Syllabus for the Master’s Degree Program in English Language Teaching

Paper -I: Introduction to Linguistics, ELT & Literary Theory
Paper –II: Applied Linguistics
Paper-III: The Phonetics and Phonology of English & Modern English Grammar
Paper IV: Language Teaching and Testing Techniques and Resources
Paper V: Trends in Critical Theories
Paper VI: Literary Exploitation and Classroom Application
Paper VII: Course Design
Paper VIII: Research Methodology and Academic Study Skills

Paper – I: Introduction to Linguistics, ELT & Literary Theory

Module -1: Introduction to Linguistic Theory
Unit-1: Traditional Approach to Linguistics
Unit- 2: Structural Approach to Linguistics
Unit- 3: Cognitive Approach to Linguistics
Unit- 4: Recent Trends in Linguistic Theory

Module -2: Introduction to Literary Theory
Unit -1: Classical Genre Theory
Unit -2: Modern Genre Theory
Unit -3: Literary Forms: Prose
Unit -4: Literary Forms: Poetry
Unit -5: Literary Forms: Drama

Module -3: Introduction to ELT Theory
Unit -1: Principles of Language Teaching –I
Unit -2: Principles of Language Teaching –II
Unit -3: Theoretical Bases for Language Teaching

Module – 4: History of ELT in India
Unit -1: History of English Education under the British Rule
Unit -2: English Education in Independent India (1947-1965)
Unit -3: English Education in India (1966- Present)
Unit -4: English Language and Literature Teaching: Practical applications in India

Paper –II: Applied Linguistics

Module –1: Applied Linguistics: Theoretical Aspects
Unit -1: Scope and Definition of Applied Linguistics
Unit -2: Application of Applied Linguistics theories in various area of ELT: Issues, Problems and Practice

Module -2: Communication Theory
Unit -1: Introduction to Information and Communication Theory  
Unit- 2: Philosophy and Sociology of Communication

**Module -3: Psycholinguistics**
Unit -1: Definition and Scope of Psycholinguistics, Theories of Behaviourism, Competence and Cognitivism  
Unit -2: Bilingualism

**Module -4: Second Language Acquisition**
Unit -1: Definition and Scope of Second Language Acquisition  
Unit -2: Child Language Acquisition  
Unit -3: Factors related to SLA, Implications for Teaching/ Learning L2

**Paper –III: The Phonetics and Phonology of English & Modern English Grammar**

**Module -1: Grammar**
Unit -1: Grammar: Traditional, Structural and Generative Models  
Unit -2: Morphology and Morphophonemics  
Unit -3: Structural Syntax  
Unit -4: Implications for ELT

**Module -2: General Phonetics and English Phonology**
Unit -1: General Phonetics and Phonology  
Unit -2: Speech Mechanism  
Unit -3: Structural Phonology: Segmental and Supra-Segmental Features  
Unit -4: Standards of Pronunciation and Teaching Implications

**Module -3: Discourses**
Unit -1: Theories of Discourses  
Unit -2: Discourses  
Unit -3: Discourse Analysis  
Unit -4: Pragmatics

**Module -4 : Investigating and Analysing Discourse**
Unit -1 : Register  
Unit -2: Style  
Unit -3: Semantics  
Unit -4: Genre Analysis

**Paper IV: Language Teaching and Testing Techniques and Resources**

**Module -1: Theoretical Bases, Approaches and Techniques of Skills Development**
Unit -1: Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication  
Unit -3A: Theories of Reading Skills
Unit -3B: Techniques of Reading Skills Development
Unit -3C: Reflective Skills: Study Skills, Reference Skills, Thinking as a skill
Unit -4: Writing Skills

Module -2: Principles of Testing and Evaluation
Unit -1: Introduction to Testing
Unit -2: Features of Language Testing
Unit -3: Test Types and Objectives
Unit -4: Test Design, Item Construction and Item Analysis

Module -3: Test Administration
Unit -1: Self - Evaluation, Teacher - based Evaluation, Materials for Evaluation
Unit -2: Planning Preparing and Administering Tests

Module -4: Workshop Test Administration
Unit -1: Lesson Plan: Productive Skills
Unit -2: Lesson Plan: Perceptive Skills

Paper –V: Trends in Critical Theories

Module -1: Trends in Critical Theories – I
Unit -1: Reader Response Criticism
Unit -2: Structuralist Criticism
Unit -3: Post Structuralism
Unit -4: Deconstruction
Unit -5: Post Colonialism

Module -2: Trends in Critical Theories – II
Unit -1: Marxist Criticism
Unit -2: Psycho Analytic Criticism
Unit -3: Feminist Criticism
Unit -4: New Historicism
Unit -5: Post Modernism

