SYLLABUS EFFECTIVE FROM: 2018-19
MASTER OF ARTS (ELT)
(પીજી બોર્ડ તા. ૦૩/૦૫/૨૦૧૭)
Semester-II

<u>**Core Courses**</u>

PA02CELT21   Pedagogical Grammar

<u>**Course Objective**</u>

Students develop an appreciation for the complexity of grammar and the controversy around explicit teaching of grammar in ELT as they make an in-depth exploration into various topics of descriptive grammar and usage. Following an instructor led orientation into the problems and controversies of teaching grammar, the course becomes "student taught". Teams of students choose or are assigned different topics in grammar that go beyond the traditional prescriptive rule-based grammar lessons taught in schools. Each team is then responsible for preparing and presenting both a lesson and an assessment item on the chosen topic. Peers are responsible for submitting evaluations of each presentation.

<u>**Unit 1   Introduction to Study of Grammar**</u>
a.   Theories of grammar: generative, regular, universal grammars
b.   Descriptive vs. prescriptive
c.   Identifying Grammatical Ambiguity in English

<u>**Unit 2   Error and Correctness in Grammar**</u>
a.   Concept of Gradient as the degree to which utterances are acceptable or grammatical
b.   Relationship between acceptability and grammaticality
c.   Concept of Error vs. Mistake and Criteria for acceptability
d.   Errors of "native" speakers vs. errors of learners
e.   Identifying distinction between errors in grammar and differences in usage
f.   Implications for teaching

<u>**Unit 3   Exploration of Grammatical Categories**</u>
a.   Nouns: Number, Gender, Case, Countability, Animacy
b.   Verbs: Voice, Aspect, Mood, Tense
c.   Researching a grammatical category
d.   Presenting concepts in a grammatical categories

<u>**Unit 4 Explorations of Grammatical Issues for Learners**</u>
a.   Researching a grammatical issue
b.   Presenting concepts in a grammatical issue
c.   Implementing activities for practicing a grammatical issue
d.   Assessing performance in a grammatical issue

<u>**References**</u>

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Murphy, B., & Hastings, A. (2006) The utter hopelessness of explicit grammar teaching. *The International Journal of Foreign Language Teaching*. pp.9-11.http://focalskills.info/articles/utterhopelessness.pdf

Sorace, A., & Keller, F. (2005). Gradience in linguistic data. *Lingua* 115(11): 1497–1524http://people.umass.edu/pater/sorace-keller.pdf
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
Universityhttp://es.scribd.com/doc/189050297/Learner-English

PA02CELT22 Phonology and Teaching Spoken English
Course Objective

Students learn the fundamental phonology of English in contrast to the phonology of other languages. Through selected readings and lectures, they are introduced to the concept of phonology research and problems and they explore concepts of the Lingua Franca Core, the standard of "comfortable intelligibility", and the cultural and social implications of accent education in order to arrive at their own pedagogical stance on teaching pronunciation. Students develop library research and writing skills by submitting a written comparison between one known and one unknown language.

Unit 1   The Sound System of English

a.   Speech organs and functions
b.   Sounds of English – phonemes
c.   Differences between English phonemes and Sanskrit-based languages
d.   Practice using IPA for transcription

Unit 2   Issues of Accent
a.   English as an international language and the concept of Lingua Franca Core
b.   Concepts of World English vs. World Englishes
c.   Concept of comfortable intelligibility
d.   Using the George Mason Accent Archive

Unit 3   Suprasegmental Features
a.   Importance of syllable stress
b.   Intonation, rhythm, weak forms
c.   Practice using sentence stress and thought groups to improve intelligibility

Unit 4   Speaking as "interaction"
a.   Concept of turn taking and discourse marking
b.   Using transaction boundaries, chunks and formulaic language
c.   Practice listening for discourse markers in academic discussion

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http://www.scribd.com/doc/173837764/David-Odden-Introducing-Phonology-Cambridge-Int-BookFi-org

Ogden, R. (2009). *An introduction to English Phonetics*. Edinburgh: Edinburgh University Press.http://tinyurl.com/qen4y2m

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Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an International Language. *Applied Linguistics*. pp.83-103.http://thompsonlanguagecenter.com/wp-content/uploads/2013/04/Sociolinguistically-Based-Pronunciation-Syllabus-for-EIL.pdf

PA02CELT23   Introduction to Linguistics and Literary Theory

Course Objective

Course is a general overview of key concepts in morphology, syntax, semantics, discourse analysis and literary theory.. By studying examples from different languages and working through basic problem sets and exercises, students gain a stronger awareness and appreciation for the complexity of language. Course includes an introduction to corpus linguistics and practice using online corpora to investigate linguistic features of English. (Phonology is treated in Sem II.)

