

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

PGDTE: COURSE DESCRIPTION

Course title	INTERPRETATION OF LITERATURE
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. (50%)
Course code	PGDTEC656
Semester	I
Number of credits	4
Maximum intake	30
Day/Time	Thrusday : 4.00 -6.00 pm and Friday : 2.00 to 4.00pm
Name of the teacher/s	Dr. Golla Kiran Kumar
Course description	i) A brief overview of the course This course introduces participants to the study and interpretation of literature. It delineates major, established critical theories/approaches to the interpretation of literature, and also discusses issues related to the difficulties of defining literature as well as the social, cultural and historical contexts of literature. Each of the major genres of literature drama, poetry, and fiction is elucidated both theoretically and with practical illustrations. The approaches, tools and techniques for the interpretation of each genre are described along with practical applications, to help participants learn how to read a text closely and to arrive at their own interpretations. The course also provides a systematic study of the three major genres of literature: drama, poetry, and fiction. Each genre will be elucidated through theoretical discussion as well as close readings of representative works. Participants will learn the distinctive approaches, tools, and techniques required for interpreting each genre such as analyzing dramatic structure and performance, exploring poetic form and language, and examining narrative techniques in fiction. Practical illustrations and guided exercises will help participants develop the skill of close reading, enabling them to move beyond surface-level comprehension to nuanced interpretation. By engaging with texts critically and creatively, learners will be encouraged to arrive at their own informed readings while appreciating the multiplicity of meanings that literature can generate. Ultimately, the course seeks to cultivate both intellectual rigor and interpretive sensitivity, equipping participants with the analytical tools necessary to engage deeply with literature across genres, traditions, and theoretical perspectives. ➤
Course delivery	Lecture/Seminar/Experiential learning (60:20:20)
Evaluation scheme	Internal (examination/assignment): 40% End-semester (examination): 60%
Reading list	1. Essential Reading • Eagleton, Terry. How to Read Literature. Yale UP, 2013. • James, Missy, and John Clifford. Reading Literature and Writing Argument. Pearson, 2015. • Sharp, Ronald A. Interpreting Literature. Holt, Rinehart and Winston, 1984. • Eagleton, Terry. How to Read a Poem. Blackwell, 2007. • Suleiman, Susan R. The Art of Interpretation. Harvard UP, 1983. • Iser, Wolfgang. The Act of Reading: A Theory of Aesthetic Response. Johns Hopkins UP, 1978. 2. Additional Reading • Davis, Philip. Reading Literature Today. Routledge, 2011. • Rabaté, Jean-Michel. The Cambridge Introduction to Literature and Psychoanalysis. Cambridge UP, 2014. • Lentricchia, Frank, and Thomas McLaughlin, editors. Critical Terms for Literary Study. 2nd ed., University of Chicago Press, 1995. • Lentricchia, Frank, and Andrew DuBois, editors. Close Reading: The Reader.Duke UP, 2002.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

PGDTE: COURSE DESCRIPTION

Course title	Modern English Grammar and Usage (MEGU)
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes c. Existing course with revision. Mention the percentage of revision and highlight the changes made. 30% change (final module has been added to bring in pedagogy of grammar) d. New course
Course code	PGDTEC653
Semester	I
Number of credits	4
Maximum intake	30
Day/Time	Thursday 11-1.00 p.m. and Monday 4-6 p.m.
Name of the teacher/s	Monishita Hajra Pande
Course description	Include the following in the course description i) A brief overview of the course This course makes a distinction between a linguist’s grammar, teacher’s grammar and a students’ grammar and focuses on the need to develop an awareness of a teacher’s grammar among the students. The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching to adopt a descriptive approach with respect to the rules of usage and actual use of modern English. The course deals with the major areas of the grammar of English and addresses notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which teachers should be aware of. The final module focuses on grammar teaching and discusses pedagogies incorporating communicative approaches to teaching grammar. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) P02 Obtain knowledge of linguistics in the context of teaching English as a second language (a) P06 acquire skills to select appropriate pedagogy to teach English language, and literature (c) P08 develop skills for effective classroom communication (c) and P13 to be equipped for a career in teaching (d) iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Highlighted above
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these) Lecture- types of grammar, notion of acceptability, Indian English Experiential learning- teaching of grammar through peer and practice teaching
Evaluation scheme	Internal (modes of evaluation): Prompt based take-home response paper (20%) In class application-based quiz (20%) End-semester (mode of evaluation): 60% Grammar teaching sessions and lesson plans: 30 marks (in groups) Self- and peer observation reports and teaching materials: 30 marks (individual) *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Department of Distance Education, EFL University, Hyderabad: Blocks 1-5 of Modern English Grammar and Usage of EFL for PGDTE. Bakshi, R. N. (2000). <i>A course in English grammar</i>. New Delhi: Orient Blackswan Hewings, M. (2005). <i>Advanced grammar in use</i>. Cambridge: CUP Parrott, M. (2000). <i>Grammar for English language teachers</i>. Cambridge: CUP Upendran, S.(2017). <i>Know your English: Idioms and their stories</i>. U.K.: Universities Press Yule, G. (1998). <i>Explaining English grammar</i>. Oxford: OUP Yule, G. (2022). <i>The study of language (8th edition)</i>. Cambridge: CUP Pingali, S. (2009). <i>Indian English</i>. Edinburgh: Edinburgh University Press.

