<center>**Ambedkar University Delhi**</center>

<center>**Course Outline**</center>

Centre/School: Centre for English Language Education (CELE)

Programme with title: CTESIL

Course Title: Approaches and Theories of Language Learning

Credits: 3 credits + 2 credits Practicum

This course aims at developing reflective and self-critical modes of approaching a language classroom by involving participants in an inquiry around the questions of language teaching methodology to reflect, critique, explore and synthesise a sound understanding of major approaches and methods of language teaching to arrive at their own personal theories. Participants will often be encouraged to evaluate a number of different options and choose the one which is context sensitive based on their experiences as part of the practicum.

Objectives:
- To develop an understanding of the key concepts in ELT methodology through a process of inquiry and reflection
- To equip participants to critically engage with various approaches and methods in language teaching and arrive at their own context sensitive pedagogy
- To engage participants in classroom teaching to make strong connections between theory and practice by reflecting on teaching and learning processes

Unit 1: What is effective teaching?
- What contributes to lesson clarity?
- Effect of teacher -task orientation on learning
- How to maximize student engagement in the learning process?
- What constitutes instructional variety?
- What constitutes teacher talk?
- elicitation techniques
- shaping learners contributions
- exploring alternative interactional patterns (teacher and learner roles)
- Role of affect in the language classroom

Unit 2: Introduction to ELT Methods
- Language teaching approaches: An overview
- Critiquing major approaches to language teaching (grammar translation method, audio lingual method/structural approach, communicative language teaching, task based language teaching)
- 'Is there a "best method'?
- Understanding methods, approaches and techniques

Unit 3: Teaching of English Language Skills
- How to teach the sounds of Indian English?
- How to present and explain vocabulary and grammar?
- How to develop language skills: Listening, Speaking, Reading, Writing (LSRW)?
- Use of technology to facilitate language teaching

Assessment structure* (modes and frequency of assessments):

S. No.	Assessment	Period when assessment will take place	Weightage
1.	Written assignments/ tests	Throughout the semester	25%
2.	Micro teaching and Classroom participation	7-8 week of the course	15 %
3.	Project work (classroom teaching/ observations, maintaining journals and reflective writing)	Throughout the semester	40%
4.	Term paper/ End semester exam	As per AUD academic calendar	20%

* Assessment situation and weightage may be subject to change; students will be informed of the final schedule at the beginning of the semester

The course may draw chapters/articles and tasks from the following sources:

1. Harmer, J. The practice of English Language Teaching (4th Edition). London: Pearson-Longman, 2015. Print

2. Hedge, Tricia. *Teaching and learning in the language classroom.* Oxford: Oxford UP, 2000. Print.

3. Holliday, Adrian. *Appropriate methodology and social context.* Cambridge: Cambridge UP, 2010. Print.

4. Kumaravadivelu, B. *Beyond methods: Macrostrategies for language teaching.* New Haven and London: Yale University Press, 2003. Print.

5. Kumaravadivelu, B. *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing and seeing.* New York and London: Routledge, 2012. Print.

6. Celce-Murcia, Marianne, Brinton, Donna, and Snow, Ann. *Teaching English as a second and foreign language.* New York: Heinle and Heinle, 2001. Print.

7. Larsen-Freeman, Diane. *Techniques and principles in language teaching.* Oxford: OUP, 2000. Print

8. Richards, Jack. C, and Theodore S Rodgers. *Approaches and methods in language teaching.* Cambridge: Cambridge University Press, 2001. Print.

9. Richards, Jack C., and Thomas S. C. Farrell. *Practice teaching: A reflective approach.* New York: Cambridge University Press, 2011. Print.

10. Tanner, Rosie., and Green, Catherine. *Tasks for teacher education: A reflective approach.* Essex: Pearson Education Limited, 1998. Print.

