

Syllabus
for
PGCTE & PGDTE

**Name of the Programme: Postgraduate Certificate in Teaching English (PGCTE)
&
Postgraduate Diploma in Teaching English (PGDTE)**

Subject: English

Place: Hyderabad Campus

Intake: 30 Students

This programme is prepared especially to assist young teachers to acquire the skills for teaching and assessing the English language at high school, intermediate, degree, engineering colleges and university levels. The course has been designed keeping in mind the needs of young teachers who may have some or no previous experience in teaching English. The programme is planned to meet the challenges of teachers successfully within one year. In these two semesters, the participants are expected to work on some assignments and learn new strategies.

Eligibility Criteria: M.A. in English/English Literature/ Linguistics/ TESL/ ELT with 55% marks for general/ OBC candidates, and 50% marks for SC/ ST/ Differently-abled category candidates or pursuing any of the qualifying programmes mentioned above (provided the candidate will have passed the examination by the time of the admission and has scored the minimum eligibility marks as mentioned above).

Course Structure: The duration of the programme is **TWO** semesters / **One** year. There are 8 papers and each carries 4 credits. Therefore, the total number of credits is 32. For this programme participants will be required to do the courses mentioned below:

S.No.	PGCTE	S.No.	PGDTE
1	English Language Teaching (ELT)	5	Methods and Approaches in ELT
2	Introduction to Linguistics	6	Language through Literature
3	A Course in Phonetics and Spoken English	7	Curriculum Design and Development
4	Teaching English Grammar	8	English Language Testing & Evaluation

Semester: I

Course Title: **English Language Teaching (ELT)**

Course Code: **PGDTE**

Paper - I

Scheme of Instruction

Total Duration:60hrs.

Periods/Week:4

Credits:4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks:100

Internal Evaluation:30

End Semester:70

Exam Duration:3hrs.

Course Objective: To familiarize the students with practical challenges in the ELT classroom and to enable them to devise meaningful strategies.

Course Outcome: Upon completion of the course students are expected to understand the inevitability and essence of a heterogeneous classroom, recognize the dynamics of the teacher-student relationship, use background knowledge of the students, and locate and suggest the learning resources.

Unit	Course Content	Instruction Hours
I	Introduction to ELT and Learning Theories <ol style="list-style-type: none">1. Language Standardization2. English as First Language, English as Second Language, English as Foreign Language3. ELT in India4. Learning Theories (Behaviourism and Cognitivism)	15
II	Critical Pedagogy <ol style="list-style-type: none">1. Theory2. Characteristics3. Constructivist, Collaborative and Integrative Learning4. Reflective and Inquiry-Based Learning	15
III	Learner's Autonomy <ol style="list-style-type: none">1. Definition, Features, Versions2. Teachers as facilitators3. Pedagogical support for the learners' autonomy4. Socratic seminars	15
IV	Resource Management in Teaching English <ol style="list-style-type: none">1. Mother Tongue (L1)2. Mobile Assisted Language Learning (MALL)3. CALL & Radio, TV, and Artificial Intelligence4. Newspapers & Social Media	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Freire, P. (1985). *Pedagogy of the Oppressed*. United Kingdom: Penguin.
2. Holliday, A. (1994). *Appropriate Methodology and Social Context*. United Kingdom: Cambridge University Press.

3. Lantolf, J. P., Poehner, M. E. (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. United States: Taylor & Francis.
4. Palfreyman, D., & Smith, R. C. (Eds.). (2003). *Learner Autonomy Across Cultures: Language Education Perspectives*. Palgrave Macmillan.
5. Richards, J. C., Rodgers, T. S., Richards, J. C. (2001). *Approaches and Methods in Language Teaching*. South Korea: Cambridge University Press.
6. Wallace, M. J., Bau, T. (1991). *Training foreign language teachers: A Reflective Approach*. United Kingdom: Cambridge University Press.
7. Tickoo, M. L. (1997) *Towards an alternative curriculum for acquisition-poor environments*. In R. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.
8. Tickoo, M. L. (2012) *Indian ELT at sixty plus: An essay in understanding*. *The Teacher Plus*, 12, 1-7.
9. Toohey, K., & Norton, B. (Eds.). (2004). *Critical Pedagogies and Language Learning*. Cambridge University Press
10. Ur, P. (1999). *A Course in Language Teaching Trainee Book Trainee's Book*. United Kingdom: Cambridge University Press.