	Additional reading Greenbaum, S. and Quirk, R. (1990).<i>A Student’s grammar of the English Language</i>.Essex: Longman. Quirk, R. and Greenbaum, S. (1973). A University Grammar of English. London: Longman. Quirk, R. et al. (1983).A Comprehensive Grammar of the English Language. London: Longman. Leech, G. and Svartvik, J. (1975).A Communicative Grammar of English. London: Longman. Leech, G. et al. (1979). English Grammar for Today. London: Macmillan. Trudgill, P. and Hannah, J. (1982).International English: A Guide to the varieties of Standard English. London: Swan, M. and Walter, C. (2001).The Good Grammar Book.Oxford: OUP. Verma, S.K. and Nagarajan, H. (1999).An Interactive Grammar of Modern English.New Delhi: Frank Brothers.
Course delivery	• Lectures: foundational concepts in ELT methods and language ecology • Seminars: student-led discussions and presentations on case studies and readings • Experiential learning: microteaching, observation, and reflective journaling with ecological mapping of classrooms
Evaluation scheme	Internal (50%) • Assignment 1: Method analysis in ecological context (15%) • Microteaching + peer feedback (15%) • Ecological classroom mapping + lesson plan (10%) • Seminar presentation (10%) End-semester (50%) Written examination with essay and scenario-based questions (<i>Not an open-book</i>)
Reading list	Essential reading • Larsen-Freeman, D. & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press • Richards, J. C. & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press • Kramsch, C. (2002). <i>Language Acquisition and Language Socialization: Ecological Perspectives</i>. Continuum Additional reading • Kumaravadivelu, B. (2006). <i>Understanding Language Teaching: From Method to Postmethod</i>. Routledge • vanLier, L. (2004). <i>The Ecology and Semiotics of Language Learning: A Sociocultural Perspective</i>. Springer • Hornberger, N. H. &Hult, F. M. (2008). <i>Ecological Approaches to Language Policy</i>. Springer • Canagarajah, A. S. (1999). <i>Resisting Linguistic Imperialism in English Teaching</i>. Oxford University Press • Harmer, J. (2007). <i>The Practice of English Language Teaching</i> (4th ed.). Pearson Longman

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

PGDTE: COURSE DESCRIPTION

Course title	Teaching Materials
Category	Existing course without changes
Course code	PGDTEC655
Semester	I
Number of credits	4
Maximum intake	30
Day/Time	Thrusday: 2pm-4pm Friday: 11am-1pm
Name of the teacher/s	Prof. Revathi Srinivas, Dr.Madhavi Gayathri Raman & Dr. Mahanand Pathak
Course description	This course aims at apprising participants of the role of instructional materials (IM) in the language curriculum. It provides hands-on experience in analyzing IM based on an understanding of the objectives of teaching English, role of various types/kinds of language syllabi, and the design of activities/exercises that aim to develop LSRW skills among learners who are at different levels of language proficiency. By the end of the course the learners will be able to: • Understand the place and role of IM in the language curriculum • Analyze IM designed for use with learners at different levels of language readiness and proficiency • Select, create exercises/activities/tasks meant for developing different sub-skills of reading and listening Module 1: • Objectives of Teaching English • Approaches to Language Teaching: The Structural Approach: the notion of language control; evolution of teaching materials; the Communicative Approach: Principles of CLT, CLT materials • Curriculum and Syllabus: definitions and differences • Language Syllabuses: the need for a syllabus; the role of a syllabus; factors that influence syllabus design; characteristics of a syllabus; the Structural Syllabus; the Notional/functional syllabus; the Task-based Syllabus Lecture and practice mode Module 2: • Teaching Grammar: implicit and explicit knowledge of grammar, analysis, and description of grammar tasks • Teaching Vocabulary: aspects of vocabulary; the process of vocabulary acquisition; tasks for teaching vocabulary Lecture and experiential learning Module 3: • Teaching Listening and Speaking: The nature of oral communication; sub-skills of listening and speaking; tasks for teaching listening and speaking Lecture and experiential learning Module 4: • Teaching Reading: The main ways of reading; types of comprehension; sub-skills of reading; analysis of tasks for teaching reading; designing activities to develop sub-skills of reading • Teaching Writing: perspectives on writing; the nature of writing process;

