M.A TESL Course Descriptions for II/IV Semester January-April 2020

Course Title	**Language through Literature (C)**
Course Code	**ELE 123**
Semester	II/IV
No. of Credits	5
Name of Faculty Member(s)	**Prof. Anand Mahanand (AM)**
Course Description:	Literature is coming back to Language Teaching in a big way. Teachers and students are rediscovering the challenges and the pleasures of literature in the context of English Language Education. This course therefore aims at sensitizing students to the potential of literature in developing language skills. It also explores ways of using literature as a vehicle for language teaching. The course will identify different genres of literature and analyse them for their linguistic content, grammatical and syntactic aspects. It will also help students design tasks and activities by using different forms of literature in order to develop different language skills.
Evaluation Scheme	Internals: 40%; Finals: 60%

Course Title	**Classroom- based Evaluation (C)**
Course Code	**ELE 132**
Semester	IV only ; Cross-listed with MA (ELT)
No. of Credits	5
Name of Faculty Member(s)	**Dr. Lina Mukhopadhyay (LM)**
Course Description:	This is an introductory course in language testing and assessment and will introduce the basic concepts in classroom language testing. The primary focus of the course will be on teacher made tests, tests used for end-semester in schools and junior colleges. The attempt will be to look at the pedagogic value of testing and prepare teachers to design tests to assess classroom ESL learning. The course will not examine issues and problems with public exams. The course will also deal with a practical component on item-analysis and creation and match them with well-known language/educational taxonomies like Carroll's, Blooms tables and Common European Framework of Reference. The last section of the course will deal with alternative modes of assessment and current trends in classroom language tests. The entire course will be application-based to provide a 'hands-on' experience to future teachers, who will be teaching at secondary and higher secondary levels, with problems in test construction, administration and evaluation. To achieve this goal, the course will revolve around a series of worksheets, and handouts that have to be answered and discussed as and when necessary.
Evaluation Scheme	Internal assessment: 40%; final examination: 60%

Course Title	**Academic Reading (E)**
Course Code	**ELE 161**
Semester	II/IV
No. of Credits	5
Name of Faculty Member(s)	**Prof. M.E Veda Sharan**
Course Description:	Reading is, arguably, the single most important source of language and knowledge. The sheer amount of time and energy dedicated to it demand that it should be as productive and pragmatic as possible. And academic reading makes even more demands from its practitioners. For, it involves the whole gamut of linguistic elements such as punctuation, syntax, rhetorical devices, the choice of words—to name a few—are all issues that require a skilled approach. The course will expire how to make academic reading pleasurable and profitable by examining the help offered by the writer and the text itself. The rationale that underpins this course is that academic reading can provide the critical mass that will enable one to achieve language skills of fairly high order. The course will include close analysis of texts with a focus on such skills as skimming, scanning, inferencing, among others.
Evaluation Scheme	There will be an end-semester examination for sixty marks. Presentations and tests take the remaining marks. Participation in the class is most welcome and will influence the grading.

Course Title	**Vague Language (E)**
Course Code	**ELE 163**
Semester	II/IV
No. of Credits	5
Name of Faculty Member(s)	**Prof. M.E Veda Sharan**
Course Description:	The mastery of language involves its controlled use in a variety of ways. Manipulation, manoeuvring, and a myriad other similar features make language a most interesting study. Vague Language is one of the most interesting and intriguing features of linguistic production. Vagueness in language is a necessity—we often round off numbers, hedge our statements, and in the process make our speech or writing less ponderous and pompous, and more friendly in the interaction. This is what makes language human and humane. Vague Language is ubiquitous, and yet it may be the special province of everyone—students, lawyers, journalists, diplomats, and lovers. The course aims to raise awareness of the nuances of language that will, we hope, lead us to a better understanding of this most remarkable tool that humans have. There may be research to explore Vague Language in our own lives, and in academic texts.
Evaluation Scheme	This five-credit course will consist of presentations, tests, and an end-semester examination.

Course Title	**Understanding Communication (E)**
Course Code	**ELE 164**
Semester	II/IV
No. of Credits	**5**
Name of Faculty Member (s)	**Prof. Ajith Kumar P. (AK)**
Course Descriptions:	The objective of the course is to enable the learners 'understand' interpersonal communication. Content - Theories of interpersonal communication - Models of interpersonal communication - Functions and process of interpersonal communication - Types of communication - Barriers to communication - Nonverbal communication - Intercultural communication - Workplace communication - Active listening - Communication apprehension
Evaluation Scheme	Evaluation has two parts: internal and end-of-term. Internal assessment worth 50 marks will be based on: - Tests/quizzes/assignments/seminars: 40 marks - contribution to class discussions: 10 marks The end- of- term examination: 50 marks.