Semester: I

Course Title: **Introduction to Linguistics**

Course Code: **PGCTE**

Paper - II

Scheme of Instruction

Total Duration: 60hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

Course Objectives: To introduce students to the basic concepts of linguistics and to equip them with tools for observation, description and explanation of language data.

Course Outcomes: Upon the completion of the course the students are expected to have gained better knowledge about the language from various perspectives hence contribute to make them better teachers.

Unit	Course Content	Instruction Hours
I	Introduction to Language and Linguistics <ol style="list-style-type: none"> 1. Language and Communication: Verbal / Non-Verbal 2. Properties of language 3. Syntagmatic and Paradigmatic Relation 4. Langue and Parole 	15
II	Phonology and Morphology <ol style="list-style-type: none"> 1. Phonology: Minimal pair, phonemic analysis 2. Phonological processes 3. Morphological Structure of Words 4. Morphological Analysis 	15
III	Grammar and Syntax <ol style="list-style-type: none"> 1. Basic Concept of Grammar and Syntax 2. Generative Grammar & Universal Grammar 3. Basic Constituent of Sentence 4. Phrase Structure Rule and Tree Diagram 	15
IV	Text and Meaning <ol style="list-style-type: none"> 1. Concept of Meaning Making 2. Semantics & Pragmatics 3. Discourse Analysis of the text 4. Sociolinguistics 	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Crystal D. (1991). *A Dictionary of Linguistics and Phonetics*, Blackwell Publishers.
2. Lyon, J. (1970). *New Horizons of Linguistics*. Penguin: Harmondsworth
3. Rajimwale, S. (2012). *Elements of General Linguistics*. Volume-1, Rama Brothers.
4. Syal, P. & D.V. Jindal. (2012). *An Introduction to Linguistics*. Prentice Hall of India: New Delhi.
5. Verma S.K. & N. Krishnaswamy (1989). *Modern Linguistics: An Introduction*. OUP: New Delhi.
6. Yule, G. (2014). *The Study of Language*, 5th edition. CUP.

Semester: ICourse Title: **A Course in Phonetics and Spoken English**Course Code: **PGCTE****Paper - III****Scheme of Instruction**

Total Duration: 60hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

Course Objectives: The main objective of this course is to introduce basic concepts of phonetic and phonological analysis. This course aims at acquainting students with the mechanisms of speech production and training them to perceive, identify and transcribe speech sounds using the IPA symbols

Course Outcomes: Upon the completion of the course, participants are expected to have improved their English in terms of fluency, appropriateness and intelligibility.

Unit	Course Content	Instruction Hours
I	Introduction <ol style="list-style-type: none"> 1. English Letters and Sounds 2. The Scope of Phonetics and its Branches 3. Speech Organs and their functions 4. Air Stream Mechanism and its types 	15
II	Classification of Speech Sounds <ol style="list-style-type: none"> 1. Consonants and Vowels, IPA 2. English Consonants and Vowels 3. Allophonic Variation 4. Transcription: Phonetic & Phonemic 	15
III	Speech segments <ol style="list-style-type: none"> 1. Notion of Syllable 2. Syllable structure 3. Consonant clusters in English 4. Significance of segmental features in literature 	15

