

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**ANNEXURES**

**MA- ENGLISH LANGUAGE TEACHING (ELT) PROGRAM**

**COURSE TITLES 2022-24**

<b>Semester</b>		<b>Title of the course</b>	<b>Core / Elective</b>	<b>Credit</b>	<b>Marks</b>
1	1	History of English in India	Core	4	100
	2	Basic Concepts of English Language Teaching	Core	4	100
	3	English for Specific Purposes	Core	4	100
	4	Technology Assisted Language Learning	Core	4	100
	5	Fiction and Non-Fiction in English Literature	Core	3	100
	6	German 1/ French 1/ English 1	AECC	3	150
	7	Employability Skill – 1	SDCC	2	100
<b>Total</b>					<b>750</b>
<b>Semester</b>		<b>Title of the course</b>	<b>Core / Elective</b>	<b>Credit</b>	<b>Marks</b>
2	1	History of ELT in India	Core	4	100
	2	Approaches and Methods in Language Teaching	Core	4	100
	3	Teaching Language Through Literature	Core	4	100
	4	Language Development with Web Tools	Core	4	100
	5	Designing Materials for Teaching Grammar	Core	3	100
	6	German 2/ French 2/ English 2	AECC	3	150
	7	Employability Skill – 2	SDCC	2	100
<b>Total</b>					<b>750</b>
<b>Semester</b>		<b>Title of the course</b>	<b>Core / Elective</b>	<b>Credit</b>	<b>Marks</b>
3	1	Research Methodology	Core	4	150
	2	Course Design and Material Production	Core	4	100
	3	Learning Language Skills (LSRW)	Core	4	100
	4	English Language Skills for Academic Purposes	Core	4	100
	5	Teaching Poetry in English Literature	DSE	3	100
		Authentic Materials			
	6	Academic Writings	AECC	3	100
7	Internship /Project	SDCC	2	100	
<b>Total</b>					<b>750</b>

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

<b>Semester</b>		<b>Title of the course</b>	<b>Core / Elective</b>	<b>Credit</b>	<b>Marks</b>
4	1	Dissertation	Core	6	200
	2	Internship	Core	4	150
	3	Drama in English Literature	Core	4	100
	4	Fundamental Considerations in Language Assessment	Core	4	100
	5	Literary Theory	DSE	3	100
		Developing Material for ELT			
	6	Professional Communication	AECC	3	100
				<b>Total</b>	<b>750</b>

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 1**  
**Parul University - Faculty of Arts**  
**Department of English**  
**M.A (English Language Teaching)**  
**History of English in India**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

**Rationale:**

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

**Course Outcome:**

Students will be able to:

- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Historical Background:</b> <ul style="list-style-type: none"><li>• Pre-Colonial Period</li><li>• Colonial Period</li><li>• Post-Independence</li></ul>	20%	10
2	<b>Historical Reforms:</b> <ul style="list-style-type: none"><li>• Charter Act</li><li>• Macaulay's Minute</li><li>• Woods' Despatch</li></ul>	20%	12
3	<b>Importance of English in India:</b> <ul style="list-style-type: none"><li>• Indian English</li><li>• Importance of English in Modern India</li><li>• Kachru's "Three Circles of English"</li></ul>	20%	12
4	<b>Indian English Literature:</b> <ul style="list-style-type: none"><li>• Rabindranath Tagore – The Gitanjali</li><li>• Khushwant Singh – Train to Pakistan</li></ul>	20%	10

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

5	<b>Poets of the 20<sup>th</sup> century:</b> <ul style="list-style-type: none"><li>• Amrita Pritam</li><li>• Nissim Ezekiel</li><li>• Jayanta Mahapatra</li></ul>	10%	10
6	<b>Thriving Novelists of 20<sup>th</sup> century:</b> <ul style="list-style-type: none"><li>• Shashi Tharoor</li><li>• Arundhati Roy</li><li>• Chetan Bhagat</li></ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- A Study of English Language Teaching in India. (2018). *Journal of Advances and Scholarly Researches in Allied Education*, 15(6), 75–79. <https://doi.org/10.29070/15/57720>
- Crane, R. (1992). *Inventing India: a history of India in English-language fiction*. Springer.

**Reference Books:**

- Krishnaswamy, N., & Krishnaswamy, L. (2006). *The story of English in India*. Foundation Books.
- Dharwadker, V. (2002). English in India and Indian literature in English: The early history, 1579-1834. *Comparative Literature Studies*, 39(2), 93-119.
- Vijayalakshmi, M., & Babu, M. S. (2014). A brief history of English language teaching in India. *International Journal of scientific and research Publications*, 4(5), 1-4.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 1**

**Parul University - Faculty of Arts**

**Department of English**

**M. Arts (English language Teaching)**

**Basic Concept of English Language Teaching**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Proficiency in English and knowledge of the basic structure of English Language.
- Students develop skills to read, analyze and evaluate literature in the field of ELT

**Rationale:**

- Students will know the difference between language learning and language acquisitions.
- To become familiar with the fundamental principles and concepts surrounding second language acquisition and ELT.

**Course Outcome:**

Students will be able to:

- Know the historical perspective of ELT.
- Understand the basic concept of language learning
- Identify the difference between language learning and language acquisitions.
- State the Difference between FLA and SLA

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs./Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Historical Perspective of ELT:</b> <ul style="list-style-type: none"><li>• Beginnings of English Language Teaching in India</li><li>• Development of ELT as a field of study</li><li>• ELT in Gujarat and overall, India</li><li>• English as Lingua Franca</li></ul>	18%	12
2	<b>Acquisition and Learning:</b> <ul style="list-style-type: none"><li>• Difference between Acquisition and Learning</li><li>• Difference between FLA and SLA</li></ul>	18%	10
3	<b>New Trends in ELT:</b> <ul style="list-style-type: none"><li>• Recent trends in Teaching and Learning.</li><li>• Five hypotheses of Second Language Acquisition</li></ul>	18%	10
4	<b>Providing Input for Acquisition:</b> <ul style="list-style-type: none"><li>• Potential of a Second Language classroom</li><li>• Limitation of SLA classrooms</li><li>• Characteristics of Input for Acquisition</li><li>• Teaching Conversational Competence</li></ul>	18%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

5	<b>Interference:</b> <ul style="list-style-type: none"><li>• Bilingualism</li><li>• Multilingualism</li><li>• Code-Switching &amp; Code-Mixing</li><li>• Intelligibility</li><li>• Lingua Franca Core</li></ul>	18%	10
6	<b>Evaluation of Recent Approaches and Current Innovations</b> <ul style="list-style-type: none"><li>• Evaluating Eclectic method</li><li>• Evaluating new Technology in ELT</li><li>• Evaluating types of Syllabi: Product vs Process-oriented</li></ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Ellis, R. (2015). Understanding second language acquisition 2nd Edition-Oxford applied linguistics. Oxford university press.
- Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge university press.
- Yule, G. (2020). The study of language. Cambridge university press.

**Reference Books:**

- Graddol, D. (2010) English next India. London: British Council.
- Kumaravadivelu, B (2006). Understanding language teaching: From method to post-method. Mahwah, NJ: Lawrence Erlbaum.
- Larsen-Freeman D. (2008) Techniques and principles in language teaching.
- Richards, J., & Rogers, T.S. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

**Semester 1**  
**Parul University - Faculty of Arts**  
**Department of English**  
**M.A (English Language Teaching)**  
**English for Specific Purposes**

**Type of Course:**

- M. Arts (English language teaching)

**Prerequisite:**

- Basic knowledge of English language teaching.
- Basic knowledge of soft skills.

**Rationale:**

- It is necessary to understand field specific communication skills to be a language teacher.
- To help language learners cope with features of language or develop the competencies needed or function in a disciplined, professional, workplace.

