

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 Presentation

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:

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- Cairey T H. 1990. Teaching Reading Comprehension. Oxford University Press.
- Cook V. 2008. Second Language Learning and Language Teaching. 4th Edition. Oxford University Press.
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- Halliday M A K. 1975. Learning How to Mean: Explorations in the Development of Language. Edward Arnolds.
- Halliday M A K. 1978. Language as Social Semiotic. Edward Arnolds.
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- Palmer F R. 1982. *Semantics*. Cambridge University Press.
- Prabhu N S. 1987. *Second Language Pedagogy*. Oxford University Press.
- Raimas A. 1987. *Why Write?* Oxford University Press.
- Raimas A. 1987. *Academic Writing-processes and Product*. Oxford University Press.
- Richards J and Rodgers S T. 1987. *Approaches and Methods in Language Teaching*. Cambridge University Press.
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- Rivers W. 2000. *Interactive Language Teaching*. Oxford University Press.
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The issues and debates behind using literature with the language learner

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