IV	Stress, Rhythm and Intonation <ol style="list-style-type: none"> 1. Stress: Word & Sentence Stress in English 2. Rhythm and Weak form 3. Intonation and its Functions 4. Significance of supra segmental features in literature 	15
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Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Balasubramanian, T. (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan.
2. Bansal, R.K. (1969). *The Intelligibility of Indian English*. Hyderabad: C.I.E.F.L.
3. Jones, Daniel. (2011). *English Pronouncing Dictionary*. CUP.
4. Gimson, A.C.(1980). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
5. Roach, Peter. (2010). *English Phonetics and Phonology: A Practical Course*. CUP: Cambridge.
6. Sethi, J. &P.V.Dhamija. (1989). *A Course in Phonetics and Spoken English*. Prentice Hall of India: New Delhi

Semester: I

Course Title: **Teaching English Grammar**

Course Code: **PGCTE**

Paper - IV

Scheme of Instruction

Total Duration:60hrs.

Periods/Week:4

Credits:4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks:100

Internal Evaluation:30

End Semester:70

Exam Duration:3hrs.

Course Objectives: The course enables students to acquire essential, evaluate different approaches and develop skills required for teaching English Grammar and demonstrate their ability to use them in a classroom teaching context.

Course Outcomes: Upon the completion of the course, the students will be able to demonstrate the knowledge and competence required to use and teach English Grammar effectively.

Unit	Course Content	Instruction Hours
I	Introduction to Grammar <ol style="list-style-type: none"> 1. Definitions 2. Objectives 3. Teaching Grammar in various ELT Methods 4. Theories of Grammar (Traditional, Structural, Functional) 	15
II	Notions of Grammar <ol style="list-style-type: none"> 1. Prescriptive Grammar 2. Descriptive Grammar 3. Generative Grammar 4. Pedagogic Grammar 	15

III	Approaches to Teaching Grammar 1. Inductive approach and Deductive approach 2. Explicit and Implicit Grammar teaching 3. Transformational Grammar and Functional Grammar 4. Incidental method and Eclectic method	15
IV	Teaching Grammar in Praxis 1. Basic Grammar concepts 2. Advanced Grammar skills 3. Grammatical cohesion and coherence 4. Gamifying Grammar	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Close, R. (1974). *A University Grammar of English: Workbook*. London: Longman.
2. Harmer, J. (1987). *Teaching and Learning Grammar*. London: Longman.
3. Scrivener, J. (2010). *Teaching English Grammar: What to teach and how to teach it*. Oxford. Macmillan Education.
4. Swan, M., & Walter, C. (2001). *The Good Grammar book*. Oxford: OUP.
5. Thornbury, S. (1999). *How to teach grammar*. London: Longman.
6. Ur, P. (1988). *Grammar practice activities*. Cambridge: Cambridge University Press.
7. Verma, S. K., & Nagarajan, H. (1999). *An Interactive Grammar of Modern English*. New Delhi: Frank Brothers.

Semester: II

Course Title: **Methods and Approaches in ELT**

Course Code: **PGCTE**

Paper: V

Scheme of Instruction

Total Duration:60hrs.

Periods/Week:4

Credits:4

InstructionMode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks:100

Internal Evaluation:30

End Semester:70

Exam Duration:3hrs.

Course Objectives: To introduce the students to methods and approaches of English Language Teaching

Course Outcome: Upon completion of the course students are expected to understand the relevance of teaching the English language as a First, Second and Foreign language, understand the methodologies, approaches and differences among them, and acquire sensitivity to address the dynamics of the heterogeneous classroom.

Unit	Course Content	Instruction Hours
I	Sociocultural and Psychological factors in Teaching-learning Practices 1. Heterogeneous classroom: prospects and challenges 2. Social factors 3. Cultural factors 4. Psychological factors	15
II	Methods and Approaches-I 1. Grammar Translation Method and Direct Method 2. The Oral Approach Situational Language Teaching, 3. The Audio-Lingual Approach 4. The Structural Approach	15
III	Methods and Approaches-II 1. The Lexical Approach 2. The Communicative Approach 3. Task-Based Language Teaching 4. Multiple Intelligences and Differentiated Instruction	15
IV	Inclusive ELT 1. Nativism and non-nativism 2. Barriers to inclusive ELT 3. Dynamics of ESL classroom and Eclectic method 4. Action Research	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Borg, S. (2003). *Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Language Teaching*, 36(2): 81- 109.