	approaches to teaching writing; sub-skills and strategies of writing; tasks for teaching writing • The Textbook: an overview; the role of a textbook; constituents of a textbook ;Unit Analysis: criteria for analyzing a coursebook unit; evaluation of a unit Lecture and experiential learning Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Learning outcomes After successful completion of the course participants will have gained skills to • identify the language syllabus/-es on which instructional materials have been designed • analyse activities/exercises and identify the sub-skills in focus • design activities that aim at developing sub-skills of reading and listening.
Course delivery	Lecture Experiential learning
Evaluation scheme	Internal (modes of evaluation): 40 marks—Tests and assignments End-semester (mode of evaluation): 60 marks—Sit-in-examination
Reading list	Essential reading Harmer, J. (2001). <i>The practice of English language teaching</i>. Harlow:Pearson [Chapter 18 Writing (255-262)] Hedge, T. (1998). <i>Writing</i>. Oxford: Oxford University Press Nation, I.S.P. (2001). <i>Learning vocabulary in another language</i>. Cambridge: CUP [Ch.1 The goals of vocabulary learning (pp.6-22) Ch.2 Knowing a word (pp.23-59) Ch.3 Teaching and explaining vocabulary (pp.60-113)] Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd ed.). Boston, MA: Heinle&Heinle. Richards, J.C.& Rodgers, T.S. (2001). <i>Approaches and methods in language teaching</i>. Cambridge: CUP [Chapter 3 The Oral Approach and Situational Language Teaching (pp.36-49)] Tickoo, M. L. (2003). <i>Teaching and learning English</i>. Orient Longman. Ur, P. (2012). <i>A Course in language teaching: Practice and theory</i>. Cambridge: CUP. Additional reading Day, R. (1994). Selecting a passage for the EFL reading class.<i>Forum</i>, Vol. 32/1. Day, R. and Park, J. (2005). Developing reading comprehension questions. <i>Reading in a Foreign Language</i>. 17, No. 1. Hyland, K. (2003). <i>Second language writing</i>. Cambridge: Cambridge University Press [(Chapter 1)] McGrath, I. (2002). <i>Materials evaluation and design for language teaching</i>. Edinburgh: Edinburgh University Press. Nunan, D. (2000). <i>Syllabus design</i>. Oxford: Oxford University Press. Nuttall, C. (1996). <i>Teaching reading skills in a foreign language</i> (2nd ed.). Oxford: Heinemann. Scrivener, J. (2005). <i>Learning teaching</i>. Macmillan. Ur, P. (1988). <i>Grammar practice activities: A practical guide for teachers</i>. Cambridge: Cambridge University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

PGDTE: COURSE DESCRIPTION

Course title	METHODS OF TEACHING ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	e. Existing course with changes25% revised: inclusion of language ecology framework, updated description and learning outcomes, and expanded reading list
Course code	PGDTEC654
Semester	I
Number of credits	04
Maximum intake	30
Day/Time	Monday : 11.00 to 1.00pm Wednesday: 11.00 to 1.00pm
Name of the teacher/s	Dr.M.Udaya
Course description	Include the following in the course description iv) A brief overview of the course v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) vi) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) Course description i). This course offers a comprehensive exploration of key methods and approaches used in teaching English as a second or foreign language, framed within both historical and contemporary perspectives. Students will engage critically with traditional methods such as the Grammar-Translation Method and the Direct Method, communicative approaches like CLT and TBLT, and emerging frameworks like post-method pedagogy. In addition to examining pedagogical theories and practices, the course integrates a language ecology perspective—highlighting how English coexists with other languages in multilingual classrooms and communities. Students will explore how ecological factors (e.g., linguistic diversity, learner identities, institutional policies, power relations) influence teaching methods, language choice, and learning outcomes. This ecological orientation encourages context-sensitive pedagogy, moving beyond one-size-fits-all methods to responsive practices that value the learners’ linguistic repertoires and lived experiences. ii). Programme Specific Outcomes (PGDTE): This course supports the PSOs by helping learners: • Understand and critique dominant ELT paradigms and their socio-political implications • Develop skills for designing and adapting teaching strategies that are ecologically responsive • Reflect on their role as teachers in multilingual, multicultural, and socially stratified settings iii). Learning outcomes By the end of the course, learners will be able to: • (a) Domain-specific outcomes: ○ Critically evaluate major ELT methods in light of theoretical foundations and classroom applicability ○ Understand the role of language ecology in shaping language learning contexts and teaching choices ○ Analyze classroom methods through sociolinguistic and ecological lenses • (b) Value addition: ○ Appreciate the importance of linguistic diversity and learner agency ○ Develop pedagogical flexibility rooted in ethical and inclusive principles • (c) Skill-enhancement: ○ Design ecologically grounded lesson plans that reflect sensitivity to learners’ linguistic and cultural contexts ○ Practice and evaluate teaching techniques through microteaching, incorporating ecological awareness

