

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**



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

Core Courses

PA03CELT21 Materials Development in ELT

Course Objective

Students build on concepts learned in first year courses to evaluate and create materials for language learning. Students explore techniques and designs that provide comprehensible input and meaningful use to support learners in developing proficiency in English. Students trial and receive feedback on their materials designs through integrated exercises with Semester I PRACTICAL PEDAGOGY students. Students' final submissions are to contribute well-designed usable activities to the Institute website that supports school teachers in Gujarat.

Unit 1 Basic Principles of Materials Development

- a. Materials as all tools, activities, techniques, and instructions that aid teaching
- b. Using principles of SLA for materials development: CI + meaningful use
- c. Role of controlled vocabulary in comprehensible input
- d. Role of critical thinking concepts in encouraging meaningful use
- e. Role of assessment

Unit 2 Needs-Based Material Development

- a. Identifying learning objectives: need for proficiency
- b. Developing materials to meet needs of learners
- c. Developing materials to meet needs of teachers
- d. Student-centered vs. teacher-centered materials

Unit 3 Modifying Existing Materials

- a. Evaluation of materials according to SLA principles
- b. Evaluation of materials according to learning objectives
- c. Evaluation of materials for content and clarity
- d. Modifying existing materials to meet needs learners and teachers

Unit 4 Creating Original Materials

- a. Identifying appropriate input and activity designs
- b. Identifying teachable linguistic features in texts
- c. Allowing for scaling, scaffolding, extending
- d. Role of layout in materials design
- e. Materials for developing balanced receptive and productive skills
- f. Introduction to frequency-based vocabulary for comprehensible input
- g. Creating original materials for Indian schools

References

Books:

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

Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press <http://www.scribd.com/doc/177988809/Task-Based-Language-Teaching>

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>

Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. <http://www.scribd.com/doc/77119603/Language-Teaching>

Whong, M. (2011) *Language teaching: Linguistic theory in practice*. Edinburgh: Edinburgh University Press.

Articles: Tomlinson, B. (2010) Principles and procedures of materials development for language learning. Part 1. Folio 14:1, pp.3-6.

PA03CELT22 Teaching Language & Literature

Course Objective

The course exposes students to principles and methods of teaching literature in ELT classroom. Course provides opportunity for developing and trying out language materials using different literary genres.

Unit 1 Theoretical Background

- a. Reasons for using literature in the language classroom
- b. Literature as authentic materials
- c. The importance of response and literature teaching

Unit 2 Teaching Poetry

- a. Teaching the sound of poetry
- b. Teaching rhyme and rhythm
- c. Tasks for teaching Poetry

Unit 3 Teaching Fiction

- a. Teaching the point of view
- b. Using dialogues for teaching character
- c. Tasks for teaching Fiction

Unit 4 Teaching Drama

- a. Drama techniques for language learning
- b. Using role play for language learning
- c. Tasks for teaching Drama.

References

- Hedge, Tricia. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Lazar, G. 1993. *Literature and Language Teaching*. Cambridge: Cambridge University Press.
- Maley, Alan & Sandra Moulding. *Poem into Poem*. Cambridge: Cambridge University Press.
- Maley, Alan and Alan Duff. Reprint 2002. *Drama Techniques in Language Learning*. Cambridge: Cambridge University Press.

PA03CELT23 Research Writing

Course Objective

Course covers basic research methods and writing, combining lectures in purpose and structure of research writing, use of sources and citation, methodology and analysis of data with practice writing short scaffold research paper and proposals. Students use the integrated experiences with Semester I students and MATERIALS DEVELOPMENT to learn to write simple research reports and to use those reports to suggest areas for further research in model research proposals. Course includes the opportunity to examine the structure of accurate models of research writing that meet international standards for academic integrity.

Unit 1 Overview of Research Writing

- a. Research writing as academic discourse: joining the conversation
- b. Purpose of research writing as contributing to the conversation
- c. Need for academic integrity, standards of citation, and standards of scientific inquiry
- d. Research writing as argument created through genres: summary, synthesis, analysis, and evaluation
- e. Identifying the author's contribution and use of genres in research texts

Unit 2 Overview of Research

- a. Difference between a real-world problem and a research problem
- b. Research questions and research gaps
- c. Difference between primary and secondary research
- d. Identifying research gaps from research texts

Unit 3 Research Methodology

- a. Research methodology as primary research: method of gathering original data
- b. Types of research: qualitative vs. quantitative types
- c. Relationship between research gaps, questions, hypotheses, and objectives
- d. Tools of data gathering and analysis
- e. Evaluating research methodology in research texts

Unit 4 Writing a Research Report

- a. Structure of a simple research report
- b. Writing a Synthesis: The literature review
- c. Writing an Analysis: Analysing and interpreting data
- d. Using the conclusion as foundation for future research proposals
- e. Plagiarism in research ethics

References

Articles and dissertations as samples.