11. Tickoo, M. L. *Teaching and learning English: A sourcebook for teachers and teacher-trainers.* Hyderabad: Orient BlackSwan, 2009. Print

12. Ur, Penny. *A course in English language teaching.* Cambridge: Cambridge UP, 2012. Print.

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Course Outline

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Centre/School: Centre for English Language Education (CELE)

Programme with title: CTESIL

Course Title: Introduction to Materials

Credits: 2 +1 (practicum)

This course aims to enhance participants' ability to critically evaluate and adapt materials according to the needs of the learners in English classrooms to enhance proficiency. The following are the course objectives:
-To equip participants to critically examine the scope of materials in ELT within the
   larger context of materials, syllabus design, task design and activities in ELT
-To arrive at a common rubric for materials evaluation using the parameters of
   appropriacy, suitability, cultural context, cognitive levels etc
-To encourage participants to evaluate materials from bi/multilingual sources, and
   there by equip them to adapt materials from L1 to English by exploring the cultural context and language usage

Unit 1- **Locating the scope of syllabus design, materials and teaching resources in ELT**

- Situating the need and relevance of syllabus design to teach English language to speakers of Indian languages
- Discussion on 'understanding product based syllabus design and process based syllabus' in ELT through critical reflection and experience based on classroom teaching/learning
- What are 'materials' in language teaching/learning? Identifying different kinds of materials from children's literature to specific ELT published materials/online materials available both in English and Indian languages
- Exploring the need to evaluate existing textbooks/course books- Finding suitability of textbooks/course books in ELT
- What is the difference between 'textbook', 'tasks', ' worksheets' and 'activities' ?

Unit 2 - **The Need for situating Materials Evaluation in ELT**

- What is materials evaluation? Need and necessity in ELT
- Evaluating course books/textbooks - How to arrive at a commonly agreed rubrics on materials evaluation?
- How to assess proficiency level of materials based on CEFR descriptors? Exploring CEFR levels through different materials
- How to evaluate and resourcefully utilize multilingual materials in English language classroom?
- Situating methods and approaches through materials evaluation

Unit 3 - Why there is a need to adapt different materials in language classrooms?

- What is materials adaptation?
- How to choose materials for different language skills? Use of authentic materials/ teacher made/adapted materials to teach
- Listening, Speaking, Reading, Writing (LSRW) Grammar, Vocabulary and functions - How to adapt materials and modify tasks ?
- Criteria and parameters for adapting print/digital/authentic materials
- Determining suitability for adaptation based on the target group/ learner's profile, teaching-learning objectives/ language skills etc.
- Tasks based on adaptation of materials and application throughout the practicum

Assessment structure* (modes and frequency of assessments):

S. No	Assessment	Period when assessment will take place	Weightage
1.	Classroom participation/ Quiz/ group discussion etc.	Throughout the semester	10%
2.	Simulation teaching incorporating adapted and evaluated ELT Materials	5-6 week of the semester	20%
3.	Term paper/ End semester exam	As per the academic calendar	40%
4.	Reflective journal during practicum experience based on Materials adaptation	Throughout the semester	30%

* Assessment situation and weight age may be subject to change; participants will be informed of the final schedule at the beginning of the semester

Readings and articles may be taken from the following sources:

1. Augusto-Navarro, E.H.; de Oliveira, L.; Abreu-e-Lima, D. M. (2014). Teaching Pre-service ELT Teachers to Analyse and Adapt Published Materials: an Experience from Brazil. In Sue Garton and K. Graves (eds). International Perspective on Materials. Palgrave Macmillan: 237-252.
2. Agnihotri, R.K (2010): Multilinguality and Teaching of English in India . EFL Journal 1:1 . The English and Foreign Languages University, Hyderabad.
3. Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Language Teaching, 36(2): 81-109.
4. Garton, S.; Graves, K. (2014). Materials in ELT: Current Issues. In International Perspectives on Materials in ELT. S. Garton and K. Graves editors. Palgrave Macmillan: 1-15.

5. Ellis, R. (2010): Second language acquisition research and language-teaching materials. In N. Harwood (ed) English Language Teaching Materials – Theory and Practice. Cambridge: Cambridge University Press pp. 33–57
6. Richards, J. (1998) Beyond Training. Cambridge: Cambridge University Press
7. Swales, J. M. (2011). Coda: Reflections on the future of genre and L2 writing. Journal of Second Language Writing 20:83-85
8. Tomlinson, B. (1999): Developing criteria for evaluating L2 materials. IATEFL Issues 47, March.

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Course Outline

Centre/School: Centre for English Language Education (CELE)

Programme with title: CTESIL

Course Title: Introduction to Assessment

Credits: 2 +1 (practicum)

This course aims to introduce participants to different kinds and forms of assessments, their role in learning and teaching, and the difference between assessment, testing and evaluation, as well as the advantages and limitations of different kinds of assessment.

Objectives:

The over-arching objective of this course is to make participants aware about assessment in ELT. It will include exploration of role of assessment, designing and administering tests, evaluating the tests and giving feedback with specific reference to the students, thus making it context and learner-centered. Participants will be oriented to various assessment frameworks including CEFR.

