

M A ELT SYLLABUS

Course Objectives:

- To focus on basic principle, concepts, theories and methods of teaching English Language
- To produce practicing teachers for the entry point and for continuing development
- To train learners data collection techniques and the use of tools for research in ELT
- To introduce various theoretical perspectives that underlie the teaching of ESL/EFL for nurturing and developing hands on experience in the field of ELT
- To introduce the skills of designing syllabus and developing materials
- To train learners to design, develop and administer tests and evaluate language teaching and learning
- To enable learners to gain practical skills in classroom teaching at different levels.
- To produce HR professionals required in media, corporate communications and for BPOs

MA ELT Semester I

Paper 1: Fundamentals of Modern Linguistics

Objectives:

- To introduce the basic concepts of Linguistics
- To familiarize learners with the basics of morphology and phonology
- To familiarize learners with the basics of pragmatics and semantics
- To enable students to apply concepts of linguistics in language teaching

List of Contents:

Definition and Scope of Modern Linguistics

- Language and Linguistics
- Linguistics as a Scientific Study of Language
- Linguistics and Language Teaching.

Types of Linguistics

- Historical, Comparative, Descriptive
- Theoretical and Applied Linguistics

Theories of Linguistics

- Structuralism
- Cognitivism
- Generativism
- Functionalism

Basic Concepts of Semantics

- Theories of Meaning
- Conceptual and associative meaning
- Sense & Reference;
- The Word; the Sentence,
- Meaning and Propositional Content
- Lexical Semantics
- Word and Collocation
- Componental Analysis

Basic Concepts of Pragmatics

- Language in Use
- Speech Acts
- Contexts
- Deixis
- Presuppositions and Implicature
- Conversational Maxims

Books Recommended:

- Lyons, John: Language and Linguistics: An Introduction (Cambridge Univ. Press 1981)
- Robins, R.H: General Linguistics: An Introductory Survey (London: Longman, 1964)
- Halliday et al: Linguistics Sciences and Language Teaching (Longmans, 1964)
- Gleason, H A: An Introduction to Descriptive Linguistics (Holt, 1955)
- Lyon John: Introduction to Theoretical Linguistics (Cambridge Univ. Press 1968)
- Loudlow, Peter (ed): Readings in the Philosophy of Language (MIT, 1997)
- Verma & Krishnaswamy: Modern Linguistics: An Introduction (OUP, 2005)

Assessment Plan:

End Semester Examination:	70 Marks
Continuous Assessment:	30 Marks (as detailed below)

- i. **Diagnostic Test (MCQ / A small Quiz) carrying 05 Marks**
- ii. **Presentation carrying 10 Marks**, in a group of 4-5 students, but evaluation to be done of individual students on the basis of their performance
- iii. **A small Quiz / MCQ carrying 05 Marks**, to test understanding or for revision
- iv. **An Assignment carrying 10 Marks**, to be given at least three weeks in advance, as a part of teaching and not after teaching.
- v. **A Sessional (as a Make up Test) to be conducted in last week**

Important Notes:

1. **Suggestions To Students On Reading / Expectations From Students:**
 - a. Each student will join the course with a prior understanding of the nature of the course and mode of teaching / learning
 - b. Students will come to the class with a prior reading of the prescribed text / essential study materials / suggested study material that the teacher wishes to discuss in the classroom.
 - c. Students need to be aware of the developments in the classroom.
 - d. students need to read additional materials on research methodology and research ethics
2. **Suggestions To Students On Writing Assignments / Expectations From Students:**
 - a. Students need to meet the deadlines for each instruction / assignment given by the teacher.
 - b. Students need to follow the detailed guidelines for each assignment and presentation as provided by the teacher.
 - c. Students need to follow research methodology and ethics and avoid any stance of plagiarism. cases of plagiarism will be penalised as per the gazette notification of government of India, as adopted by AMU.
3. **Teacher's Role:**
 - a. Teachers will provide the syllabus, guidelines, study materials (except prescribed materials) in the form of hard or soft copies.
 - b. Teachers will announce each test / quiz / assignment / sessional well in advance.
 - c. Teachers need to be prepared with diagnostic test, Quiz / MCQ / A4 size detailed guidelines for presentation & assignment.

- d. Teachers will share the answer scripts and provide feedback if the students want to have it.
- e. Marks obtained by students for all tests / continuous assessments will be announced by the teacher.
- f. The teacher will destress students by explaining the students that continuous assessment is not an examination, rather it is a part of teaching and learning where they get marks for their efforts and contributions in the form of assignments / presentations. they have an opportunity to improve their grade by taking a make up test.
- g. Our university has recently implemented Rights of Persons with Disabilities (RPD) Act 2016 which mandates equal participation, accessibility of teaching and learning process, accessible course materials, and accessible examination with proper scribe and extra time to those who avail scribe facility.
- h. All the teachers will strive to make their teaching and testing accessible to students with disabilities.

4. Class Policies:

- i. Policy on late and unsubmitted tasks: those students who submit their assignments will not get same / better marks than those whose submit in time. teachers are always receptive to any emergency situations.
- ii. Class attendance: as per university rules, 75% attendance is mandatory.

5. Additional Weekly, Post Class Discussion Sessions:

Students may arrange additional classes in consultation with the teacher concerned, if time and situation permits.

Note: The teacher reserves the right to make changes in the syllabus during the semester as s/he deems necessary.