	• (d) Employability quotient: ◦ Equip themselves with adaptable, context-aware pedagogical skills valued in both mainstream and alternative language education environments
Course delivery	• Lectures: foundational concepts in ELT methods and language ecology • Seminars: student-led discussions and presentations on case studies and readings • Experiential learning: microteaching, observation, and reflective journaling with ecological mapping of classrooms
Evaluation scheme	Internal (50%) • Assignment 1: Method analysis in ecological context (15%) • Microteaching + peer feedback (15%) • Ecological classroom mapping + lesson plan (10%) • Seminar presentation (10%) End-semester (50%) Written examination with essay and scenario-based questions (<i>Not an open-book</i>)
Reading list	Essential reading • Larsen-Freeman, D. & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press • Richards, J. C. & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press • Kramsch, C. (2002). <i>Language Acquisition and Language Socialization: Ecological Perspectives</i>. Continuum Additional reading • Kumaravadivelu, B. (2006). <i>Understanding Language Teaching: From Method to Postmethod</i>. Routledge • vanLier, L. (2004). <i>The Ecology and Semiotics of Language Learning: A Sociocultural Perspective</i>. Springer • Hornberger, N. H. &Hult, F. M. (2008). <i>Ecological Approaches to Language Policy</i>. Springer • Canagarajah, A. S. (1999). <i>Resisting Linguistic Imperialism in English Teaching</i>. Oxford University Press • Harmer, J. (2007). <i>The Practice of English Language Teaching</i> (4th ed.). Pearson Longman

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Post-Graduate Diploma in Teaching of English (PGDTE)

Course title	INTRODUCTION TO LINGUISTICS
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	PGDTEC652
Semester	First Semester
Number of credits	4
Maximum intake	40
Day/Time	Tuesday : 3 to 5 PM & Wednesday 3 to 5 PM
Name of the teacher/s	Dr. P. Sreehari
Course description	i) A brief overview of the course: The course aims to enable participants to get insights into how languages are organized and function in various situations. It equips them with basic concepts of linguistics and the various aspects which together constitute language. It further makes the participants understand how mother tongues are acquired, other tongues such as English are learned and how the knowledge of language can be utilized in the English classroom. The course will supplement what the participants learn in other courses on Grammar and Phonetics and be able to make connections. It further aims at developing their intuitions about language and at making them better language teachers and researchers of various aspects of language. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the course, students will be able to: a) Use the tools for observation, description and explanation of language data; and, b) Apply the key areas of linguistics to enhance their language awareness and thereby their language development. iii) Learning outcomes— a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14 c) skill-enhancement: PO8 d) employability quotient: PO13
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal (modes of evaluation): Written tests (40%) End-semester (mode of evaluation): Written test (60%)
Reading list	Essential reading: Verma and Krishnaswamy. (2022) <i>Modern Linguistics: An Introduction</i> (25th edition). Oxford University Press. Yule, George. (2010). <i>The Study of Language</i> (4th edition). Cambridge University Press. Roach, Peter. (2009). <i>English phonetics and phonology</i> (4th edition). Cambridge University Press. Additional reading: Stageberg, N. C. and Oaks, D. D. (2000). <i>An Introductory English Grammar</i> (5th edition). Cengage Learning. Meyer, C. F. (2009). <i>Introducing English Linguistics</i>. Cambridge University Press. Adrian A., Richard A. D., Ann K. F., and Robert M. H. (2012). <i>Linguistics: An Introduction to Language and Communication</i>. Cambridge, Massachusetts. Carnie, A. (2013). “Constituency tests.” In <i>Syntax: A Generative Introduction</i>. John Wiley and Sons, 86-89. Cruse, A. (2006). “Prototype theory.” In <i>A glossary of semantics and pragmatics</i>. Oxford University Press, 146-148. Fromkin, V., Robert R., and Nina, H. (2013). <i>An introduction to language</i>. Cengage Learning. Taylor and Francis. Malmkjær, K. (2009). “Animals and language.” In <i>The Routledge linguistics encyclopedia</i>, Kirsten Malmkjær (Ed.). Routledge, 10-16.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Post-Graduate Diploma in Teaching of English (PGDTE)