Books:

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. <http://www.scribd.com/doc/148170779/APA-Manual-6th-Edition>
- Burdess, N. (2010) *Starting statistics: A short, clear guide*. Sage. <http://tinyurl.com/lxeqh6w>
- Dawson, C. (2009) *Introduction to research methods: A practical guide for anyone undertaking a research project* (4th Ed.) Oxford: How to Books <http://www.scribd.com/doc/117474738/Research-methods>
- Hinkel, E. (Ed.). (2005). *Handbook of Research in Second Language Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum. <http://www.scribd.com/doc/70764801/Handbook-of-Research-in-2nd-Languange-Teaching-and-Learning>
- Hyland, K. (2009) *Academic discourse: English in a global context*. London: Continuum. <http://www.scribd.com/doc/208703509/Academic-Discourse>
- McDonough, J., & McDonough, S. (1997). *Research Methods for English Language Teachers*. London: Arnold
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press
- Walliman, N. (2011) *Research methods: The basics*. London: Routledge. <http://www.afghanjc.com/wp-content/uploads/2013/02/Research-Methods-The-Basics.pdf>
- Walliman, N. (2001) *your research project: A step by step guide for the first time researcher*. London: Sage. <http://tinyurl.com/oaqo448>

PA03CELT24 ESL Project/Action Research

Students will have to work on either a project or an action research in the area of ELT. The report will be submitted for evaluation by examiners.

PA03CELT25 Practicum

Students will be guided to plan lessons for teaching languages skills and will get practice in teaching students at tertiary level (learners who are 18 plus). They will have to take minimum 12 lessons in actual classroom.

Electives courses (Any one)

PA03EELT21 Literary Criticism

Course Objectives

The course would help students undertake an in-depth study of key theories that have informed the western critical tradition and how it has informed contemporary literature.

Unit 1

Indian Aesthetics – The Theory of *Rasa*, the concept of *vakrokti*

Russian Formalism

New Criticism

Unit 2

Structuralism

Psychoanalysis

Unit 3

Marxism

Feminism

Deconstruction (Post-Structuralism)

Unit 4

Multiculturalism

New Historicism

Eco-criticism

References

Habib, M.A.R. (2005) *A History of Literary Criticism: From Plato to Present* Blackwell Pub.

Selden, R.(1988) *The Theory of Criticism: From Plato to the Present* Longman: UK

Nagarajan, M.S.(2006) *English Literary Criticism and Theory: An Introductory History* Orient Longman: Hyderabad

Ramaswami, S. & Seturaman *The English Critical Tradition: An Anthology of English Literary Criticism Vol 2* Macmillan Pub

Seturaman, V.S. (1992) *Indian Aesthetics: An Introduction* Macmillan: India

Leitch, V. (2001) *Norton Anthology of Theory and Criticism* Norton & Co.: NY

Eagleton, T. (1996) *An Introduction to Literary Criticism* Blackwell Pub: UK

Carter, R. & Mcrae, J. () *The Routledge History of Literature in English, Britain and Ireland* Routledge: NY

PA03EELT22 Creative Writing

Course Objectives

This course would familiarise students with the art and skill of creative writing by giving them exposure and a hands on experience in the phenomenon.

Unit 1

Creative writing: The cognitive process

Unit 2

Writing Short Stories

Writing Novels

Unit 3

Creative writing: The profession

Preparing the final draft – creative and critical writing

Unit 4

Practicum – Writing a short story by following the process of drawing manuscripts, peer reviews, and editing.

References –

Dillard, Anne (1989) *The Writing Life* HarperCollins: NY

Lamb, Charles (1833) *The Last Essays of Elia* retrieved from <http://www.gutenberg.org/ebooks/10343> (essay – Dream Children, Chimney Sweepers)

Meredith & Fitzgerald () *Structuring Your Novel: From Basic idea to finished Manuscript* Lewitt Shariann, Writing and Reading Short Stories, MITOpenCourseWare. file:///F:/new%20curriculum/texts/mit%20writing/21w-755-spring-2012/contents/index.htm Online Diploma in Creative Writing in English (DCE) : IGNOU

Online Resources –

<http://www.youngwritersmagazine.com/category/fiction/> <http://www.backhandstories.com/essays/>

PA03EELT23 Survey of Poetry

Course Objectives

This course would familiarise students with various genres of poetry and how it has evolved in English literature.

Unit 1 British Poetry: Selected poems

Philip Larkin & Seamus Heaney

Elizabethan sonneteers

Donne Metaphysical Poetry

Keats & Shelley Romantics

Yeats & Eliot Moderns

Carol Ann Duffy *Valentine*

Unit 2 American Poetry: Selected poems

Emily Dickinson

Robert Frost

Walt Whitman

Langston Hughes (Harlem Renaissance)

Unit 3 Poetry In Translation

Octavio Paz - Latin American poetry

Gujarati, Marathi, Hindi & Bengali - Indian poetry

Poems by Allan Malay

Unit 4 Indian English Poetry: Selected poems

Tagore

A K Ramanujan

Arun Kolatkar

A K Mehrotra

Nissim Ezekiel

Kamala Das

References

Baym, N. (1985) *Norton Anthology of American Literature* Norton & Co.: NY

Parini Jay (1987) *An Invitation to Poetry* Prentice-Hall: NJ

George, K. M. (1992) *Modern Indian Literature: An Anthology Survey of Poems: Vol 1* Sahitya Akademi: New Delhi

Richard, G. (1990) *American Poetry of the 20th Century* Longman & Co.: London

Schmidt, M. (1979) *An Introduction to Fifty British Poets: 1300 – 1900* Pen Books: London

Schmidt, M. (1979) *An Introduction to Fifty Modern British Poets* Pen Books: London

Abrams, M.H. (1962) *Norton Anthology of British Literature* Norton & Co.: NY