MA ELT Semester I

Paper 2: Second Language Acquisition and Learning

Objectives:

- To familiarize students with processes of language learning and acquisition
- To understand the differences between first and second language learning
- To focus on formal and informal linguistic environment in language acquisition and learning
- To familiarize students with theory and practice in second language learning and acquisition.

List of Contents:

Acquisition and Learning

- Definitions and Scope
- Historical Perspectives
- The Multilingual Mind

Learner's Characteristics

- Age and Second Language Learning
- Learner's Language Aptitude
- The Role of First Language
- Learner's Interlanguage and Errors

First Language Acquisition

- Study of Language Acquisition
- Phonological Development
- Morphological Development
- Syntactic Development

Second Language Learning Theories

- Chomsky's Universal Grammar Hypothesis
- Krashen's Monitor Model
- Anderson's Information Processing Model

Socio-Cultural Perspectives

- Vygotsky's Scaffolding/Zone of Proximal Development
- Constructivist Learning Theory

Input and Interaction

- Focus on Form and Incidental Learning
- Interactionally Modified Input
- The Role of Explicit Instruction
- The Role of Implicit Instruction

Books Recommended:

Dale H Schunk: Learning Theories: An Education Perspectives, 6th Edn. (Pearson 2012)

Douglas Brown: Principles of Language Learning and Teaching, 4th Edn.

(Prentice Hall, 2000).

Rod Ellis: Understanding Second Language Acquisition (OUP, 2015).

Mitchell, Rosamond. et al : Second Language Learning Theories, 3rd Edn.

(Routledge, 2013).

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MA ELT Semester I
Paper 3: Advanced Phonetics and Phonology

Objectives:

- To enable to distinguish between phonetics and phonology
- To explore relation between letters and sounds
- To enable to recognize and distinguish sounds, phonemes and allophones on the basis of classification
- To enable to recognize syllables, mark stress, tone and rhythm
- To enable to speak intelligible English at national and international level
- To enable students to do broad and narrow transcription, mark tone group, structure of tone
- To enable students to understand various phonological processes

List of Contents:

Phonetics and Phonology

- Definitions
- Scope
- Relationship

Branches of Phonetics

- Articulatory Phonetics
- Auditory Phonetics
- Acoustic Phonetics

Organs of Speech

- States of Glottis
- Strictures and Phonation
- Functions

Mechanism of Speech Production

- Air Stream Mechanism
- Phonation Types

The Sound System of English

- Vowels, Consonants and Diphthongs
- Phonetic and Phonemic Details
- Consonants Clusters and Syllables

Supra-Segmental Features

- Word Stress
- Sentence Stress
- Tone & Rhythm
- Strong and Weak Forms

Approaches to Phonology

- Feature Based Approach
- Generative Approach

Types of Phonology

- Natural Phonology
- Lexical Phonology
- Auto-Segmental Phonology

Phonological Processes

- Assimilation
- Elision
- Liaison
- Juncture

Transcription

- Broad Transcription
- Narrow Transcription

Books Recommended:

Peter Ladefoged. 2001. *A Course in Phonetics*. 4th Edn. Forthworth: Harcourt

College Publishers

Mark Hancock. 2003. *English Pronunciation in Use*. CUP. Cambridge

Martin Hewings. 2004. *Pronunciation Practice Activities*. CUP. Cambridge

A C Gimson. 1962 : *An Introduction to the Pronunciation English*. E Arnod.

A C Gimson. 1975. *A Practical Course of English Pronunciation*. E. Arnold

Daniel Jones. 1950. *The Pronunciation of English*. CUP, Cambridge

J. D. O'Connor. 1980. *Better English Pronunciation* CUP, Cambridge

T. Balasubramanian. 2012. *A Textbook of English Phonetics for Indian Students*. McMillan

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MA ELT Semester I

Paper 4: Advanced Morphology and Syntax

Objectives:

- To familiarize students with word formation processes
- To be able to recognize morphs, allomorphs
- To be able to recognize stem, roots
- To be able to recognize prefixes, suffixes and derivations

List of Contents:

Morphology

- Definition and Scope
- Morph, Morpheme and Allomorph
- Stem, Root, Affix
- Inflections and Derivation

Word Formation Processes

- Derivation
- Compounding
- Clipping
- Acronymy
- Blending
- Back-formation

Inflection

- Properties of Inflection
- Nominal Inflection
- Verbal Inflection

Morphological Processes

- Affixation
- Reduplication
- Suppletion

Morpho-phonemics

- Morphophonemic Rules
- Deriving Allomorphs
-

Syntax

- Definition and Scope
- The Study of Sentence Structure
- Basic Sentence Pattern
- Phrase and Clause Structure
- Structural Grammar
- IC Analysis

Generative Grammar

- Surface Structure
- Deep Structure
- Phrase Structure Rules

- Transformational Rules
- Constituents and Constructions**
- Construction Types
 - Juxtapositions and Realisation
 - Syntactic Paradigm

Books Recommended:

Fasold, Ralf W. *An Introduction to Language and Linguistics*. Cambridge, 2006.

Finegan, Edward. *Language and its Structure*. 6th Edn. Wadsworth, 2012.

Katamba, Francis (ed.). *Morphology: Critical Concepts in Linguistics*. Vol. VI (Morphology: its Place in the Wider Context). Routledge, 2004.

Katamba, Francis and John Stonham. *Morphology*. Macmillan, 2006.

Lieber, Rochelle. *Introducing Morphology*. Cambridge, 2010.

Tallerman, Maggie. *Understanding Syntax*. Routledge, 2014.

Valin, Robert D. Van. *An Introduction to Syntax*. CUP, 2001.

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