Module 3: Literature Teaching – Syllabus, Methods, Materials and Approaches
Unit -1: Literature Teaching in India – Historical Perspectives and Application of Theories
Unit -2: Exploiting Linguistic and Stylistic Features of Literary Texts for Developing Literary Sensibility
Unit -3: Formulating Strategies, Methods and Techniques for Teaching Literature
Unit -4: Workshop – Planning and Teaching of Literary Texts at H.S. and Degree Levels

Module -4: Testing of Literature
Unit -1: Review of the existing patterns of Testing Literature at Tertiary levels
Unit -2: Modification and Innovation in Testing and Question Framing
Unit -3: Evaluation and Marking Criteria
Unit -4: Workshop – Test Framing and Trialing

Paper VI: Literary Materials Exploitation and Classroom Application

Module -1: Exploiting Representative Literary Texts for the Study of Various
Literary Forms -I
Unit -1: Tragedy
Unit -2: Comedy
Unit -3: Lyric
Unit -4: Epic

Module -2: Exploiting Representative Literary Texts for the Study of Various
Literary Forms –II
Unit -1: Novels
Unit -2: Short Story
Unit -3: Biography
Unit -4: Essay

Module -3: Exploiting Representative Literary Texts for the Study of World
Varieties in English
Unit -1: British Literature
Unit -2: Mainstream American Literature
Unit -3: Post Colonial Literatures
Unit -4: Selected Extracts (prose, poetry, and drama from +2 and Undergraduate level
Syllabuses of different Universities)

Module – 4: Workshop – Task Design and Classroom Application
Unit -1: Teaching Literature, Lesson Plan
Unit -2: Trialing and Observation ( +2 and Undergraduate Levels)

Paper VII : Course Design

Module -1: Elements of Course Design
Unit -1: Historical Perspectives and Recent Developments in Course Design
Unit -2: Defining a Syllabus – Needs Analysis, Needs and Goals
Unit -3: Course Parameters –I – Policy, Goals, and Approaches
Unit -4: Course Parameters – II – Content, Materials, Methods and Evaluation

Module -2: Syllabus Survey
Unit -1: Exploring Syllabus Design – Survey of Various Syllabuses, Models (Language
and Literature)
Unit -2: Content and Skill based Syllabus, ESP Courses at School, UG Levels in India
and Other Countries
Unit -3: Syllabus Evaluation -1, Comparing and Evaluating the Curriculum, Syllabus Models (HS, UG) and Materials Used in Two or More States in India
Unit -4: Syllabus Evaluation -2, Analysing and Evaluating the Textbooks and Methodologies Used in Any One School and One College for Developing Proficiency in English

Module -3: Workshop - Designing a Syllabus
Unit -1: Production of Language and Literature Syllabus Models on the Basis of Prescribed Parameters
Unit -2: Implementation – Designing Courses for Different Purposes and Different Levels of Learning

Module -4: Workshop – Task Design and Classroom Application
Unit -1: Materials Design and Techniques of Teaching Language or Literature Through Regular and Distance Modes (Using Media and Other Available Resources)
Unit -2: Provision for Effective Teaching

Paper –VIII: Research Methodology and Academic Study Skills

Module -1: Basic Concepts of Research -I
Unit -1: Research
Unit -2: Review of Literature
Unit -3: Plagiarism
Unit -4: A Paradigm of Second Language Research

Module -2: Basic Concepts of Research –II
Unit -1: The Preparatory Stages of Research
Unit -2: The Stages of Research
Unit -3: Data Collection
Unit -4: Questionnaire Design and Data Présentation

Module -3: Application of Research Methodology
Unit -1: Report Writing
Unit -2: Contextualization of Research
Unit -3: Components of Research
Unit -4: Documentation: Preparing the List of Works Cited

Module -4: Second Language Research - Presentation
Unit -1: Research Paper a Form of Communication
Unit -2: Workshop – Writing a Research Proposal
Unit -3: Writing a Thesis
Unit -4: Workshop – Presenting a Research Proposal
Reference Books:
Mc Donough S H. 1981. Psychology in Foreign Language Teaching. George Allen and
Unwin.
Cambridge University Press.
University of Chicago Press.
Blackwell.
University Press.
Press.

**Literary Theory**
Barnes and Noble Imports.
University of Kentucky Press.

**The issues and debates behind using literature with the language learner**
University Press.
Documents 115.
Lazar Gillian. 2009. Literature and Language Teaching – A Guide for Teachers and
Trainers.
37, 1.