**Course Outcome:**

Students will be able to:

- Understand field-specific communication skills.
- Differentiate between General English and Field-specific English.
- Know the importance field-specific need-based English Language Teaching.
- Learn specific communication skills to be a language teacher

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs./Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Introduction to the ESP</b> <ul style="list-style-type: none"><li>• Origins of ESP</li><li>• The Development of ESP</li><li>• Types of ESP</li><li>• Difference between ESP and EGP</li></ul>	18%	12
2	<b>ESP and Theories of Learning</b> <ul style="list-style-type: none"><li>• Behaviorism</li><li>• Mentalism</li><li>• Cognitive code</li><li>• The Affective Factor</li></ul>	18%	12
3	<b>Course Design and Methodology</b> <ul style="list-style-type: none"><li>• Approaches to Course Design</li><li>• The Syllabus</li><li>• Role of an ESP Practitioner</li></ul>	18%	10
4	<b>Application of ESP in Course Design:</b> <ul style="list-style-type: none"><li>• The Role of Material</li><li>• Material Design</li></ul>	18%	10

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

	<ul style="list-style-type: none"> <li>Material Evaluation</li> </ul>		
5	<b>Need Analysis</b> <ul style="list-style-type: none"> <li>Target needs and Learning needs</li> <li>Conducting Need Analysis</li> <li>Techniques used in Needs Analysis</li> </ul>	18%	10
6	<b>Case Study of ESP program:</b> <ul style="list-style-type: none"> <li>Case Study of ESP program: Law / Nursing / Business / Tourism from Thomas Orr, English for Specific Purposes</li> </ul> <b>Research Papers</b> <ul style="list-style-type: none"> <li>Developing a flexible ESP program design by RGD Chamberlain and MKS Flanagan</li> <li>Designing Science Writing Materials by G M Greenall</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Books:**

- Coffey, B. (1984). ESP–English for specific purposes. *Language teaching*, 17(1), 2-16.
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Master, P. A., & Brinton, D. (1998). *New ways in English for specific purposes*. Alexandria, VA: TESOL.
- Orr, T. (2001). English language education for specific professional needs. *IEEE transactions on professional communication*, 44(3), 207-211.

**Reference Books:**

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson
- Belcher, D.D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly*, 40, (pp.133- 156).
- Harding, K. (2007). *English for specific purposes*. OUP
- Hyland, K. (2006) *English for academic purposes: An advanced resource book*. London: Routledge
- Special Purposes Books: Glendinning, E.H. & Howard, R., J. (2007). *Professional English in use: Medicine*. Cambridge University Press.

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

### Semester 1

Parul University - Faculty of Arts

Department of English

M.A (English language teaching)

Technology-Assisted Language Learning

#### Type of Course:

- M. Arts (English Language Teaching)

#### Prerequisite:

- Basic Knowledge of computers and technology is required.
- Students develop skills to read, analyze, and evaluate language in the field of ELT.

#### Rationale:

- Teachers of the contemporary world should be able to use technology in teaching.
- The students and teacher both will enhance the teaching and learning, by using technology in the classroom.

#### Course Outcome:

Students will be able to:

- Know the Benefits of integration of multimedia in language and literature teaching.
- Learn Downloading and re-working available materials.
- Utilize freeware software for language teaching and learning.
- Use technology in the language teaching classroom.

#### Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
2	0	2	4	60	30	20	20	20	150

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**– Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Theoretical Perspectives:</b> <ul style="list-style-type: none"><li>• TALL and CALL: An Overview</li><li>• Use of ICT in ELT Pedagogy</li><li>• Using Technology effectively in Classrooms</li><li>• Benefits of Integration of Multimedia in Language and Literature Teaching.</li></ul>	18%	12
2	<b>Use of Multimedia for Learning</b> <ul style="list-style-type: none"><li>• Developing 21st Century Skills</li><li>• Using Microsoft Office tools for Teaching and Learning</li><li>• Role of Technology in Promoting Higher-Order Thinking Skills</li><li>• Role of Technology in Fostering a Student-Centric Learning Environment</li></ul>	18%	10
3	<b>Materials Production Using Multimedia:</b> <ul style="list-style-type: none"><li>• Preparing Audio-Video materials</li><li>• Working with Google Classroom</li><li>• Creating Presentations using PowerPoint</li><li>• Creating E- Book/ Website</li></ul>	18%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

4	<b>Using Software for Learning:</b> <ul style="list-style-type: none"> <li>• Audacity</li> <li>• Windows Live Movie Maker</li> <li>• Video Editing Software</li> </ul>	18%	08
5	<b>Using Software for Teaching ELT:</b> <ul style="list-style-type: none"> <li>• Hot Potatoes</li> <li>• Materials Production based on different Software</li> </ul>	18%	08
6	<b>Project:</b> <ul style="list-style-type: none"> <li>• Prepare a presentation on PowerPoint</li> <li>• Create E- Book/ Website</li> <li>• Prepare tests using Hot Potatoes</li> <li>• Prepare Audio, Video presentation using Audacity</li> <li>• Prepare Audio, Video presentation using Windows Live Movie Maker</li> </ul>	10%	10

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Books:**

- Allan, M. (1986). Teaching English with video (Vol. 2). Longman.
- Arneil, S., & Holmes, M. (1999). Juggling hot potatoes: decisions and compromises in creating authoring tools for the Web. *ReCALL*, 11(2), 12-19.
- Beatty, K. (2013). Teaching & researching: Computer-assisted language learning. Routledge.
- Chapelle, C. A. (2001). Computer applications in second language acquisition. Cambridge University Press.
- Dudeney, G. (2000). The Internet and the language classroom. Cambridge University Press.
- Torat, B. (2000). Computer-assisted language learning: An overview. *Silpakorn University International Journal*, 1(1), 131-153.
- Windeatt, S., Hardisty, D., & Eastment, D. (2000). The internet. Oxford University Press.

**Reference Books:**

- Carol A. Chapelle (2001) Computer Applications in second language Acquisition, Cambridge University Press.
- David Crystal (2001) Language and the internet, Cambridge University Press.
- Earnest W. Brewer, Jacquelyn O. Dejonge and Vickie J. Stout (2001) Crowin Press.
- Mark Warschauer and Richard Kern (2000) Network-based Language Teaching: Concepts and Practice, Cambridge University Press.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 1**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Fiction and Non-Fiction in English Literature**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

**Rationale:**

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

**Course Outcome:**

Students will be able to:

- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Introduction to Fiction:</b> <ul style="list-style-type: none"><li>• Role of Point of View in Fiction</li><li>• Use of Dialogues for Characterization</li></ul>	10%	10
2	<b>Fiction I:</b> <ul style="list-style-type: none"><li>• Great Expectations – Charles Dickens</li></ul>	20%	12
3	<b>Fiction II:</b> <ul style="list-style-type: none"><li>• The Queen of Jhansi – Mahashweta Devi</li></ul>	20%	12
4	<b>Introduction to Non-Fiction:</b> <ul style="list-style-type: none"><li>• Types of Non - Fiction – Essays, Diary, Stream of Consciousness, Autobiography</li><li>• Role of Point of View in Non-Fiction</li><li>• Use of Dialogues for Characterization</li></ul>	10%	10
5	<b>Non-Fiction I:</b> <ul style="list-style-type: none"><li>• The Diary of a Young Girl – Anne Frank</li></ul>	20%	10

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

<b>6</b>	<b>Non-Fiction II:</b> <ul style="list-style-type: none"><li>• A Room of One's Own – Virginia Woolf</li></ul>	20%	06
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**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Barbato, L. R. (1991). The Arrow in the Circle: Time and Reconciliation of Cultures in Kamala Markandaya's "Nectar in a Sieve". *ARIEL: A Review of International English Literature*, 22(4)
- Devi, M. (2000). Queen of Jhansi
- Dickens, C. (1999). Great Expectations (1861). *Reading Fiction Opening the Text*, 54.
- Mee, E. B. (1997). Mahesh Dattani: Invisible Issues. *Performing Arts Journal*, 19(1), 19-26.
- Sanger, K. (2020). The language of fiction. Routledge.
- Frank, A. (2010). Anne Frank: The diary of a young girl. New York.
- Gandhi, M. (2021). The story of my experiments with truth: An autobiography. e-now.
- Ştefan, A. M. (2009). The Red and the Black, and the Other Colours (Colour Value in Orhan Pamuk's Novels). *Annales Universitatis Apulensis. Series Philologica*, 10(1), 408-413.
- Woolf, V. (2014). A Room of One's Own (1929). In *The People, Place, and Space Reader* (pp. 338-342). Routledge.

