



Course Syllabus
Gyanmanjari Institute of Arts
Semester-2 (MA)

Subject: English Language Teaching - MATEN12506

Type of course: Major (Core)

Prerequisite: NA

Rationale:

The objective behind this syllabus lies in its comprehensive approach to preparing students for the multifaceted role of English language teaching (ELT) in diverse educational contexts.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
04	00	00	04	60	30	10	00	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Foundations of English Language Teaching Introduction to English Language Teaching (ELT), Historical overview of ELT, Key principles and approaches in ELT, Linguistic Foundations for ELT, Phonetics and phonology, Morphology and syntax, Semantics and pragmatics, Psychological Aspects in Language Learning, Theories of language acquisition, Cognitive processes in language learning, Motivation and learning strategies, Sociocultural Contexts of Language Teaching, Cultural awareness in ELT, Multilingualism and language diversity, Socioeconomic factors influencing language learning	15	25 %
2	Pedagogical Strategies in English Language Teaching: Communicative Language Teaching (CLT), Principles and practices, Task-based language teaching, Role of authentic materials, Classroom Management and Lesson Planning, Effective lesson planning, Effective lesson planning, Technology integration in language teaching, Assessment and Evaluation in ELT, Types of assessment in language teaching, Feedback and grading in language education	15	25 %
3	Language Skills Development in ELT: Teaching Listening and Speaking, Strategies for developing listening skills, Speaking activities and fluency development, Teaching Reading and Writing, Approaches to reading instruction, Writing process and composition, Integrating Language Skills, Task-based language teaching, Project-based language learning, Content and language integrated learning (CLIL)	15	25 %
4	Professional Development and Research in ELT: Continuing Professional Development for English Language Teachers, Workshops and conferences, Reflective practices in teaching, Networking and collaboration, Educational Research in ELT, Basics of research design, Action research in language teaching, Current trends and issues in ELT research	15	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1.	Lesson Plan Development: Students have to create a detailed lesson plan for teaching a specific language skill (e.g., listening, speaking, reading, and writing) or language area (e.g., vocabulary, grammar) and upload it in the form of word document on GMIU web Portal.	10
2	Annotated Resource Review:: Students have to review and analyze resources relevant to English language teaching, such as textbooks, websites, software, or teaching aids and provide a summary and suggestions for implementation of these resources in Teaching to upload on GMIU web portal.	10
3	Multimedia Teaching Materials: Students have to create multimedia teaching materials (e.g., video lessons, interactive presentations, podcasts) targeting specific language skills or topics and upload the compressed Video on GMIU web portal.	10
4	Research Project on Language Teaching Methods: Students have to prepare a research project exploring different language teaching methodologies (e.g., communicative approach, task-based learning, and content-based instruction).	10
5	Literary Analysis Essay: Students have to analyze a particular aspect such as themes, characters, symbolism, or narrative techniques of a specific literary work (e.g., novel, short story, and poem) and upload the word document on GMIU web portal.	10
Total		50

Suggested Specification table with Marks (Theory):60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Learn the foundation of English Language.
CO2	Enhance Pedagogical strategies in English Language Teaching.
CO3	Develop language skills such as Listening, Speaking, Reading and Writing.
CO4	Research about Professional development and Educational study.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

[1] Approaches and Methods in Language Teaching" by Jack C. Richards and Theodore S. Rodgers

[2] Learning Teaching: The Essential Guide to English Language Teaching by Jim Scrivener

[3] Becoming a Reflective English Teacher by Andrew J. Johnson

[4] Doing Your Research Project: A Guide for First-Time Researcher by Judith Bell and Stephen Waters

