SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR

SYLLABUS EFFECTIVE FROM: 2017-18
Subject: M.Phil (ELT)
Semester: II

Core Courses

MA02CELT21 Research Methodology – II(Credits :02)

Course Objectives

a) familiarising students with core areas of ELT research

b) exposing students to key methods in ELT research

c) enabling students to understand and apply research principles in practice

Unit I Research in Skills Development - I

a) Research in Listening

b) Research in Speaking

Unit 2 Research in Skills Development - II

a) Research in Reading

b) Research in Writing

Unit 3 ESL Research Designs

a) Case Study

b) Action Research

c) Referencing and Bibliography.

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.

MA02CELT22 Course Design and Materials Production (Credits: 03)

Course Objectives

  a) enable the students to investigate the underlying principles that determine production of materials

  b) enable the students to design materials for a communicative classroom

  c) equip the students to apply the theoretical principles of materials production to specific contexts.

Unit 1 Materials Production

  a) Principles of materials production

  b) SDL and TDL materials

Unit 2 Using 'authentic' materials

  a) Issues in the use of 'authentic' materials

  b) Using authentic audio video materials for teaching language skills.

Unit 3 Needs based materials production

  a) Principles of needs analysis

  b) ESP Course designs

  c) Evaluating a course or syllabus.

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

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

i)   Byram, Michael & Michael Fleming. (eds) 1998. *Language Learning in Intercultural Perspective*. Cambridge: Cambridge University Press.

ii)   Dubin, Fraida and Elite Olshtain. 1986. *Course Design*. Cambridge: Cambridge University Press.

iii)   Sanderson, Paul. 2006. *Using Newspapers in the Classroom*. Cambridge: Cambridge University Press.

iv)   Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

v)   Hutchinson, T & Waters, A. (1987) English for Specific Purposes: A Learning-centred Approach, CUP, Cambridge

Elective Courses

Students will need to choose <u>any one</u> from the following courses.

MA02EELT21 Research in Indian Literature in Translation (Credits :03)

Course Objectives:

   a) equip students with the principles of translation studies

   b) enable students to analyse Indian literature in translation keeping the principles in mind

   c) compare and contrast translations across Indian languages

Unit 1 Translation studies

   a) Basic concepts

   b) Issues in Indian translation studies

Unit 2 Indian Poetry in translation

   a) Major concerns

   b) Study of some representative authors

Unit 3 Indian Fiction in translation

   a) Major concerns

   b) Study of some representative authors

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

References

i)   Baker, M. (ed.). 1998. *Routledge Encyclopedia of Translation Studies*. London: Routledge.

ii)   Bassnett, S. 1991. *Translation Studies*. London and New York: Routledge.

iii)   Chaudhuri, S. 1999. *Translation and Understanding*. Oxford: Oxford University Press.

iv)   France, P. (ed.). 2000. *The Oxford Guide to Literature in English Translation*. Oxford: Oxford University Press.

v)   Mukherjee, S. 1981. *Translation as Discovery*. Delhi: Allied Publishers.

MA02EELT22 English Through E-Learning-II (Credits: 03)

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 E-learning skills and roles

a) Traditional study skills – Computer skills – e-Learning skills – Communication skills
b) Group and co-operative learning – Learning styles and strategies
c) Roles of teachers/ learners: Teaching of language skills.

Unit 2 Elements **of e-learning**

a) Elements of e-Learning – e-Learning environment: www, intranet, extranet, e-Learning materials
b) E-Learning technologies – Web pages – Discussion boards – e-mail communication
c) Blogs – Real-time conferencing, Webinars

Unit 3 **E-learning evaluation**

a) Impact of evaluation
b) Online assessments: methods, practices
c) Tools and feedback – e-moderation skills.

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

References

i) Khan, B. **Web-based instruction**. New Jersey: Edu. Tech. Publications, 1997.

ii) MacDonald, Janet. **Blended Learning and Online Tutoring: A Good Practice Guide**. London, Gower, 2007.

iii) Morrison, Don. **E-Learning Strategies: How to get Implementation and Delivery Right**
iv) **First Time**, London: Sage Publications, 2006.

v) Salmon, G. **E-moderating: Key to Teaching/ Learning**. London: Kogan Page, 2003.

MA02CELT23 Dissertation and Viva Voce (Credits: 08)

Total credits 24