Course title	Phonetics & Spoken English																											
Category	Existing course without changes																											
Course code	PGDTEC651																											
Semester	I																											
Number of credits	4																											
Maximum intake	40																											
Day/Time	Monday : 2 to 4 PM and Tuesday : 11-1am																											
Name of the teacher/s	Dr. Dominc Savio																											
Course description	<table><tr><td>CO1</td><td>obtained a sound theoretical knowledge of the Phonetics of English;</td><td>PO1</td><td>domain Specific</td></tr><tr><td>CO2</td><td>received thorough training to identify and describe the phonemes of English language;</td><td>PO1, PO2, PO3</td><td>skill enhancement</td></tr><tr><td>CO3</td><td>appreciated the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;</td><td>PO2, PO3, PO6</td><td>skill enhancement/ employability quotient</td></tr><tr><td>CO4</td><td>acquired pronunciation skills through the use of English dictionary;</td><td>PO6, PO7, PO8, PO13,PO14</td><td>skill enhancement/ employability quotient</td></tr><tr><td>CO5</td><td>overcome L1 interference and improve the intelligibility of their speech; and</td><td>PO13, PO14</td><td>employability quotient</td></tr><tr><td>CO6</td><td>improved their Spoken English skills to augment their employability.</td><td>PO13, PO14</td><td>employability quotient</td></tr></table> A brief overview of the course This course is designed to introduce the basics of English phonetics, to train students in pronunciation, and to make them aware of the issues of intelligibility, through lecture, tutorial and lab sessions. Some of the topics covered in this course are: the speech mechanism, the respiratory-phonatory-articulatory systems, phoneme vs allophone, the IPA chart, the criteria for description of consonants and vowels (with special focus on English – RP (Received Pronunciation)), phoneme distribution, syllable, word accent, and the prosodic systems of rhythm and intonation.The evaluation is based on theoretical knowledge and its application, and production and perception skills. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the course, students will have iv) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)				CO1	obtained a sound theoretical knowledge of the Phonetics of English;	PO1	domain Specific	CO2	received thorough training to identify and describe the phonemes of English language;	PO1, PO2, PO3	skill enhancement	CO3	appreciated the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;	PO2, PO3, PO6	skill enhancement/ employability quotient	CO4	acquired pronunciation skills through the use of English dictionary;	PO6, PO7, PO8, PO13,PO14	skill enhancement/ employability quotient	CO5	overcome L1 interference and improve the intelligibility of their speech; and	PO13, PO14	employability quotient	CO6	improved their Spoken English skills to augment their employability.	PO13, PO14	employability quotient
CO1	obtained a sound theoretical knowledge of the Phonetics of English;	PO1	domain Specific																									
CO2	received thorough training to identify and describe the phonemes of English language;	PO1, PO2, PO3	skill enhancement																									
CO3	appreciated the patterns of word accent, sentence rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use;	PO2, PO3, PO6	skill enhancement/ employability quotient																									
CO4	acquired pronunciation skills through the use of English dictionary;	PO6, PO7, PO8, PO13,PO14	skill enhancement/ employability quotient																									
CO5	overcome L1 interference and improve the intelligibility of their speech; and	PO13, PO14	employability quotient																									
CO6	improved their Spoken English skills to augment their employability.	PO13, PO14	employability quotient																									
Course delivery	1. Lecture: theory 50% 2. Experiential learning: Tutorial 25 %; Lab sessions 25%																											
Evaluation scheme	Internal:40% - 3 Internals (both theory and tutorials) End-semester:60% - Sit-down Exam + ORAL test + Ear Training test																											
Reading list	Essential reading 1. Gimson, A.C. 2008. <i>Gimson’s Pronunciation of English</i> , 7 th ed. Revised by A Cruttenden. London: Hodder Education. 2. Roach, P. 2009. <i>English Phonetics and Phonology: A Practical Course</i> , 4 th ed. Cambridge: Cambridge University Press. Dictionary: 1. 1 Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i> , 18 th ed. Cambridge: Cambridge University Press. Digital Lab: 1. Language Lab Lessons (audio files): <i>A Course in Phonetics & Spoken English</i> 2. <i>Connected Speech</i> Software																											