Unit 1. Language
   a. Language : definition and meaning
   b. Language as defined by modern linguists
   c. Characteristics of language
   d. Human and Animal communication.

Unit 2. Linguistics
   Linguistics: definition and meaning
   The traditional approaches to linguistics and The structural approach to linguistics
   The Cognitive/Functional approach to linguistics
   Branches of linguistics
   Phonology: Introduction
   Morphology : Word building processes
   Syntax and semantics

Unit: 3   Error Analyses and Interlanguage
   a.   Contrastive analysis
   b.   Errors, mistakes and lapses
   c.   Sources of errors
   d.   Methodology of error analysis
   e.   Interlanguage
   f.   L1 Acquisition and L2 Learning

Unit 4 Introduction to Literary Theory

   a.   Classical Genre Theory
   b.   Modern Genre Theory
   c.   Literary Forms : Prose
   d.   Literary Forms: Poetry
   e.   Literary Forms: Drama

Reference:
   1. M.A.K Halliday: The Linguistics science and language learning
   2. N.Krishna Swamy: An Introduction to Linguistics for language teachers.
   3. John Lyons: Language and Linguistics
   4. S.Pitcorder: Introducing Applied Linguistics
   5. S.Pitcorder: Error Analysis and Interlanguage
   6. M. H. Abrams: A Glossary of Literary Terms

PA02EELT21 American Literature

Course Objectives

This course would familiarise students with the historical development of English literature in America and introduce them to various literary trends and philosophical movements that informed them.

Unit 1

a. 19th century Renaissance
b. Herman Melville *Moby Dick*
c. Emerson *Selected Poems*
d. Walt Whitman *Leaves of Grass* (Selected Poems)
e. *Thoreau Walden*

Unit 2 Short fiction

b. Saul Bellow
c. Malamud
d. Excerpts from *The Invisible Man* Ralph Ellison

Unit 3 Drama

a. Arthur Miller *All My Sons*
b. Eugene O'Neill *A Long Day's Journey Into Night*

Unit 4
a. Excerpts from Toni Morrison *Sula*
b. Emily Dickinson's Selected Poems
c. W. H. Auden's Selected Poems

References

Bode, C. (1968) *American Literature: Vol 1* Washington Press: NY
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Baym, N. (1985) *Norton Anthology of American Literature* Norton & Co,: NY

Elliot, Kerber, Litz & Martin(1991) *American Literature: A Prentice Hall Anthology* Prentice-Hall Inc: NJ
McCormick, J. (1971) *American Literature: 1919-1932* Routledge & Kegan Paul: London
Fisher, W. J. (1970) *American Literature in the Nineteenth Century* Eurasia Pub: New Delhi

PA02EELT22 Using Drama For Teaching English

This course would focus on incorporating drama as a technique for teaching the four skills in English. This will be done by encouraging students to participate in theatre activities through mime, one act plays, skits and dramatizations of soliloquies, etc. Additionally, they will be involved in exercises helping them to notice linguistic and communicative features of language teaching.

Unit 1
    a. Noticing Language through performance of plays

    b. Dramatizing portions of Anton Chekhov *The Bear*
    c. Identifying Features of Spoken Language in Drama
    d. Pedagogic use of Drama
Unit 2
    a. **Converting Texts to Dialogues for Teaching Activities** Excerpts from Ruskin Bond The Room on the Roof
    b. Written Language vs. Spoken Language
    c. Using features of Spoken Language for creating dialogues

Unit 3

Exposure to Activities Using Drama

    a. Experiencing activities using Drama For Teaching Language Creating Activities Using Drama
Unit 4
    a. Practicum 1 – Working in pairs or groups, students would prepare a dramatic presentation

    b. Practicum 2 – The dramatic presentation will be followed presentations on how they would use the same in their teaching.

