communication, CUP

**PA04CELT24 Comprehensive Viva**
A comprehensive viva will be taken to assess the students' understanding of all courses (semester 1 to 4). They will be assessed on the basis of pre-designed criteria.

Elective Courses (Any one)
**PA04EELT21Translation Studies**
**Course Objective**
The course exposes students to the nature and scope of translation in today's world and allows them to have hands-on experience translating from L1 into English and vice-versa. Course also covers the politics of translation and translation across cultures in a multilingual country.

**Unit 1** Nature and Scope of Translation

**Unit 2** Principles of Translation: Poetry, Drama and Fiction

**Unit 3** Translation of Creative Text of different genres

**Unit 4** Translation of Critical Text of different disciplines

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**References**
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Baker, M. (Ed.). 1998. RoutledgeEncyclopedia of Translation Studies. London: Routledge.
Bassnett, S. & A. Lefevere (eds). 1990. Translation, History and Culture. London and New York : Print Publishers.
Bassnett, S. 1991. Translation Studies. London and New York: Routledge.
Benjamin, W. 1969. Illuminations. New York: Schocken Books.
Catford, J.C. 1980. A Linguistic Theory of Translation. London: Oxford University Press.

**PA04EELT22 Dramaturgy and the Theatre**
**Course Objective**
The course would make the students aware of the basic texts of dramaturgy in India and Europe. It would also offer a diachronic view of theory of drama in Europe. The focus of the course would however be in integrating text and performance.

**Unit 1. Ancient Theories of Dramaturgy**
a. Aristotle : Poetics
b. Bharata: Natyasastra

**Unit.2. Classical dramaturgy**
a. Sophocles: Oedipus Rex

**Unit 3**. **Elizabethan dramaturgy and performance**
a. Shakespeare: Macbeth
b. Ben Jonson: Volpone

**Unit 4. Modern dramaturgy**
Eugene Ionesco : Rhinoceros

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**References:**
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i) Wimsatt, William, K and Brooks, C. 1992. Literary Criticism: A short history. Oxford and IBH Publishing Co.: Calcutta
ii) Wilson, Edwin and Goldfarb, Alvin. 1991. Theatre: The Lively Art. Mcgraw-Hill Inc: NY, USA
iii) Ghosh, Manmohan (tr.). 2002. *Natyasastra*. Sahitya Akademi: New Delhi
iv) McDonald, M. and J Michael-Walton. 2007. *The Cambridge Companion to Greek and Roman Theatre*. CUP: Cambridge.
v) Braunmuller, A.R. and Michael Hattaway. 2003. *The Cambridge Companion to English Renaissance Drama*. CUP: Cambridge
vi) Esslin, Martin. 1972 (Reprint). *Theatre of the Absurd*. Penguin: Middlesex.

**PA04EELT23 Indian Fiction in English - II**
**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.