Unit 1: Assessment, testing and evaluation
Begin with an exploration of the participants' experiences with and understanding of assessment and build on them.
* What is assessment?
* Difference between assessment, testing and evaluation
* Advantages and limitations of different kinds of assessment
* Formative and Summative assessment
* Assessment for learning and Assessment of learning
* Emerging trends – alternate assessment, dynamic assessment, self-assessment, peer-assessment

Unit 2: Aspects of test development and principles of assessment
* Critiquing a test
* Why? Purpose of the test (i.e. achievement, placement, etc.)
* What? Objectives, specifications, etc.
* Who? Audience of the test
* How? Test scoring

[Key principles of testing - reliability, validity, practicality, authenticity, etc to be integrated into this and the next unit.]

Unit 3: Assessing language skills and elements
* Assessing Listening
* Assessing Speaking
* Assessing Reading
* Assessing Writing
* Assessing Grammar

- Assessing Vocabulary

Assessment structure*

S. No.	Assessment	Period when assessment will take place	Weightage
1.	In-Class test/Quiz/Group discussion/Listening test	Throughout the course	10%
2.	Written Assignments	Throughout the course	40%
3.	Project/Presentation	At the end of the course	30%
4.	End-semester Exam/ End of course reflective account	At the end of the course	20%

* Assessment situation and weightage may be subject to change; students will be informed of the final schedule at the beginning of the semester

Reading list*:

(This is a suggested reading list. Excerpts from these will be selected for reading and discussion in class)

- Alderson, J. (2000). Assessing Reading. Cambridge: Cambridge University Press.
- Bachmann, F. L., & Palmer, S. A., (1998). Language Assessment in Practice (Oxford Applied Linguistics). Cambridge: Cambridge University Press.
- Brown, J.D. (2005). Chapter 3: Developing good quality language test items. Testing in language programs: A comprehensive guide to English language assessment. New York, NY: McGraw-Hill.
- Brown, H.D. &Abeywickrama, P. (2010). Language Assessment: Principles and Classroom Practices. White Plains, NY: Pearson Education, Inc.
- Buck, G. (2010). Assessing Listening. Cambridge: Cambridge University Press.
- Fisher, D. & Frey, N. (2007). Checking for Understanding: Formative Assessment Techniques for Your Classroom, Association for Supervision and Curriculum Development.
- Fulcher, G. (1999). Ethics in language. In Testing TAE SIG newsletter - Special conference issue, 1(1). Retrieved fromhttp://taesig.8m.com/news1.html
- Hughes, A. (2011). Testing for Language Teachers (2nd Ed.). Cambridge, UK: Cambridge University Press.
- Luoma, S. (2004). Assessing Speaking. Cambridge: Cambridge University Press.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson.
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.
- Popham, James W. (2011) Classroom Assessment: What Teachers Need to Know, 6th Edition, Allyn& Bacon, Boston, MA.
- Stiggins, R., et. al. (2011). Classroom Assessment for Student Learning: Doing It Right – Using It Well. Boston, MA: Pearson.

Centre/School: Centre for English Language Education (CELE)

Programme with title: CTESIL

Course Title: Language Awareness

Credits: 2 + 1 practicum

This course is a blend of elements or aspects of language (such as grammar, phonetics, morphology etc.), language skills (for example, speaking and writing), and metacognitive strategies which allow students to reflect on the nature of language and its acquisition. The key areas in this course include spoken and written language, grammar, and phonetics. The aim is to make participants aware of form, function, and use of language in any given context.

The main objectives of the course are to enable the participants to
- Explore and reflect on elements of language in general
- Explore how to incorporate language awareness into teaching
- Understand and practise the form, function and meaning dimensions of language use

Unit 1: Spoken and written varieties of English language
  - Speaking in varied contexts (work place, home, peers etc.)
  - Features of Written language (formal and informal)
- English speech system
  - Sounds (vowels and consonants)
  - Stress & rhythm
  - Intonation

Unit 2: English vocabulary and syntax
  - Word formation
  - Idiomatic expressions
- Syntax in English language
  - Types of sentences
  - Basic sentence patterns
  - Tense and aspect systems
- Form, function, and meaning in English language
- Correctness and appropriateness

Assessment structure*:

S. No.	Assessment	Period when assessment will take place	Weightage
1	In-Class test/Quiz/Group discussion/Listening test	Throughout the course	30%
2	Written Assignments	Throughout the semester	40%
3	End-course examination or reflective account	At the end of the course	30%

* Assessment situation and weightage may be subject to change; participants will be informed about the final schedule at the beginning of the course.

