Course title	**Language Teaching through Media**
Category	b. Existing course with 20% revision
Course code	ELE 2317
Semester	II/IV
Number of credits	5
Maximum intake	MA ELT,TESL & PGDTE for semester II & IV
Day/Time	Tuesdays 2-4, Thursdays 11-1
Name of the teacher/s	Ms. Madhumeeta Sinha
Course description	Media today is a primary source of information and knowledge for everyone, particularly students. Combined with the massive technological shifts of the last three decades, the media developments have created fundamental challenges and raised important questions for language teaching. For instance, the old notions about what constitutes a text was confronted due to the proliferation of new modes of meaning-making (Bearne, 2003; Kress,2003). Media has been one of the most powerful sources to shape students' attitudes and values. Bearing this in mind this course will focus on "teaching with and about media" with special focus on English language education based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the engaging and expanding domain of media, providing students opportunities to work with authentic texts. In the Indian context there is an attempt to provide digital infrastructure to our teachers through the DIKSHA portal which features to create: • In-class resources • Teacher training content • Assessment aids • Teacher profile • Teacher community The course will also aim to enable students to critically think of diverse media texts and work with DIKSHA and other practices to use these in the classroom and make language teaching and learning relevant by drawing from contemporary lifestyle. It will also offer hands on experience for creative and collaborative classroom methods and will provide the analysis of various aspects of language use to develop resources for English language teaching with an "anywhere-anytime" method. **Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)** The students will: Get introduced to and gain a comprehensive overview of the major approaches in

the teaching of language and media and methodological tools used in the study of both old and new media which is important for TESL and ELT students and for others who aspire to become teachers of English.

Learning Outcomes:

Students who complete the course would:

1. Gain a thorough understanding of the key concepts of media and its importance in language teaching.

2. Analyse the linguistic and textual framing of messages and acquire the ability to interpret these to use it in teaching language.

3. Evaluate media texts and be able to create authentic and supplementary material for different language skills and functions.

Modules	*Topics*
1.Introduction and Types of media; Changes in English Language and its Teaching	1. Modernity and media 2. The old and the new media 3. English today 4. Teaching English with media today
2. Key Concepts in Language and Media	1. Representation 2. Reality 3. Persuasion 4. Authenticity 5. Narrative/Genre
3.Studying and Analysing Media and English Language	1. Different styles of media language 2. Media fiction and fact 3. Multimodal discourse 4. Changes across time
4.The Effect of Media on Language and the Use of Disha Portal	1. New challenges for the language teacher 2. New texts and contexts for the language classroom

Course delivery	Lecture/Seminar/Experiential learning – all the three modes will be used during the course
Evaluation scheme	Regular attendance, careful reading of prescribed texts and performing classroom tasks and activities, and participation in class discussions will be part of the assessment in this course with the following criteria: • 2 Internal tests/tasks/presentations 40% • 1 End-term assignment/examination 60%

Reading list	Bearne, Eve. (2003). "Rethinking literacy: communication, representation and text." https://doi.org/10.1046/j.0034-0472.2003.03703002.x Bell, A. (1994). "Climate of opinion: Public and media discourse on the global environment". In Discourse and Society. Boyd-Barrett, O. &Graddol, D (eds). (1994). Media texts: authors and readers. Cook, G. 2001. The discourse of advertising. London: Routledge. Durant, A. & Marina Lambrou. (2009). Language and media. London: Rouledge. Erben, T, Ruth Ben et al. (2009). Teaching English language learners through technology. New York: Routledge. Kramasch C. & RW Anderson. (1999). "Teaching text and context through media". Language Learning & Technology, Vol. 2, Number 2 Kress, G. (2003). Literacy in new media age. London: Routledge. Tan, L &LiboGuo.(2010). "From print to critical multimedia literacy: One teacher's foray into new literacies practice." Journal of Adolescent & Adult Literacy, Vol. 53, No. 4 (Dec., 2009 - Jan., 2010. https://www.jstor.org/journal/jadoladullite Jones, Rodney, Sylvia Jaworska, ErhanAslan. 2021. Language and media: a resource book for students. New York: Routledge. https://diksha.gov.in/index.html https://www.britishcouncil.in/english/courses-adults/online-spoken-english Selected texts will be used from the books mentioned above.