**Reference Books:**

- Dickens, C. (1859). A Tale of Two Cities: a story of the French Revolution. Create space Independent Publishing Platform.
- Hasabelnaby, M. M. (2003). The Silent Mariner: Coleridge's "The Rime of the Ancients".
- Karnad, G., & Kāranta, B. V. (1975). Hayavadana. Calcutta: Oxford University Press.
- Lal, M. (2010). Tagore, Imaging the 'Other': Reflections on The Wife's Letter & Kabuliwala. *Asian Studies*, (1), 1-8.
- Lazar, G. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge University Press.
- Addison, J. (1886). Days with Sir Roger de Coverley. Macmillan.
- Chaudhuri, N. C. (1951). The autobiography of an unknown Indian. In the Autobiography of an Unknown Indian. University of California Press.
- Das, K. (2011). My story. DC Books
- Lazar, G. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge University Press.
- MacDonald, W. L. (1917). XXI.—Charles Lamb, the Greatest of the Essayists. *PMLA*, 32(4), 547-572.

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

**Semester 2**  
**Parul University - Faculty of Arts**  
**Department of English**  
**M.A (English Language Teaching)**  
**History of ELT in India**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

**Rationale:**

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

**Course Outcome:**

Students will be able to:

- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Theories of Origin of Language:</b> <ul style="list-style-type: none"><li>• The Bow-Wow Theory</li><li>• The Pooh-Pooh Theory</li><li>• The Ding Dong Theory</li><li>• The Yo-He-Ho Theory</li><li>• The Ta-Ta Theory</li><li>• The La-La Theory</li></ul>	20%	10
2	<b>Historical Reforms:</b> <ul style="list-style-type: none"><li>• Charter Act</li><li>• Macaulay's Minute</li><li>• Woods' Despatch</li></ul>	20%	12
3	<b>English in Education:</b> <ul style="list-style-type: none"><li>• Position of English in early and in higher education</li><li>• Three Language Formula</li></ul>	20%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

<b>4</b>	<b>Limitations of ELT in the initial stages:</b> <ul style="list-style-type: none"> <li>• Out-dated pedagogy and teacher domination</li> <li>• Use of vernacular medium of instruction</li> <li>• Learners’ needs are ignored</li> <li>• Teacher-Centered approach</li> <li>• Less use of technology in ELT classroom</li> <li>• Lack of collective awareness</li> <li>• Lack of knowledge of curriculum</li> </ul>	20%	10
<b>5</b>	<b>Problems of Teaching English in India:</b> <ul style="list-style-type: none"> <li>• Neglecting the Aims of Teaching English</li> <li>• Old Method of Teaching English</li> <li>• Low Standard of Text – Books</li> <li>• Less Use of Audio-visual Aids</li> <li>• Lack of Effective Teachers</li> <li>• Traditional Examination System</li> <li>• Lack of Proper Teacher Education</li> </ul>	10%	10
<b>6</b>	<b>Self-acquaintance:</b> <ul style="list-style-type: none"> <li>• Historical Overview of Approaches and Methods</li> <li>• Natural Approach</li> <li>• Structural-Oral-Situational Approach</li> <li>• Functional Approach</li> <li>• Grammar Translation Method</li> <li>• Direct method</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Vijayalakshmi, M., & Babu, M. S. (2014). A brief history of English language teaching in India. *International Journal of scientific and research Publications*, 4(5), 1-4.
- Mahmood, S. (1895). *A History of English Education in India: Its Rise, Development, Progress, Present Condition and Prospects, Being a Narrative of the Various Phases of Educational Policy and Measures Adopted Under the British Rule from Its Beginning to the Present Period, (1781 to 1893)..* (Vol. 50). MAO College.

**Reference Books:**

- Sindkhedkar, S. D. (2012). Objectives of teaching and learning English in India. *Researchers World*, 3(1), 191.
- Kalia, P. (2017). English language teaching in India: Trends and challenges. *International Journal of Engineering Applied Sciences and Technology*, 2(3), 33-37.
- Mukherjee, J., & Bernaisch, T. (2020). The development of the English language in India. In *The Routledge handbook of world Englishes* (pp. 165-177). Routledge.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 2  
Parul University - Faculty of Arts  
Department of English  
M.A (English Language Teaching)  
Approaches and Methods in Language Teaching**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Proficiency in English and knowledge of the basic structure of English Language.
- Students develop skills to read, analyze, and evaluate language in the field of ELT.

**Rationale:**

- The students will know the developments in language teaching. The teaching methods are the broader techniques used to help students achieve learning outcomes
- By using these methods and approaches students will learn how to apply these methods in regular day-to-day life and ad hoe to enhance their teaching techniques.

**Course Outcome:**

Students will be able to:

- Identify the developments in language teaching.
- Learn different approaches and methods of language teaching.
- Implement different approaches in the language learning classroom.
- Identify Communicative Language Teaching.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** – Theory **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Language Teaching Methods:</b> <ul style="list-style-type: none"> <li>• Grammar-Translation Method</li> <li>• Direct Method</li> <li>• Audio-lingual Method</li> </ul>	18%	12
2	<b>Alternative Approaches and Methods:</b> <ul style="list-style-type: none"> <li>• Total Physical Response</li> <li>• Silent Way</li> <li>• Task Based Language Teaching</li> </ul>	18%	12
3	<b>Current Communicative Approaches:</b> <ul style="list-style-type: none"> <li>• Communicative Competence</li> <li>• Communicative Language Teaching</li> <li>• Content and Context Based Instruction</li> </ul>	18%	10
4	<b>Modern Approaches/Methods:</b> <ul style="list-style-type: none"> <li>• Eclectic Method</li> <li>• Comparative Learning</li> <li>• Collaborative Learning</li> </ul>	18%	10

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

5	<b>Post Method Pedagogy</b> <ul style="list-style-type: none"><li>• Method v/s Post Method</li><li>• Salient Features of PMP</li><li>• Introduction of Strategies of PMP</li></ul>	18%	10
6	<b>Case studies</b> <ul style="list-style-type: none"><li>• Work on case studies using the following book: Communicative language teaching: An introduction by Littlewood, W., William, L., &amp; Swan, M</li></ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Books:**

- Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers. Oxford university press.
- Littlewood, W., William, L., & Swan, M. (1981). Communicative language teaching: An introduction. Cambridge university press.
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge university press.

**Reference Books:**

- Bell, D. M. (2003), Method and post-method: Are they really so incompatible? TESOL Quarterly, 37, (2), 325– 336
- Graddol, D. (2010) English next India. London: British Council

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester - 2**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Teaching Language Through Literature**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Knowledge of basic concepts of English Language Teaching.
- Knowledge of English literature.

**Rationale:**

- Must know the role of literature in the language classroom.
- Must know the literary terms in the language classroom for teaching literature.

