

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**



SYLLABUS EFFECTIVE FROM: 2017-18

Subject: M.Phil (ELT)

Semester: I

Objectives of the course

1. To equip research scholars with the essential knowledge and skills required for taking up multidimensional responsibilities in English Language Teaching (ELT).
2. To develop rigor among scholars to conduct qualitative as well as quantitative ELT based research studies.
3. To develop a set of core skills in scholars to work with efficiency in the emerging areas of English Language Teaching like techno-pedagogic skills, new methods and approaches in language teaching, etc.
4. To prepare professional experts, for the position of responsibilities in the contest of emerging perspectives in ELT planning.
5. To enable scholars to understand and apply research principles in practice.
6. To retain talent in the field of ELT by enhancing professional development of scholars.

Admission Criteria

The following candidates will be eligible to get admission to the M. Phil ELT programme.

1. Those candidate who have passed **M.A. ELT / ESL / TESL** from any recognized university within India.
2. Those candidate who have passed **M.A. English** with at least one course in the area of **ELT (with 55% or B+ as per Sardar Patel University grading system norms)** (5% relaxation for SC/ST) and those who have **PGCTE/PGDTE** from English and Foreign Languages University, Hyderabad will be given preference.
3. Those candidates who have passed Master's programmes in **ELT / ESL / TESL** from any recognised university abroad.

Eligible candidates will be required to pass the M.Phil (ELT) **Entrance Examination** according to the Sardar Patel University rules.

The merit list will be prepared according to the Sardar Patel University norms.

Sardar Patel University
Vallabh Vidyanagar
M.Phil ELT New Syllabus (CBCS)
 (Under Semester System: (2017-18 onwards))

Semester I

Course Type	Course Code	Title	Course Credits	L	T/W	S	Internal	External	Total
				Per week			Evaluation		
Core	MA01CELT21	Research Methodology – I	02	02	01	01	30/17	70/39	100/55
	MA01CELT22	Perspectives in ELT	03	02	01	01	30/17	70/39	100/55
Electives	MA01EELT21	Research in Indian Writing in English	03	02	01	01	30/17	70/39	100/55
	MA01EELT22	English Through E-Learning-I	03	02	01	01	30/17	70/39	100/55
Total Credits			08						

Legend: L = Lectures; T/W = Tutorials/Workshops; P: S = Studied Seminar/Term Paper
 Electives: The candidate needs to select one elective from the ones offered.

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Semester II

Course Type	Course Code	Title	Course Credits	L	T/W	S	Internal	External	Total
				<u>Per week</u>			<u>Evaluation</u>		
Core	MA02CELT21	Research Methodology - II	02	02	01	01	30/15	70/40	100/55
	MA02CELT22	Course Design and Materials Production	03	02	01	01	30/15	70/40	100/55
Electives	MA02EELT21	Research in Indian Literature in Translation	03	02	01	01	30/15	70/40	100/55
	MA02EELT22	English Through E-Learning-II	03	02	01	01	30/15	70/40	100/55
Core	MA02CELT23	Dissertation	08	Evaluation of Dissertation	Internal Examiner			100/55	
					External Examiner			100/55	
				Viva Voce	Internal Examiner and External Examiner			100/55	
		Total Credits (Semester I&II)	24						

Legend: L = Lectures; T/W = Tutorials/Workshops; P: S = Studied Seminar/Term Paper
 Electives: The candidate needs to select one elective from the ones offered.

Semester I

Core Courses

MA01CELT21: Research Methodology – I (Credits : 02)

Course Objectives

- a) familiarising students with the principles of Research methodologies
- b) exposing students to key Research methods in E LT
- c) enabling students to understand and apply research principles in practice

Unit I Basics of Research

- a) Definition and characteristics of Research
- b) Quantitative and Qualitative Research

Unit 2 Experimental and Survey type Research frameworks

- a) Basics of Experimental Research Studies
- b) Experimental Research Tools
- c) Basics of Survey Methods
- d) Designing Questionnaires and Interviews

Unit 3 Formulating a Research Study

- a) Research Design
- b) Review of related literature
- c) Sampling/Research questions/ Hypothesis and research tools

Students would submit a research assignment keeping the theoretical inputs in mind

References

- i) Best, J and Kahn, J. 1993 (7th ed.). *Research in Education*. New Delhi: Prentice-Hall.
- ii) Flowerdew, J. and Peacock, M. 2001. *Research perspectives on English for Academic Purpsoses*. Cambridge: Cambridge University Press.
- iii) Kothari, C.R. 2004. *Research Methodology: methods and techniques*. New Delhi: New Age International Publishers
- iv) Nunan, D. 2004. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- v) Seliger, H.W. and Shohamy, E. *Second Language Research Methods*. Oxford: Oxford University Press.

