



MANGALORE UNIVERSITY

DEPARTMENT OF ENGLISH

MA English

ENS 553: **TEACHING OF ENGLISH AS A SECOND LANGUAGE**

- Soft Core: 4 credits(3 lectures and one tutorial)
- End Semester Examination 70 marks
- Internal Assessment 30 marks – Monthly Tests/ Assignments/ Class Reports

LEARNING OBJECTIVES:

This course seeks to introduce students to:

- The history of English language teaching in India
- The **pedagogic concepts relevant to language teaching/learning**
- The **issues of curriculum framing and the production of materials**
- The **methodology to be adopted in the college classroom**
- Problems of evaluation

COURSE OUTCOME:

At the end of the course the student will possess

- An understanding of the **problems that beset English Language Teaching in India** and possible solutions.
- An acquaintance with the variation of teaching material and methods of evaluation.
- An understanding of the **link between methodology, materials used and evaluation strategy**
- Ability to produce some supplementary material for classroom use
- A theoretical understanding of important pedagogic approaches.

SECTION A: PROBLEMS AND PRINCIPLES

- English in India–Historical Retrospect and Present Position/ Problems
- Objectives of Teaching English at the +2 and Degree Level
- The Nature of English Studies in India and the relevance of TESOL
- Theories of Language Learning – Behaviouristic, Mentalistic and Cognitive.
- **Differences between First Language Acquisition and Second Language Learning.**

SECTION B: PRODUCTION OF MATERIALS

- Approaches to Syllabus Design: Structural, Situational, Functional and Communicative; Entry Behaviour and Desired Terminal Behaviour; Four Cs of Curriculum Planning
- **Vocabulary: Content Words and Structure Words; Criteria for Selection: Gradation, Frequency, Control and Range.**
- Different Courses: Language Through Literature Courses; Remedial and Bridge Courses; Register-based and English for Special purposes Courses.
- Criteria for selection of Passages-Preparation of Exercises -Principles and Types.

SECTION C: TEACHING METHODOLOGY

- Classroom Strategy and Techniques – The Problem of Motivation-Lecture Method, Strengths and Weaknesses – Group Work, Use of Audio-Visual Teaching Aids – Monolingual and Bi-Lingual Methods of Instruction.
- Introduction to the Teaching of Poetry, Prose, Drama and Fiction to General English Students.

SECTION D: TESTING AND EVALUATION

- Theories of Testing and Evaluation –Essay Type (Traditional) vs New Type (Objective) – Using questions for Teaching vs Testing
- Modes of Testing – Their Strengths and Weaknesses: Comprehension Questions (Informative, Interpretative and Evaluative). Open Questions, Multiple Choice Questions, Matching Sets, Cloze, etc.

References

- Brown, H. D. 1994. *Teaching by Principles*. Upper Saddle River: Prentice Hall Regents
- Brumfit, C.J. & Johnson, K. 1979. *The Communicative Approach to Language Teaching*. Oxford: OUP.
- Ellis, R. 2003. *Task-Based Language Teaching and Learning*. Oxford: Oxford University Press.
- Feez, S., & H. J. 1998. *Text-Based Syllabus Design*. Australia: Macquarie University
- Howatt, A.P.R. 2004. *A History of English Language Teaching*. Oxford: Oxford University Press.
- Harmer, J. 2009. *The Practice of English Language Teaching* (2nd edn.). London: Longman.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning Centred Approach*. Cambridge: Cambridge University Press.
- Hymes, D. H. 1971. *On Communicative Competence*. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. London: Penguin Books Inc.
- Johnson, K. 1982. *Communicative Syllabus Design and Methodology*. Oxford: Oxford University Press.
- Krahnke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. Washington, DC: Centre for Applied Linguistics.
- Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*, 2nd edition. New Delhi: Oxford University Press.
- Littlewood, W. 2008. *Communicative Language Teaching*. New York: Cambridge University Press.
- Markee, N. 2002. *Managing Curriculum Innovation*. Cambridge University Press.
- Nostrand, H. (1978). The 'emergent model' structured inventory of a sociocultural system applied to contemporary France. *Contemporary French Civilization II*, ii, 277-294.
- Nunan, D. 1991. *Communicative Tasks and the Language Curriculum*. *TESOL quarterly*, 25(2).
- Prabhu, N. S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J.C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.

- Richards, J.C. & T.S. Rodgers. 2001. *Approaches and Methods in Language Teaching*, 2nd Edition. New York: Cambridge University Press.
- Richards, J.C. & Renandya, W. 2007. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Richards, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B. 2003. *Materials Development in Language Teaching*. Cambridge University Press.
- Tudor, I. 1996. *Learner-Centeredness as Language Education*. Cambridge University Press.
- Widdowson, H. 1987. *Aspects of Syllabus Design*. In M. Tickoo (ed). *Language Syllabuses: State of the Art*. Singapore: Regional Language Centre.
- Widdowson, H. G. 1998. *Context, Community, and Authentic Language*. *TESOL Quarterly*, 32(4).
- Wilkins, D.A. (1976). *Notional Syllabuses*. London: Oxford University Press.
- Willis, J. 1996. *A Framework for Task-Based Learning*. Harlow: Longman.
- Yalden, J. 1983. *The Communicative Syllabus: Evolution, Design and Implementation*. Oxford: Pergamon.