**Course Outcome:**

Students will be able to:

- Understand a working knowledge of the genres of poetry
- Implement a working knowledge of the genres of drama
- Identify a working knowledge of the genres of fiction & non-fiction
- Know the role of literature in the language classroom

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Theoretical background:</b> <ul style="list-style-type: none"><li>• The Purpose of using Literature in Language classroom</li><li>• Forms of Literature Approach for using Literature in the Language classroom</li><li>• Selecting Literature for Language teaching, the role of Meta-language</li></ul>	10%	8
2	<b>Teaching Poetry:</b> <ul style="list-style-type: none"><li>• Designing Material, Exercises</li><li>• Figures of Speech</li><li>• The Sounds of Poetry: Rhythm, Rhymes.</li></ul>	20%	11
3	<b>Teaching Drama:</b> <ul style="list-style-type: none"><li>• The Language of Drama</li><li>• Drama Techniques</li><li>• The Purpose of using Drama Techniques in classroom</li><li>• Role play</li></ul>	20%	11
4	<b>Teaching Fiction:</b> <ul style="list-style-type: none"><li>• Teaching the Point of View</li><li>• Use of Dialogues for Characterization</li><li>• Teaching Analysis of Fiction works</li></ul>	20%	11

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

5	<b>Teaching nonfiction:</b> <ul style="list-style-type: none"><li>• Teaching the Point of View</li><li>• Use of Dialogues for Characterization</li><li>• Teaching Analysis of Non-fiction works</li></ul>	20%	11
6	<b>Self-acquaintance:</b> <ul style="list-style-type: none"><li>• Using Poetry: Its use for Developing different Skills</li><li>• Using Novels and Short stories: Designing Activities</li><li>• Integrating Drama: Exploration of Activities</li></ul>	10%	8

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Appreciating Drama. Ezekiel Alembe
- Drama Techniques in Language Learning. Maley, Alan and Alan Duff; Cambridge: Cambridge University press
- The Language of Fiction Sanger, Keith; London: Routledge
- The Language of Poetry McRae, John.; London: Routledge

**Reference Books:**

- Bassnett, S., & Grundy, P. (1993). Language through literature: Creative language teaching through literature. Longman.
- Collie, J., & Slater, S. (1987). Literature in the language classroom: A resource book of ideas and activities. Cambridge university press.
- Lazar, G. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge University Press.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 2**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Language Development with Web Tools**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of Computers and Internet.
- Students develop skills to read, analyze, and evaluate language in the field of ELT.

**Rationale:**

- Teacher of contemporary world should be able to use technology in teaching.
- The students and teacher both will enhance the teaching and learning, by using technology and in the classroom.

**Course Outcome:**

Students will be able to

- The students prepare their own web tools.
- Using the web for research.
- Know web tools efficiently for language teaching.
- Learn internet tools for language teaching.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
2	0	2	3	60	30	20	20	20	150

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Web:</b> <ul style="list-style-type: none"> <li>• Web 1.0, Web 2.0 and Web 3.0</li> <li>• Web 2.0</li> </ul> <b>Overview</b> <ul style="list-style-type: none"> <li>• Web 2.0 in Education Impact of Web 2.0</li> </ul>	18%	12
2	<b>Using Web Tools for Developing Basic Skills/Using Web Tools for Language Learning:</b> <ul style="list-style-type: none"> <li>• Podcast</li> <li>• Nice-net</li> </ul>	18%	10
3	<b>Using Web Tools for Language Teaching:</b> <ul style="list-style-type: none"> <li>• Using Blogs</li> <li>• Using Wikis/Groups</li> </ul>	18%	12
4	<b>Further Possibilities:</b> <ul style="list-style-type: none"> <li>• Using the web for research: Flubaroo</li> </ul>	18%	08
5	<b>Further possibilities:</b> <ul style="list-style-type: none"> <li>• Using the web for research: Social Bookmarking</li> </ul>	18%	08

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

6	<b>Project:</b> <ul style="list-style-type: none"><li>• Prepare material using this Web tools</li></ul>	10%	10
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### **Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### **Essential Reading:**

- Crook, C. (2008). Web 2.0 technologies for learning: The current landscape—opportunities, challenges and tensions.
- Tomlinson, B. (Ed.). (2003). Developing materials for language teaching. A&C Black.

### **Reference Books:**

- Franklin, T. (2011). Mobile learning: At the tipping point. Turkish Online Journal of Educational Technology-TOJET, 10(4), 261-275.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 2**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Designing Materials for Teaching Grammar**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English language and its structure.
- Basic knowledge of structure of grammar.

**Rationale:**

- To improve literary skills of English language.
- The course aim is to provide aid reader's understanding and writing skills and provide accuracy.

**Course Outcome:**

Students will be able to

- To enhance students' vocabulary and comprehension skills through prescribed texts.
- To improve fluency in speaking English.
- To promote interactive skills through Group Discussions and role play.
- To develop the language skills accurately.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs./Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab-** Lab, **T -** Theory, **P-** Practical, **CE-** CE, **T -** Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching s.
1	<b>Tenses Voice:</b> <ul style="list-style-type: none"><li>• Active/Passive</li></ul> <b>Narration:</b> <ul style="list-style-type: none"><li>• Reported Speech/Reporting Verb</li></ul>	10%	8
2	<b>Parts of Speech:</b> <ul style="list-style-type: none"><li>• Noun</li><li>• Pronoun</li><li>• Adjective</li><li>• Verb</li><li>• Adverb</li><li>• Preposition</li><li>• Conjunction</li><li>• Interjection</li></ul> <b>Modals:</b> <ul style="list-style-type: none"><li>• Can</li><li>• Could</li><li>• May</li><li>• Might</li><li>• Will</li><li>• Would</li></ul>	20%	11

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

	<ul style="list-style-type: none"> <li>• Shall</li> <li>• Should</li> <li>• Must</li> <li>• Ought to</li> <li>• Dare</li> <li>• Need</li> </ul>		
3	<b>Types of Grammar:</b> <ul style="list-style-type: none"> <li>• Generative Grammar</li> <li>• Explicit v/s Implicit</li> <li>• Descriptive v/s Prescriptive</li> <li>• Universal Grammar</li> </ul>	20%	11
4	<b>Error and Correctness in Grammar</b> <ul style="list-style-type: none"> <li>• Concept of Gradient</li> <li>• Relationship between Acceptability and Grammaticality</li> <li>• Concept of Error vs. Mistake and Criteria for Acceptability</li> <li>• Errors of Native Speakers v/s Errors of Learners</li> <li>• Identifying Distinction between Errors in Grammar and Differences in Usage</li> <li>• Implications for Teaching</li> </ul>	20%	11
5	<b>Explorations of Grammatical Issues for Learners</b> <ul style="list-style-type: none"> <li>• Researching a Grammatical issue</li> <li>• Presenting Concepts in a Grammatical issue</li> <li>• Implementing Activities for Practicing a Grammatical issue</li> <li>• Assessing Performance in a Grammatical issue</li> </ul>	20%	11
6	<b>Practical</b> <ul style="list-style-type: none"> <li>• To Enhance Grammatical Skills</li> <li>• Group Discussion</li> <li>• Role play</li> <li>• Presentation</li> <li>• Story telling</li> <li>• Writing activities.</li> </ul>	10%	8

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Gangal, J. K. (2012). A Practical Course In Spoken English. PHI Learning Pvt. Ltd. Gangal, J. K. A Practical Course in Spoken English. India: Phi Private Limited, 2012. Print. 2. Kumar.
- Sanjay and Pushp Lata. Communication Skills. India: OUP, 2012. Print.
- Vandana, R. Singh. The Written Word by. New Delhi: Oxford University Press, 2008. Print.

**Reference Books:**

- Celce-Murcia, M., & Larson-Freeman, D. (1999). The Grammar Book: An ESL / EFL Teacher's Course. (2nded) Heinle & Heinle Publishers
- Cowan, R. (2008) Teacher's grammar of English: A course book and reference guide. New York: Cambridge University Press

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Course Design and Material Production**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Knowledge of material role in language learning.
- Students develop skills to read, analyze, and evaluate language in the field of ELT.

**Rationale:**

- Material plays important role in language learning.
- To make students enable to design a course plan and prepare a whole course.