Course Objectives

- a) would acquaint students with theories of acquisition and learning of a second or a third language
- b) would enable students to apply western theories of language acquisition and learning for research purposes
- c) would enable students to comprehend and analyse specific methods and approaches in SLA

Unit 1 Language Acquisition and Learning

- a) Acquisition and Learning
- b) Difference between L1 and L2 acquisition

Unit 2 SLA and Syllabus

- a) Structural and Functional syllabuses.
- b) Designing syllabus for advanced English learners.
- c) Integrating Critical Thinking skills in ESL syllabus

Unit 3 ESL Assessment and Evaluation

- a) Assessment, Scoring and evaluation
- b) Formative and summative assessment and Authentic assessment: tools and rubrics
- c) Criterion Referenced Evaluation and Norm referenced evaluation

Students would submit a research assignment keeping the theoretical inputs in mind

References

- i) Ellis, Rod. 1997. *SLA Research and Language Teaching*. Oxford: Oxford University Press.
- ii) Ellis, Rod. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- iii) Brown, H.D. & Abeywickrama,P.(2010).*Language Assessment*.

Elective Courses

Students will need to choose any one from the following courses.

MA01EELT21 Research in Indian Writing in English (Credits : 03)

Course Objectives:

- a) would familiarize students with the concepts of Commonwealth literature and the place of Indian Writing within it
- b) would expose students to the emerging trends in postcolonial theory as well as the socio-historical contexts of Indian Writing in English (IWE)
- c) enable students to apply the theoretical framework to particular texts

Unit 1 Beginnings of Indian Writing in English (IWE)

- a) Early developments
- b) Macaulay and English Education

Unit 2 Indian Poetry in English

- a) Major thematic concerns
- b) Current trends in poetry and possible research topics (study of some representative authors)

Unit 3 Indian Fiction in English

- a) Major thematic concerns
- b) Current trends in fiction and possible research topics (study of a representative author)
- c) Indian Drama in English: Major thematic concerns. (study of a representative author)

Students would submit a research assignment keeping the theoretical inputs in mind

References

- i) Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: 1984
- ii) Mehrotra, A.K. *An Illustrated History of Indian Writing in English*. Permanent Black: 2003
- iii) Naik, M.K. *A History of Indian Literature in English*. New Delhi: 1982
- iv) Walsh, W. *Indian Literature in English*. London: 1990

Course Objectives

- a) To help researchers to familiarize themselves with the electronic medium for learning, using and teaching language
- b) To enable researchers to understand the elements of e-learning and its tools

Unit 1 Introduction

- a) Objectives, Scope and limitation of e-Learning – e-Learning: Benefits
- b) Challenges, Opportunities and Resources
- c) A Framework for E-Learning.

Unit 2 History of E-learning

- a) Evolution of e-Learning – emergence of the Internet generation
- b) New learning skills for the 21st century – current trends in e-Learning.

Unit 3 E-learning theory

- a) Self-directed learning – Socio-constructivism and online communities
- b) Learning management systems –Types of e-learning: scenario-based, goal-based, problem-based
- c) Case-based and role-play-based learning – Blended learning.

Students would submit a research assignment keeping the theoretical inputs in mind

References

- i) Clarke, Alan. **E-Learning Skills**. London: Palgrave Macmillan, 2004.
- ii) Dudeney, Gavin. **The Internet and the Language Classroom**. Cambridge: CUP, 2007.
- iii) Holmes, B. and J, Gardner. **E-Learning: Concepts and Practice**. London: Sage, 2006.
- iv) Khan, B. **Web-based instruction**. New Jersey: Edu. Tech. Publications, 1997.