Course title	**Language Teaching through Media**
Category	b.Existing course with 20% revision
Course code	2317
Semester	Jan- May 2024
Number of credits	5
Maximum intake	MA ELT,TESL & PGDTE for semester II & IV
Day/Time	Tuesdays 2-4, Thursdays 11-1
Name of the teacher/s	MadhumeetaSinha
Course description	Media today is a primary source of information and knowledge for everyone, particularly students. Combined with the massive technological shifts of the last three

	decades, the media developments have created fundamental challenges and raised important questions for language teaching. For instance, the old notions about what constitutes a text was confronted due to the proliferation of new modes of meaning-making (Bearne, 2003; Kress,2003). Media has been one of the most powerful sources to shape students' attitudes and values. Bearing this in mind this course will focus on "teaching with and about media" with special focus on English language education based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the engaging and expanding domain of media, providing students opportunities to work with authentic texts. In the Indian context there is an attempt to provide digital infrastructure to our teachers through the DIKSHA portal which features to create: • In-class resources • Teacher training content • Assessment aids • Teacher profile • Teacher community The course will also aim to enable students to critically think of diverse media texts and work with DIKSHA and other practices to use these in the classroom and make language teaching and learning relevant by drawing from contemporary lifestyle. It will also offer hands on experience for creative and collaborative classroom methods and will provide the analysis of various aspects of language use to develop resources for English language teaching with an "anywhere-anytime" method. **Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)** The students will: Get introduced to and gain a comprehensive overview of the major approaches in the teaching of language and media and methodological tools used in the study of both old and new media which is important for TESL and ELT students and for others who aspire to become teachers of English. **Learning Outcomes:** **Students who complete the course would:** 1. Gain a thorough understanding of the key concepts of media and its importance in language teaching. 2. Analyse the linguistic and textual framing of messages and acquire the ability to interpret these to use it in teaching language. 3. Evaluate media texts and be able to create authentic and supplementary material for different language skills and functions.
Course delivery	Lecture/Seminar/Experiential learning – all the three modes will be used during the course
Evaluation scheme	Regular attendance, careful reading of prescribed texts and performing classroom tasks and activities, and participation in class discussions will be part of the assessment in this course with the following criteria:

	• 2 Internal tests/tasks/presentations	40%
	• 1 End-term assignment/examination	60%
Reading list	Bearne, Eve. (2003). "Rethinking literacy: communication, representation and text." https://doi.org/10.1046/j.0034-0472.2003.03703002.x Bell, A. (1994). "Climate of opinion: Public and media discourse on the global environment". In Discourse and Society. Boyd-Barrett, O. &Graddol, D (eds). (1994). Media texts: authors and readers. Cook, G. 2001. The discourse of advertising. London: Routledge. Durant, A. & Marina Lambrou.(2009). Language and media. London: Rouledge. Erben, T, Ruth Ben et al. (2009). Teaching English language learners through technology. New York: Routledge. Kramasch C. & RW Anderson. (1999). "Teaching text and context through media". Language Learning & Technology, Vol. 2, Number 2 Kress, G. (2003). Literacy in new media age. London: Routledge. Tan, L &LiboGuo.(2010). "From print to critical multimedia literacy: One teacher's foray into new literacies practice." Journal of Adolescent & Adult Literacy, Vol. 53, No. 4 (Dec., 2009 - Jan., 2010. https://www.jstor.org/journal/jadoladullite Jones, Rodney, Sylvia Jaworska, ErhanAslan. 2021. Language and media: a resource book for students. New York: Routledge. https://diksha.gov.in/index.html https://www.britishcouncil.in/english/courses-adults/online-spoken-english Selected texts will be used from the books mentioned above.