**Course Outcome:**

Students will be able to:

- Understand the process of course design
- Know the use of different types of material
- Use material effectively in the language classroom
- Analyze the course designed

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Course Design:</b> <ul style="list-style-type: none"><li>• Approaches of Course Design</li><li>• Learning Goals and Objectives,</li><li>• Guidelines to Formulate Goals and Objectives</li></ul>	18%	12
2	<b>Needs Assessment:</b> <ul style="list-style-type: none"><li>• Role of Needs Assessment</li><li>• Importance of doing Needs Analysis</li><li>• Process of need assessment</li></ul>	18%	12
3	<b>Organization of the Course:</b> <ul style="list-style-type: none"><li>• Purpose of Organizing a Course</li><li>• Different ways to Organize a Course</li><li>• Organizing and Sequencing Units of a Course</li></ul>	18%	08
4	<b>Developing Material:</b> <ul style="list-style-type: none"><li>• Scope and Basis of Developing Material</li><li>• Ways to Develop Material</li><li>• Types of Materials</li><li>• Materials for Various Disciplines</li><li>• Multimedia Materials</li></ul>	18%	10

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

5	<p><b>Text Adaptation:</b></p> <ul style="list-style-type: none"> <li>• Adapting Textbook</li> <li>• Using Textbook as a Tool</li> <li>• Adapting Textbooks at the different Levels</li> <li>• The Cycle of Textbook Adaptation</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Role of Assessment</li> <li>• Assessing Students' Learning</li> <li>• Evaluating Course</li> <li>• Ways to Design an Assessment Plan</li> </ul>	18%	12
6	<p><b>Cases: selected cases from English Language Learning Materials: A Critical Review edited by Brian Tomlinson</b></p> <p><b>Detailed study:</b></p> <ul style="list-style-type: none"> <li>• Materials Used in Africa by Masibo Lumala and Soufiane Trabelsi</li> <li>• Materials in Japan: Coexisting Traditions by Jim Smiley and Michiyo Masui</li> <li>• ELT Materials Used in Southeast Asia by Bao Dat</li> </ul> <p><b>Non-detailed study:</b></p> <ul style="list-style-type: none"> <li>• Materials Used in the UK by Brian Tomlinson and Hitomi Masuhara</li> <li>• Materials Used in the USA by Julia Frazier and Patricia Juza</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Dubin, F., & Olshtain, E. (1986). Course design: Developing programs and materials for language learning. Cambridge university press.
- Heinle, T. (2000). Designing Language Courses: A Guide for Teachers. Canada: Kathleen Graves, 175.
- Tomlinson, B. (Ed.). (2003). Developing materials for language teaching. A&C Black.
- Tomlinson, B. (Ed.). (2008). English language learning materials: A critical review.

**Reference Books:**

- Broughton, D. (2013). Bridges: Activities for thinking, speaking, & writing English CIEDwww.studydo.asia
- Nunan, D. (2004). Task-based language teaching Press
- Thornbury, S. (2003). About language: Tasks for teachers of English Press.
- Tomlinson, B. (1998). Materials Development in Language Teaching Whong, M. (2011) Language teaching: Linguistic theory in practice

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3  
Parul University - Faculty of Arts  
Department of English  
M.A (English Language Teaching)  
Learning Language Skills**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

**Rationale:**

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

**Course Outcome:**

Students will be able to:

- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Introduction to English Language Skills:</b> <ul style="list-style-type: none"><li>• Importance of gaining Listening Skills</li><li>• Importance of gaining Speaking Skills</li><li>• Importance of gaining Reading Skills</li><li>• Importance of gaining Writing Skills</li></ul>	20%	10
2	<b>Listening Skills:</b> <ul style="list-style-type: none"><li>• Two Explanatory Models of Listening</li><li>• Purpose of Listening</li><li>• Listening Teacher's Role(s)</li><li>• Strategies in Listening</li><li>• Constituents of the Process of Listening</li></ul>	20%	12
3	<b>Speaking Skills:</b> <ul style="list-style-type: none"><li>• Comparing spoken and written language</li><li>• Speaking Cycle</li><li>• Stages in Organized Training in Speaking</li><li>• Importance of Pronunciation in Speaking</li></ul>	20%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

4	<b>Reading Skills:</b> <ul style="list-style-type: none"> <li>• Two Exploratory Models of Reading</li> <li>• Micro-skills of Mature Readers by Brown</li> <li>• Types of Reading</li> <li>• Reading stages</li> <li>• Strategies for Teaching Reading</li> <li>• Phases of Comprehension</li> </ul>	20%	10
5	<b>Writing Skills:</b> <ul style="list-style-type: none"> <li>• Coherence and Cohesion</li> <li>• Kinds of Writing</li> <li>• Mechanics of Writing – Handwriting and Spelling</li> <li>• Pre-writing stage Activities</li> <li>• Revision and Feedback</li> </ul>	10%	10
6	<b>LSRW Assessment:</b> <ul style="list-style-type: none"> <li>• Meaning-focused listening</li> <li>• Note-taking and Note-making</li> <li>• Comprehension tasks</li> <li>• Scoring using rubrics</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Newton, j. M., & nation, i. S. P. (2020). Teaching esl/efl listening and speaking. Routledge.
- Richards, j. C., & Richards, j. C. (1990). The language teaching matrix. Cambridge university press.
- Teaching ESL/EFL Reading and Writing I.S.P. Nation; Routledge Publications.
- The Language Teaching Matrix. Jack C. Richards; Cambridge Language Teaching Literacy.

**Reference Books:**

- Brown, g., Gillian, b., brown, g. D., & yule, g. (1983). Teaching the spoken language (vol. 2). Cambridge university press.
- Nunan, d. (2004). Task-based language teaching. Cambridge university press.
- Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises Francoise Grellet.
- Teaching Reading and Writing Andrew P. Johnson; Rowman and Littlefield Education.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**English Language Skills for Academic Purposes**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language studied till undergraduate level.
- Proficiency in English and knowledge of basic structure of English Language.

**Rationale:**

- Academic Communication Skills are required for teaching communication Skills in higher education.
- To build on students' academic English language skills by engaging in them LSRW techniques and grammar learning activities.

**Course Outcome:**

Students will be able to:

- Learn basic knowledge of English Language studied till undergraduate level
- Understand the dos and don'ts of Academic Communication.
- Use Academic Communication skills for pedagogical purpose.
- Develop book review writing

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect**- Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Grammar and Vocabulary:</b> <ul style="list-style-type: none"><li>• Tenses</li><li>• Voice</li><li>• Concord</li><li>• Word formation</li><li>• Degree of Comparison</li><li>• Confusable</li></ul>	18%	12
2	<b>Listening Skills for Academic Purposes:</b> <ul style="list-style-type: none"><li>• Listening to Conversations</li><li>• Note-taking</li><li>• Strategies of Advanced Listening Activities</li><li>• Assessing Listening Comprehension</li></ul>	18%	12
3	<b>Speaking Skills for Academic Purposes:</b> <ul style="list-style-type: none"><li>• Speeches</li><li>• Role play</li><li>• Storytelling</li><li>• Picture Description (Oral)</li><li>• Presentation Skills</li></ul>	18%	08

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

4	<b>Reading Skills for Academic Purposes:</b> <ul style="list-style-type: none"><li>• Reading Statistical Representations</li><li>• Reading Comprehension</li><li>• Note Making</li></ul> Reading Academic Texts	18%	10
5	<b>Writing Skills for Academic Purposes:</b> <ul style="list-style-type: none"><li>• Learning Email Etiquettes and Writing</li><li>• Note Making</li><li>• Dialogue Writing</li><li>• Picture Description (Written)</li><li>• Paragraph Development</li><li>• Narrative Writing</li><li>• Writing Book Reviews</li></ul>	18%	12
6	<b>Practical:</b> <ul style="list-style-type: none"><li>• Role playing (Improv)</li><li>• Short Story Writing</li><li>• Writing Email to any Organization</li><li>• Writing Book Review of your choice</li></ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Books:**

- Charles, M. (2013). English for academic purposes. The handbook of English for specific purposes, 137-153.
- Jordan, R. R. (1997). English for academic purposes: A guide and resource book for teachers. Cambridge University Press.
- Popat, P. (2015). Communication Skills (GTU). Pearson Education India.