Detailed Plan –

We begin the course by mobilizing students to dramatise *The Bear*. First, we give them basics of dialogue delivery, c
Lectures in week 1 will be devoted to noticing the language of the play and familiarizing the students with the theme of the play.

Week 2 will involve practice in performing the play. The play will be divided into portions and groups will be assigned portions to perform.
Week 3 will be performances of students in small segments.

Week 4 will involve them in creating activities based on the segments they dramatized. Some theoretical input and exposure will be given to them in form of lectures as to how they should create the activities.
larity in annunciating language and significance of dialogues for pronunciation. We help them notice the general features of spoken language like accent, intonation, fillers, pauses, etc.

References
Kral, Thomas.2005 *Plays For Reading: Using Drama in EFL* US Dept. of State

Maley, Alan and Duff, Alan 1978. *Drama Techniques in Language Learning*. Cambridge University Press
Wessels, Charlyn, 1987. *Drama* (Resource Books for Teachers) Oxford University Press.

Falvey, P & Kennedy, P. ed (1997) *Learning Language Through Literature: A Source Book For Teaching of*

English in Hong Kong Hong Kong University Press: Hong Kong (Chp 9. Drama in the Language Classroom)
Wilson, Ken. 2008 *Drama and Improvisation* OUP: UK
Stempleski, S. & Tomalin, B. 2001 *Film* OUP: UK
Articles
Rauen, Margarida *Drama in the Language Classroom*

Retrieved from file:///C:/Users/acer/Desktop/Downloads/19172-67955-1-PB.pdf Royka, Judith *Overcoming the Fear of Using Drama in English Language Teaching* **Retrieved from** http://iteslj.org/Articles/Royka-Drama.html

Chauhan, Vani *Drama Techniques for Teaching English* **Retrieved from** http://iteslj.org/Techniques/Chauhan-Drama.html Robinson, Henry *Using Drama Texts in the Classroom*
Retrieved from https://www.teachingenglish.org.uk/article/using-drama-texts-classroom

PA02EELT23 World Literature: An Overview

This course aims at providing a general exposure to world literature.
Unit 1
Short fiction by LLosa and Marquez
Margaret Atwood *The Edible Woman*

Unit 2
Ben Okri *The Famished Road*
Chinua Achebe *Things Fall Apart*
Rainer Maria Rilke Selections from *Duino Elegies*
Unit 3

Michael Ondaatje *Running Through the Family*
Selected short stories of Stephen Zweig
Unit 4
Chetan Bhagat *Three Mistakes of My Life*
Kamala Das *The Tattered Blanket*

References-
Blamires, Harry, *Twentieth-Century English Literature*, in the 'Macmillan History of Literature' (London :

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Guignery Vanessa (ed.) 2013 *The Famished Road: Ben Okri's Imaginary Homelands* Cambridge Scholars

Publishing: UK

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Okri, Ben. 2009 *Tales of Freedom.* Rider Books

Websites:
http://www.levity.com/corduroy/marquez.htm

PA02EELT24 Advanced ICT Skills

Unit : 01 Introduction to ICT
a. Use of ICT for ELT
b. Using technology effectively in the classrooms
c. Computer Applications in second Language Acquisition
d. Computer assisted language learning(CALL)

Unit : 02 Working with a presentation and internet
a. Task based language learning via audiovisual network
b. Linguistic future of the internet
c. Online learning: A Historical Perspective
d. Theory and practice of network-based language teaching

Unit : 03 Use of Multimedia for Learning
a. Developing 21st Century Skills
b. Using Microsoft office tools for Teaching and Learning
c. Role of technology in Promoting Higher order Thinking Skills
d. Role of Technology in fostering a Student-Centric Learning Environment

Unit : 04 Using Multimedia
a. Technology Supported Project Based Learning
b. Using internet for research and Communication
c. Using Technology to Transform Educational Institutions
d. Practical Aspects of Multimedia for ELT
e. Using Technology for Evaluation

References:
1. Carol A. Chapelle (2001) Computer Applications in second language Acquisition, Cambridge University Press
2. Mark Warschauer and Richard Kern (2000) Network-based Language Teaching: Concepts and Practice, Cambridge University Press
3. David Crystal (2001) Language and the internet, Cambridge University Press
4. Earnest W. Brewer, Jacquelyn O. Dejonge and Vickie J. Stout (2001) Crowin Press
5. INTEL (2007)X-PDITTE, NCTE