Course Title	**Theories of Second Language Acquisition and Learning (C)**
Course Code	**ELE 221**
Semester	II/ IV Cross-listed with MA (ELT)
No. of Credits	5
Name of Faculty Member(s)	Dr. Lina Mukhopadhyay
Course Description:	This course will begin with an exposition of current hypotheses and theories in second language acquisition and learning as explained by the prominent paradigms ranging from behaviourism to nativism, cognitivism, social-constructivism and humanism. The course will discuss related concepts, issues, and factors that facilitate English language learning in classroom and naturalistic contexts. Topics included will be on L1 and L2 acquisition theories, critical period hypothesis, creative construction, noticing, language and communication, error analysis and interlanguage studies, attitude and motivation, and learner strategies.
Evaluation Scheme	Internals: 40%; Finals: 60%

Course Title	**Bi/Multilingualism (C)**
Course Code	**ELE: 222**
Semester	II/IV
No. of Credits	**5**
Name of Faculty Member (s)	**Dr. M. Udaya**
Course Descriptions:	This course familiarizes with the theoretical issues of bi/multilingualism and offers an understanding about the factors involved in bi/multilingual acquisition. It gives detailed views on the effects of bilingualism on cognition and cultural awareness and how we can increase knowledge and understanding of the language and learning needs of bi/multilingual learners of English. This course also provides an understanding on the role of internal and external factors in bi/multilingual language acquisition and tries to identify issues for multilingual learners in relation to culture and linguistic identity, both at home and at school, and examines how this may impact L2/L3 learning and academic achievement. It develops an awareness of the effective practices and strategies for helping bi/multilingual children in enhancing language acquisition and bi/multiliteracies.
Evaluation Scheme	Internal evaluation will be of 40% marks for test, project/presentations; external evaluation of 60% for a final end-semester examination.

Course Title	**Teaching Vocabulary (C)**
Course Code	**ELE: 232**
Semester	II/IV
No. of Credits	**5**
Name of Faculty Member (s)	**Prof. Ajith Kumar**
Course Descriptions:	The teaching of vocabulary, once cavalierly neglected, has now rebounded to a central position in English Language Teaching, thanks to a whole body of exciting and insightful research into language acquisition and learning. As a part of this course, we shall be examining the various approaches current in the field and survey the research that seems promising.
Evaluation Scheme	This is a five-credit course with 40% marks for project/presentations and 60% for a final end-semester examination. Participation in classroom discussions is most welcome. There will be reviews of select articles and books.

Course Title	**Teaching Pronunciation (C)**
Course Code	**ELE 233**
Semester	II/IV
No. of Credits	5
Name of Faculty Member (s)	**Prof. K. Venkat Reddy**
Course Descriptions:	The course *Teaching Pronunciation* has been designed to help the participants learn how to teach pronunciation which is an essential ingredient of oral communication. It will discuss the concept of pronunciation and its role in oral communication in terms of intelligibility. It will attempt a comparative as well as a contrastive study of Indian languages with English to locate the problem areas concerning the pronunciation features such as sound, stress and intonation. It will detail and put to practice workable pedagogic strategies that will come handy to improve clarity, accuracy, and understanding of oral English. The strategies of teaching will be devised in the background of CLT prior to using them in the peer teaching sessions. The course will be built on the ELT courses that the participants would have already learnt in the previous semesters. Models of pronunciation will be drawn from real English as it is used in songs, news and other genres of mass media and online links.
Evaluation Scheme	Internals: 40%; Finals: 60%.

Course Title	**ESP Course Design (C)**
Course Code	**ELE 241**
Semester	II/IV
No. of Credits	5
Name of Faculty Member (s)	**Prof. Meera Srinivas (MS) Dr. Mahananda Pathak (MP)**
Course Descriptions:	English for Specific Purposes (ESP) emerged in the 1970s as a major movement in ELT to cater to the language needs of specific groups of professionals like Business Executives, Medical Practitioners, Engineers, Scientists and Diplomats. It is characterized by its special features such as Needs Analysis, Genre Analysis, Learning-centredness, Need-based syllabus and tailor-made courses for professionals. The course aims to introduce learners to the concept of ESP, its scope, significance and development as a stream of ELT and provide an understanding of the principles of ESP course design including Needs Analysis, Need-based Syllabus and Materials, through hands-on experience in designing ESP projects.
Evaluation Scheme	Internal Assessment: 40%; Final Assessment: 60%.

Course Title	**Training to Train (E)**
Course Code	**ELE 2315**
Semester	II/IV; Cross Listed with PGDTE
No. of Credits	5
Name of Faculty Member(s)	**Prof. P. Ajit Kumar (AK)**
Course Description:	The course focuses on the principles, methods, literature and jargon of Training, in the context of English Language, and Business Communication skills programmes.
	Topics discussed include:
	- adult learning - designing training programmes - conducting training programmes - evaluating training programmes - training materials - training strategies, and - ethics of training.
	Aspiring trainers and teachers will benefit from the course.
Evaluation Scheme	Internals: 40%; Finals: 60%

Course Title	**Language Teaching through Media (E)**
Course Code	**ELE: 2317;** Cross Listed with PGDTE
Semester	II/IV
No. of Credits	**5**
Name of Faculty Member (s)	**Ms. Madhumeetha Sinha (MS)**
Course Descriptions:	Media today is a primary source of information and knowledge for everyone, particularly students. This in turn shapes their attitudes and values. Bearing this in mind this course will focus on "teaching with and about media" based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the expanding domain of the media and provide students opportunities to work with authentic texts. Language learning will not only be made relevant and engaging but raise critical awareness, and offer hands on experience through creative and collaborative tasks. The "anywhere-anytime" method of learning, and incorporating rich and varied texts available through media would enhance and develop language use in the ELT classroom.
Evaluation Scheme	Internal evaluation will be of 40% marks for test, project/presentations; external evaluation of 60% for a final end-semester examination.