**Reference Books:**

- Brown, G., Gillian, B., Brown, G. D., & Yule, G. (1983). Teaching the spoken language (Vol. 2). Cambridge university press.
- Nation, I. S. (2008). Teaching ESL/EFL reading and writing. Routledge.
- Newton, J. M., & Nation, I. S. P. (2020). Teaching ESL/EFL listening and speaking. Routledge.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3  
Parul University - Faculty of Arts  
Department of English  
M.A (English Language Teaching)  
Poetry in English Literature**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Knowledge of English literature studied till 2<sup>nd</sup> semester.
- Basic knowledge of teaching language.

**Rationale:**

- Must know the role of literature in the language classroom.
- To examine the relationship between literary terms and literature.

**Course Outcome:**

Students will be able to

- Display working knowledge of poetry as a literary genre.
- Identify and describe distinct literary characteristics of poetic forms.
- Analyse poetic works for their structure and meaning, using correct terminology.
- Effectively communicate ideas related to the poetic works during class and group activities

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab-** Lab, **T -** Theory, **P-** Practical, **CE-** CE, **T -** Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching s.
1	<b>Teaching Poetry:</b> <ul style="list-style-type: none"><li>• Figures of Speech</li><li>• Sounds of Poetry: Rhythm, Rhymes</li></ul>	10%	8
2	<b>Poetry</b> <ul style="list-style-type: none"><li>• Edmund Spenser - Faerie Queen-Book I (Canto-I)</li></ul>	20%	11
3	<b>Poetry</b> <ul style="list-style-type: none"><li>• John Keats - Ode to a Nightingale and Ode on a Grecian Urn</li></ul>	20%	11
4	<b>Poetry</b> <ul style="list-style-type: none"><li>• Emily Dickenson - Because I Could Not Stop for Death</li></ul>	20%	11
5	<b>Poetry</b> <ul style="list-style-type: none"><li>• Christina Rossetti – Goblin Market</li></ul>	20%	11
6	<b>Self- Acquaintance:</b> <ul style="list-style-type: none"><li>• Robert Frost – The Road Not Taken</li><li>• Geoffrey Chaucer - Prologue to the Canterbury Tales-(1-360 LINES)</li><li>• Wordsworth- Ode on the Intimation of Immortality</li><li>• Elizabeth Browning – The Cry of the Children</li></ul>	10%	8

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

### **Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### **Essential Reading:**

- Dickinson, E., & Howe, S. (2004). Because I could not stop for Death. ProQuest LLC.
- McRae, J. (1998). The language of poetry. Psychology Press.
- Meaut, T. G. (1982). John Keats's "Ode to a Nightingale" and "Ode on a Grecian Urn": A Comparative Analysis of the Structures of the Poems (Doctoral dissertation, Tulane University).
- Rossetti, C. (2018). Goblin market. BoD—Books on Demand
- Spenser, E. (2012). Faerie Queen Book Two. Resounding Wind Publishing

### **Reference Books:**

- Azar, G. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge University Press.
- Browning, E. B. (1843). The Cry of the Children.
- Chaucer, G. (1845). Canterbury Tales, from Chaucer (Vol. 1). C. Knight.
- Frost, R., & Bingham, A. (1951). The road not taken (pp. 18-20). Holt.
- Price, A. W. (1994). Wordsworth's Ode on the intimations of immortality. Platonism and the English imagination.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3  
Parul University - Faculty of Arts  
Department of Arts  
M.A (English Language Teaching)  
Authentic Materials**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Proficiency in English and knowledge of the basic structure of the English Language.
- Knowledge of authentic materials and the use of language.

**Rationale:**

- To have the corporation of authentic materials in teaching English.
- To provide real-life examples of language used in everyday situations.

**Course Outcome:**

Students will be able to:

- Develop learning activities on the basis of authentic materials.
- Comprehend the role of language in print and visual media.
- Learn Listening Comprehension Ability.
- Knowledge of authentic materials and the use of language.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs./Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Authenticity in Language Learning:</b> <ul style="list-style-type: none"> <li>• Background and definition</li> <li>• Introduction to Authentic material</li> <li>• Authentic learning materials</li> <li>• Authentic material in ESP</li> <li>• Authentic materials in language teaching</li> </ul>	20%	12
2	<b>Authentic texts for language learning:</b> <ul style="list-style-type: none"> <li>• The SLA rationale</li> <li>• The Pedagogical Rationale</li> <li>• Authentic Texts and Authentic Tasks</li> </ul>	20%	10
3	<b>Using Cultural Products for Language:</b> <ul style="list-style-type: none"> <li>• Learning: A Teaching Resource:</li> <li>• Literature</li> <li>• The Broadcast Media</li> <li>• Newspapers</li> <li>• Advertising</li> <li>• Song and Music</li> <li>• Film</li> <li>• ICT</li> </ul>	20%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

4	<b>Activities and Assessment:</b> <ul style="list-style-type: none"> <li>• Using Authentic Materials</li> <li>• Activities in the Classroom</li> <li>• Authentic Thematic Activities For the classroom Assessment</li> </ul>	20%	10
5	<b>Project:</b> <ul style="list-style-type: none"> <li>• Use of authentic material in the English classroom</li> </ul>	10%	10
6	<b>Cases:</b> Detailed study: <ul style="list-style-type: none"> <li>• Teaching With Authentic Materials by David Heitler</li> </ul> Non-detailed study <ul style="list-style-type: none"> <li>• Using Authentic Materials to Teach Reading Comprehension,</li> <li>• The Effect of Watching Authentic Videos on Improvement of Iranian EFL Learners' Listening Comprehension Ability</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Books:**

- Heitler, D. (2005). Teaching with authentic materials. *Encuentro*, 6(2), 10.
- Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners*.
- Mishan, F. (2005). *Designing authenticity into language learning materials*. Intellect Books.

**Reference Books:**

- Duda, R., & Tyne, H. (2010). Authenticity and autonomy in language learning. *Bulletin suisse de linguistique appliquée*, 92, 86-106.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge University Press.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 3  
Parul University - Faculty of Arts  
Department of English  
M.A (English Language Teaching)  
Academic Writing**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Proficiency in English and knowledge of the basic structure the of English Language.
- Basic knowledge of writing skills.

**Rationale:**

- Academic writing is the basic requirement to write a research paper / report.
- The course aim is to provide aid readers' understanding and writing skills and provide accuracy.

**Course Outcome:**

The students will be able to:

- Know the basic requirement to write a research paper / report.
- Learn Accuracy in writing
- Understand the dos' and don'ts' of Academic Writing.
- Use Academic Writing for pedagogical purposes.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
3	0	0	3	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**– Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• What is Academic Writing</li> <li>• Evaluating Academic Texts</li> <li>• Registers in Academic Texts</li> <li>• Academic Writing v/s General Writing</li> <li>• Note Making</li> <li>• Paraphrasing</li> <li>• Summarizing</li> <li>• Proof-reading and Editing</li> </ul>	18%	12
2	<b>Accuracy in writing:</b> <ul style="list-style-type: none"> <li>• Abbreviations and Acronyms</li> <li>• Transitional words</li> <li>• Formal and Informal Writing</li> <li>• Conjunctive words in Academic Writing</li> </ul>	18%	12
3	<b>Elements of Academic Writing:</b> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Cohesion and Coherence</li> <li>• Comparison</li> <li>• Discussions of Statistical representations</li> <li>• References</li> <li>• Quotations</li> </ul>	18%	08

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

4	<b>Structure and contents of Academic Writing:</b> <ul style="list-style-type: none"><li>• Descriptive and Process Paragraphs</li><li>• Opinion Paragraphs</li><li>• Comparison and Contrast Paragraphs</li><li>• Problem and Solution Paragraphs</li></ul>	18%	10
5	<b>Creative Writing</b> <ul style="list-style-type: none"><li>• Academic Writing v/s Creative Writing</li><li>• Critical Writing v/s Critical Writing</li><li>• Creative Writing: A Profession</li><li>• The Cognitive Process</li></ul>	18%	12
6	<b>Project</b> <ul style="list-style-type: none"><li>• Writing a Short Story by following the process of drawing Manuscripts, Peer Reviews, and Editing.</li></ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Readings:**

- Bailey, S. (2003). Academic writing: A practical guide for students. Psychology Press.
- Dillard, Anne (1989) The Writing Life HarperCollins: NY
- Leki, I. (1998). Academic writing: Exploring processes and strategies. Cambridge University Press.
- Zemach, D. E., & Rumisek, L. (2016). Academic writing.

