Ambedkar University Delhi

Course Outline

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):

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

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

Ambedkar University Delhi

Course Outline

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 thereby 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):

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<tr>
<td>1.</td>
<td>Classroom participation/ Quiz/group discussion etc.</td>
<td>Throughout the semester</td>
<td>10%</td>
</tr>
<tr>
<td>2.</td>
<td>Simulation teaching incorporating adapted and evaluated ELT Materials</td>
<td>5-6 week of the semester</td>
<td>20%</td>
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<tr>
<td>3.</td>
<td>Term paper/End semester exam</td>
<td>As per the academic calendar</td>
<td>40%</td>
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<td>4.</td>
<td>Reflective journal during practicum experience based on Materials adaptation</td>
<td>Throughout the semester</td>
<td>30%</td>
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Readings and articles may be taken from the following sources:

Ambedkar University Delhi
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*

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<td>2.</td>
<td>Written Assignments</td>
<td>Throughout the course</td>
<td>40%</td>
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<td>3.</td>
<td>Project/Presentation</td>
<td>At the end of the course</td>
<td>30%</td>
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<td>4.</td>
<td>End-semester Exam/ End of course reflective account</td>
<td>At the end of the course</td>
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Reading list*:
(This is a suggested reading list. Excerpts from these will be selected for reading and discussion in class)

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*:

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<td>End-course examination or reflective account</td>
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Readings may consist of specific excerpts to be drawn from the following list:

Ambedkar University Delhi
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*

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