Readings may consist of specific excerpts to be drawn from the following list:

Andrews, S. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press.

Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English: A comprehensive guide: spoken and written English grammar and usage*. Cambridge: Cambridge University Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1998). *The Grammar Book: An ESL/EFL Teacher's Course*. (2nd Ed.). Boston: Heinle & Heinle.

Celce-Murcia, M., &Olshtain, E. (2000). *Discourse and Context in Language Teaching: A guide for language teachers*. Cambridge: Cambridge University Press.

Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *English Language Teaching Journal*, 48(2), 162–172.

Culpeper, J., Katamba, F., Kerswill, P., Wodak, R., & McEnery, T. (Eds.). (2009). *English Language: Description, Variation and Context*. Basingstoke: Palgrave Macmillan.

Cutting, J. (2014). *Pragmatics: A resource book for students*. (3rd ed.). London: Routledge.

Cutting, J. (2015). *Language and Context in TESOL*. Edinburgh: Edinburgh University Press.

Glasgow, G. P. (2008). Teacher Language Awareness. *English Language Teaching Journal*, 62, 322–324.

James, C. and P. Garrett (1991) *Language Awareness in the Classroom*. London: Routledge.

Kasper, G., & Rose, K.R. (2002). *Pragmatic Development in a Second Language*. Oxford: Blackwell.

Kelly, G. (2000). *How to Teach Pronunciation*. London: Longman.

Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.

Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge: Cambridge University Press.

Wright, T., & Bolitho, R. (1993). Language awareness: a missing link in language teacher education. *English Language Teaching Journal*, 47(4), 292–304.

Yule, G. (2010). *The Study of Language*. Cambridge: Cambridge University Press.

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Course Outline

Centre/School: Centre for English Language Education (CELE)

Programme with title: CTESIL

Course Title: Contexts of ELE in India

Credits: 1 + 1 practicum

The course focuses on exploring contexts of English Language Teaching (ELT) and learning in India which is essential for anyone who aspires to teach language in the Indian contexts.

The main objectives of the course are:
- Enable participants to explore and reflect on the contexts of Indian ELT
- Understand the specific contextual features of Indian English Language Education (ELE) and their relevance in teaching proficiency courses
- Understand learners and their expectations / aspirations
- Prepare working principles for Planning and delivering context-appropriate proficiency lessons

Unit 1: Historical overview of English language in India and the status of English in India
- English in education, employment, cross-cultural communication
- English as a prestige language/ cultural capital
- English as a means of social justice
- Policies of teaching and learning English
- Expectations and aspirations of the major stakeholders from ELT

Unit 2: ELT practice
- Rise of English as Medium of Instruction

- Textbook-centred and examination-oriented teaching and learning

- Key issues (use of ICT, learner training, learner autonomy, learner motivation, large classes, and availability of resources)

Unit 3: ELT contexts
- The school classroom
- Coaching centres
- Online courses
- Self-directed learning
- Summing up – problems, challenges and opportunities in ELE in India

Assessment structure*

S. No.	Assessment	Period when assessment will take place	Weightage
1	In-Class test/Quiz/Group discussion/Listening test	Throughout the course	30%
2	Written Assignments	Throughout the semester	40%
3	End-course examination or reflective account	At the end of the course	30%

* Assessment situation and weightage may be subject to change; participants will be informed about the final schedule at the beginning of the course.

Readings may consist of specific excerpts to be drawn from the following list:

Anand, S. (1999) Sanskrit, English and Dalits. *Economic and Political Weekly*, July, 2053-2056.

Aslam, M. (1995) Needs analysis of the Indian learners of English. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations*. New Delhi. Sage.

Graddol, D. (2010) *English Next: India*. New Delhi: British Council, India.

Krishnaswamy, N. and T. Sriraman (1995) English Teaching in India: Past, present and future. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations.* New Delhi. Sage.

Prabhu, N. S. (1995) *Attempting Educational Change*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Tickoo, M. L. (1997) Towards an alternative curriculum for acquisition-poor environments. In R. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.

Tickoo, M. L. (2012) Indian ELT at sixty plus: An essay in understanding. *The Teacher Plus*, 12, 1-7.

Verma, S. K. (1994) *The teaching of English in India: Focus on functions and objectives*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.