**Reference Books:**

- Hairston, M., Ruskiewicz, J. J., & Friend, C. (2002). The Scott, Foresman handbook for writers. Longman Publishing Group.
- Meredith & Fitzgerald ( ) Structuring Your Novel: From Basic idea to finished Manuscript Lewitt Shariann, Writing and Reading Short Stories
- Monippally, M. M., & Pawar, B. S. (2008). Academic writing: A guide for management students and researchers. SAGE Publications India.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 4  
Parul University - Faculty of Arts  
Department of English  
MA (English Language Teaching)  
Drama in English Literature**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Knowledge of English literature studied till 3rd semester.
- Basic knowledge of teaching language.

**Rationale:**

- Must know the role of literature in the language classroom.
- To examine the relationship between literary terms and literature.

**Course Outcome:**

Students will be able to:

- Know the basic knowledge of the form and structure of plays.
- Learn language skills from the different plays
- Learn language skills from the different plays
- Using plays for language teaching would be an added advantage

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab-** Lab, **T -** Theory, **P-** Practical, **CE-** CE, **T -** Theory, **P-** Practical

Sr.	Topic	Weightage	teachings
1	<b>Introduction to Drama:</b> <ul style="list-style-type: none"> <li>• The Language of Drama</li> <li>• Purpose for using Drama in the Classroom</li> <li>• Elements of Drama</li> <li>• Techniques used in Drama</li> </ul>	10%	8
2	<b>Drama I:</b> <ul style="list-style-type: none"> <li>• John Webster - The Duchess of Malfi</li> </ul>	20%	11
3	<b>Drama II:</b> <ul style="list-style-type: none"> <li>• Oscar Wilde -The Importance of Being Ernest</li> </ul>	20%	11
4	<b>Drama III:</b> <ul style="list-style-type: none"> <li>• Arthur Miller - Death of a Salesman</li> </ul>	20%	11
5	<b>Drama IV:</b> <ul style="list-style-type: none"> <li>• Mahesh Dattani - Dance Like a Man</li> </ul>	20%	11
6	<b>Self- Acquaintance:</b> <ul style="list-style-type: none"> <li>• Thomas Kyd - The Spanish Tragedy</li> <li>• Sheridan - The Rivals</li> <li>• William Congreve: The Way of the World</li> <li>• Samuel Beckett: Waiting for Godot</li> </ul>	10%	8

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

### **Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

### **Essential Reading**

- Dattani, M. (2006). *Dance Like a Man: A Stage Play in Two Acts*. Penguin Books India.
- Miller, A. (2022). *Death of a Salesman*. Bloomsbury Publishing.
- Webster, J. (2014). *The Duchess of Malfi*. Bloomsbury Publishing.
- Wilde, O. (1995). *Lady Windermere's fan; Salome; A woman of no importance; An ideal husband; The importance of being earnest*. Oxford University Press.

### **Reference Books:**

- Congreve, W. (2020). *The Way of the World: New Edition*. Bloomsbury Publishing.
- Graver, L. (2004). *Beckett: Waiting for Godot (Vol. 2)*. Cambridge University Press.
- Kyd, T. (1977). *The Spanish Tragedy*. Manchester University Press.
- Sheridan, R. B. (1897). *The rivals: A comedy*. Dent.
- Via, R. A. (1979). *Drama Techniques in Language Learning: Maley, Alan & Alan Duff*, Cambridge: Cambridge University Press, 1978, 104 pp., £ 2.95/\$6.50. *System*, 7(3), 230-232.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 4**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English Language Teaching)**

**Fundamental Considerations in Language Assessment**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of teaching language.
- Basic Knowledge of language testing is necessary for analyzing the teaching-learning process

**Rationale:**

- To understand teaching reading and writing is an art, it required training.
- To measure the learners' proficiency without reference to a language course, or to measure the extent to which they have achieved the goals of a particular programme of learning.

**Course Outcome:**

Students will be able to

- Design test for English language learners
- Prepare rubrics for the assessments
- Assess and evaluate students' progress by keeping in mind rubrics
- Know Language Testing is necessary for analyzing the teaching-learning process

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	-	20	20	-	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

Sr.	Topic	Weightage	TeachingHrs.
1	<b>Testing, Assessment and Evaluation:</b> <ul style="list-style-type: none"><li>• Basic concepts of Language Testing</li><li>• Assessment and its Principles</li><li>• Evaluation</li></ul>	18%	12
2	<b>Types of Assessment:</b> <ul style="list-style-type: none"><li>• Summative and Formative Assessment</li><li>• Communicative Assessment</li><li>• Performance based Assessment</li><li>• Diagnosis Assessment</li><li>• Comprehensive Needs Assessment</li></ul>	18%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

3	<b>Types of Testing:</b> <ul style="list-style-type: none"> <li>• Achievement test</li> <li>• Aptitude test</li> <li>• Placement test</li> <li>• Proficiency test</li> <li>• Discrete point v/s Integrative testing</li> <li>• Referenced testing v/s Criterion referenced testing</li> <li>• Objective testing v/s Subjective testing</li> </ul>	18%	08
4	<b>Validity in Language Testing and Assessment:</b> <ul style="list-style-type: none"> <li>• Content validity</li> <li>• Criterion related validity</li> <li>• Construct validity</li> <li>• Face validity</li> </ul>	18%	10
5	<b>Reliability in Language Testing and Assessment:</b> <ul style="list-style-type: none"> <li>• Reliability Coefficient</li> <li>• Scorer Reliability</li> <li>• Washback</li> </ul>	18%	12
6	<b>Test Techniques:</b> <ul style="list-style-type: none"> <li>• Multiple Choice Questions</li> <li>• Cloze test</li> <li>• The C-test</li> <li>• Dictation</li> <li>• Testing listening</li> <li>• Testing Grammar and Vocabulary</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential reading:**

- Arthur, H. (2005). Testing for Language Teachers/Arthur Hughes.
- Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford university press.

**Reference Books:**

- Brown, D. (2004). Language assessment: Principles and classroom practices. New York: Pearson
- Hughes, A. (2003). Testing for language teachers. (2nd ed.) Cambridge University press.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 4  
Parul University - Faculty of Arts  
Department of English  
M.A (English Language Teaching)  
Literary Theory**

**Type of Course:**

- M. Arts (English Language Teaching)

**Prerequisite:**

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

**Rationale:**

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

**Course Outcome:**

- Students will be able to:
- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

**Teaching and Examination Scheme:**

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Concepts and Theories:</b> <ul style="list-style-type: none"> <li>• Definition and Scope</li> <li>• Development of the Discipline</li> <li>• Limitations</li> <li>• Methods in Comparative Literature</li> </ul>	10%	8
2	<b>Theory I:</b> <ul style="list-style-type: none"> <li>• Jacques Derrida – Deconstruction</li> </ul>	20%	11
3	<b>Theory II:</b> <ul style="list-style-type: none"> <li>• Ferdinand De Saussure – Semiotics: Signified and Signifier</li> </ul>	20%	11
4	<b>Theory III:</b> <ul style="list-style-type: none"> <li>• Judith Butler – Gender Studies and Queer Theory</li> </ul>	20%	11
5	<b>Theory IV:</b> <ul style="list-style-type: none"> <li>• Jean Baudrillard – Simulacra and Simulation</li> </ul>	10%	8

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

6	<b>Classic Theory:</b> <ul style="list-style-type: none"><li>• Indian Aesthetics</li><li>• Indian Literary theories with special reference to theories of Rasa and Dhvani</li></ul>	20%	11
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**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Baudrillard, J. (1994). Simulacra and simulation. University of Michigan press.
- Butler, J. (2002). Gender trouble. Routledge.
- Caputo, J. D. (Ed). (1997). Deconstruction in a nutshell: A conversation with Jacques Derrida (Vol. 53). New York: Fordham University Press.
- De Saussure, F. (2011). Course in general linguistics. Columbia University Press.
- Vatsyayan, K., Chattopadhyaya, D. P., Deshpande, S., & Anand, A. K. (1999). Aesthetic theories and forms in Indian tradition.

