



ST. ALOYSIUS COLLEGE(AUTONOMOUS), JABALPUR

Reaccredited 'A++' Grade by NAAC(CGPA:3.58/4.00)

College with Potential for Excellence by UGC

DST-FIST Supported & STAR College Scheme by DBT

Faculty of Arts

Master of Arts (M.A.)

SUBJECT: ENGLISH LITERATURE

M.A. IV Semester

Paper-II

English Language Teaching

Course Outcomes

CO. No.	Course Outcomes
CO1	Acquire the essentials of teaching English as a second/foreign language
CO2	Internalize the various methods of English language teaching theory as well as practice
CO3	Trained to appreciate the area-specific feature of ELT in the Indian context, to become able teachers

Credit and Marking Scheme

	Credits	Marks		Total Marks
		Internal	External	
Theory	5	40	60	100
Total	5	Min Marks: 40		

Evaluation Scheme

Marks	
Internal	External
a) Class Test b) Presentation/Assignment/Quiz/Group Discussion, etc c) Appropriate weightage of attendance in class.	1 External Exams (At the End of Semester)



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Content of the Course

Theory

No. of Lectures (in hours per week): 4.5 Hrs. per week

Units	Topics	No.of Lectures
I	- The Role of English in India - English in India today - Teaching of English- Objectives, Scope, and Significance: Acquisition of First and Second Language - Theories of Language Learning- Cognitive and Behaviouristic Activities: - Communicative Role-Plays to build fluency and real-life language use by assigning real-world scenarios such as booking tickets, job interviews, giving directions, or a doctor-patient conversation. - Micro Teaching on a given topic with peer feedback	15
II	- Language Skills- Listening, Reading, Writing & Speaking - Teaching Methods- Prose, Poetry, Drama - Teaching Methods- Grammar and Vocabulary Activities: - Movie/video clip listening Tasks to develop listening comprehension through authentic material - Error Hunt & Self-Correction by giving students a short paragraph full of typical learner errors (tense, articles, prepositions), and they can be instructed to correct the passage and explain why the error occurred.	15



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III	- Teaching Language through Literature - Important Methods; Stylistic Approaches to the Teaching of Literature: Norm, Deviation, Foregrounding - Classroom Approaches: Teacher-Centered Approach and Learner-Centered Approach Activities: Rewrite the Ending by using narrative tenses and conditional structures after reading a story or play Role Play: Teacher-Centered versus Learner Centered: to experience teacher vs. learner dominance in the class, wherein half the class is taught a grammar point using a traditional teacher-centered approach, the other Half learns the same topic using the Task-Based Learning Method	15
IV	- Classroom Discussion Technique of Pair Work, Group Work, Role Play - Teaching Aids: Use the blackboard, Pictures (Charts, Flash Cards, Flannel Board), Flip Charts, OHP, Realia, PPT Activities - Preparing a PowerPoint Presentation on a given topic and presenting in the classroom - Group Discussion on a given topic	15



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V	• Use of Digital Tools: Use of Audio-Visual systems, Conventional Language Lab, Computer Assisted Language Learning (CALL), Social Media Platforms, Internet, e-content. • Classroom Management and Teacher - Student Interaction Activities: • Preparation of e-content • Assigning the role of a teacher to a student and instructing them to manage the classroom for a fixed duration	15
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Keywords/Tags: First Language, Second Language, Language Skills, Teaching Methods, Approaches, Teaching Aids, Digital Tools.

References

Reference Books:

1. Bloom, B.S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York, NY: Longman, Green.
2. Ellis, R. (2003). Task-based language learning and teaching. Oxford: OUP.
3. Davies, A. (1990). Principles of language testing. Oxford: Blackwell.
4. Dodd, B. J. (2020). Curriculum design processes. In J. K. McDonald & R. E. West (Eds.), Design for Learning: Principles, Processes, and Praxis. EdTech Books.
https://edtechbooks.org/id/curriculum_design_process2
5. Dudley — Evans, T. and St John, M.J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge, UK. Cambridge University Press.
6. Hughes, A. (2003). Testing for language teachers. Cambridge: Cambridge
7. Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A learning Learning-Centered Approach. Cambridge: CUP. James, Carl. 1998. Errors in Language Learning Exploring Error Analysis. Essex: Pearson.
8. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford: Pergamon Press Ltd.
9. Jordan, R.R. (1997). English for Specific Purposes: A Guide and Research book for teachers. Cambridge; CUPress

Suggested digital platforms/ web links

- <https://www.redalvc.org/pdf/7038/703876851019.pdf>
- https://www.kngac.ac.in/elearningportal/ec/admin/contents/318KP2E07A*2021013001173423.pdf
- <https://files.eric.ed.gov/fulltext/ED570574.pdf>