**Reference Books:**

- Culler, J. (2002). Barthes: A very short introduction. OUP Oxford.
- Nayar, P.K. (2009). Contemporary literary and cultural theory: From structuralism to ecocriticism. Pearson Education India.
- Peter Barry: Beginning Theory, New York MUP, 2009.

## Parul University- Faculty of Arts - English M.A Program- Syllabus 2022

### Semester 4

Parul University - Faculty of Arts

Department of English

M.A (English Language Teaching)

Developing Material for ELT Classroom

#### Type of Course:

- M. Arts (English Language Teaching)

#### Prerequisite:

- Basic knowledge of English Language Teaching.
- Basic knowledge of soft skills.

#### Rationale:

- To provide basic practical skills for students.
- Practice and drills give students an opportunity to learn certain concepts quickly and effectively.

#### Course Outcome:

- Students will be able to:
- Know the communicative learning techniques.
- Differentiate communicative teaching techniques.
- Develop the concepts of reflective practice.
- Enhance the pedagogical practice.

#### Teaching and Examination Scheme:

Teaching Scheme (Hrs/Week)			Credit	Examination Scheme					Total
Lect	Tut	Lab		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	0	20	20	0	100

**Lect-** Lecture, **Tut-** Tutorial, **Lab** - Lab, **T** - Theory, **P-** Practical, **CE-** CE, **T** - Theory, **P-** Practical

Sr.	Topic	Weightage	Teaching Hrs.
1	<b>Developing Material:</b> <ul style="list-style-type: none"><li>• Developing Material as a field of study</li><li>• Principles of Developing Material</li><li>• Characteristics of Teaching Materials</li></ul>	20%	10
2	<b>Textual Assessment:</b> <ul style="list-style-type: none"><li>• What is Textual Material?</li><li>• What is Textual Assessment?</li><li>• The Pupil's Book</li><li>• The Teacher's Manual</li><li>• Additional Materials</li></ul>	20%	12
3	<b>Evaluating ELT Materials:</b> <ul style="list-style-type: none"><li>• External Evaluation</li><li>• Internal Evaluation</li><li>• Overall Evaluation</li></ul>	20%	12

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

<b>4</b>	<b>Adapting ELT Materials:</b> <ul style="list-style-type: none"> <li>• Reasons for Adapting</li> <li>• Techniques applied to Content – Adding, Deleting, Modifying, Simplifying, Reordering</li> </ul>	20%	10
<b>5</b>	<b>Non-print Materials:</b> <ul style="list-style-type: none"> <li>• Audiocassette</li> <li>• Videos and their functions</li> <li>• CALL</li> </ul>	10%	10
<b>6</b>	<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>• Print Materials</li> <li>• Textbooks</li> <li>• Multimedia</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Reading:**

- Cooper, R, M Lavery and M Rinvoluceri. 1991. *Video*. Oxford: Oxford University Press.
- Hidalgo, A, C, D Hall and G M Jacobs (eds). 1995. *Getting started: materials writer on materials writing*. Singapore: RELC
- Hill, D A. 1990. *Visual Impact*. London. Longman
- West, M P. 1927. *The Construction of Reading Materials in a Foreign Language*. London: Longman.

**Reference Books:**

- Allan, M. 1985. *Teaching English with Video*. London: Longman.
- Higgins, J and T Johns. 1984. *Computers in Language Learning*. London: Collins.
- Richards, J C. 1993. Beyond the textbook: the role of commercial material in language teaching.' RELC. 24/7 (June 1993).
- Sheldon, L E. 1988. 'Evaluating ELT textbooks and materials. ELT Journal 42/4: 237-46.
- Tomlinson, B (ed). 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

**Semester 4**

**Parul University - Faculty of Arts**

**Department of English**

**M.A (English language teaching) Programme- sem-4-syllabus**

**Professional Communication**

**Type of Course:**

- M.ARTS (English language teaching)

**Prerequisite:**

- Proficiency in English and knowledge of basic structure of English Language.
- Basic knowledge of writing skills

**Rationale:**

- Enhance the Employability and Career Skills of students.
- Orient the students towards grooming as a professional.

**Course Outcome:**

Students will be able to:

- Know Cross-cultural communication
- Prepare a stand at a trade fair
- Learn Communicate professionally
- Understand Present the things professionally

**Teaching and Examination Scheme:**

Teaching Scheme			Credit	Examination Scheme					Total
LectHrs/Week	Tut Hrs/Week	Lab Hrs/Week		External		Internal			
				T	P	T	CE	P	
4	0	0	4	60	30	20	20	20	100

**Lect-** Lecture, **Tut** - Tutorial, **Lab** - Lab, **T** - Theory, **P**- Practical, **CE**- CE, **T** - Theory, **P**- Practical

sr.	Topic	Weightage	Teaching Hrs.
1	<b>Concepts of Business Communication:</b> <ul style="list-style-type: none"> <li>• Process of communication</li> <li>• Oral Communication</li> <li>• Written Communication</li> <li>• Barriers of communication</li> <li>• Cross-cultural communication</li> </ul>	18%	12
2	<b>Interpersonal Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal Skills in the Workplace</li> <li>• Teamwork</li> <li>• Verbal and written communication</li> <li>• Dependability</li> <li>• Responsibility</li> <li>• Empathy</li> </ul>	18%	12
3	<b>Organizational Communication:</b> <ul style="list-style-type: none"> <li>• Business Communication at Work Place</li> <li>• Memorandum</li> <li>• Meeting</li> </ul>	18%	08

**Parul University- Faculty of Arts - English M.A Program- Syllabus 2022**

	<ul style="list-style-type: none"> <li>• Brochure</li> </ul>		
4	<b>Business Communication:</b> <ul style="list-style-type: none"> <li>• Business Communication at Work Place</li> <li>• Letter Components and Layouts</li> <li>• Planning a letter</li> <li>• Process of Letter writing</li> <li>• Email Communication</li> <li>• Memo and Memo Reports</li> <li>• Employment Communication</li> <li>• Notice Agenda and Minutes of Meeting</li> <li>• Brochures</li> </ul>	18%	10
5	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Introduction to Group Discussion</li> <li>• Participating in group discussions</li> <li>• Understanding group dynamics</li> <li>• Brainstorming the topic</li> <li>• Questioning and clarifying</li> <li>• GD strategies</li> <li>• Activities to improve GD skills</li> </ul>	18%	12
6	<b>Negotiation Skills:</b> <ul style="list-style-type: none"> <li>• Techniques of negotiation</li> <li>• Preparing to negotiate</li> <li>• Situations and negotiation</li> <li>• Difficulties in negotiation</li> <li>• Reaching agreement</li> <li>• Expressing disagreements.</li> </ul>	10%	06

**Continuous Evaluation:**

- It consists of Assignments/Seminars/Presentations/Quizzes/Surprise Tests (Summative/MCQ) etc.

**Essential Readings:**

- Brook-Hart, G. (2013). Business Benchmark Upper Intermediate Business Vantage Student's Book. Cambridge University Press.
- Lafond, C., Vine, S., & Welch, B. (2015). Express Series English for Negotiating. Oxford University Press.
- Raman, M., & Sharma, S. (2014). Professional Communication. Oxford University Press: Oxford.

**Reference Books:**

- Bhatia, V. K. (2010). Interdiscursivity in professional communication. Discourse & communication, 4(1), 32-50.
- Kostelnick, C. (1990). The rhetoric of text design in professional communication. Technical Writing Teacher, 17(3), 189-202.