2. Kumaravadivelu, B. *Beyond methods: Macro strategies for language teaching*. New Haven and London: Yale University Press, 2003. Print
3. Kumaravadivelu, B. *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing and seeing*. New York and London: Routledge, 2012. Print.
4. Richards, Jack. C, and Theodore S Rodgers. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press, 2001. Print.
5. Tickoo, M. L. *Teaching and learning English: A sourcebook for teachers and teacher trainers*. Hyderabad: Orient BlackSwan, 2009. Print
6. Prabhu. N.S. 1991. *Second Language Pedagogy*. London: Oxford University Press.

Semester: II

Course Title: **Language through Literature**

Course Code: **PGDTE**

Paper: VI

Scheme of Instruction

Total Duration: 60hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

Course Objective: To enable the students to use literature effectively to teach the English language.

Course Outcome: Upon completion of the course students are expected to understand the role of literature in teaching language, adapt appropriate teaching methodology in teaching language through literary texts, and explore literary texts for designing the language-related tasks.

Unit	Course Content	Instruction Hours
I	Basic Concepts of Literature <ol style="list-style-type: none"> 1. Definition 2. Approaches to teach literature 3. Literature as Teaching Material 4. Impact on Language Learning 	15
II	Teaching Literary Texts Methods of Teaching: <ol style="list-style-type: none"> 1. Prose 2. Poetry 3. Drama 4. Novels, Stories, and other Genres 	15
III	Vocabulary and Grammar <ol style="list-style-type: none"> 1. Vocabulary-building tasks through Literature 2. Stylistics 3. Discourse analysis 4. Teaching Grammar through Literature 	15
IV	Language skill <ol style="list-style-type: none"> 1. Enhancing Oratory skills 2. Academic writing through literature 3. Listening Comprehension tasks 4. Reading Comprehension tasks 	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks

- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Collie, J., Swan, M., Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Spain: Cambridge University Press.
2. Eagleton, T. (2013). *How to Read Literature*. Yale University Press.
3. Hirsch, E. (2000). *How to Read a Poem*. Mariner Books.
4. Lazar, Gillian. (1993). *Literature and Language Teaching*. CUP Cambridge.
5. Maley, A. (2001). *Literature in the Language Classroom in The Cambridge Guide to Teaching ESOL*, Cambridge: CUP.
6. Simpson, P. (1997). *Language Through Literature: An Introduction*. United Kingdom: Routledge.
7. Southerland, J. (2007). *How to Read a Novel: A User's Guide*. St. Martin's Griffin.
8. Widdowson, H.G. (1976). *Stylistics and the Teaching of Literature*. Routledge.

Semester: II

Paper: VII

Course: **Curriculum Development and Design**

Course Code: **PGDTE**

Scheme of Instruction

Total Duration: 60hrs.

Periods/Week: 4

Credits: 4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

Course Objectives: To introduce the students to curriculum development in English Language Programme

Course Outcomes: Upon the completion of the course, the students are expected to be introduced to the basic concepts of curriculum development, course and syllabus design, material preparation and their evaluations; and get hands-on experience in the procedures of curriculum development.

Unit	Course Content	Instruction Hours
I	Curriculum, Syllabus and Materials: Key Concepts 1. Defining Curriculum and Syllabus 2. Language curriculum development: History 3. Parameters – I: Policy, Needs, Objectives, Outcome 4. Parameters – II: Content, Materials, Methods and Evaluation	15
II	Needs Analysis and Situation Analysis 1. Purpose and procedures of needs analysis 2. Practice needs analysis 3. Situation analysis (societal, project, institutional, teacher, learner, adoption factors) 4. Practice situation analysis	15
III	Course Planning, Syllabus Design and Material Preparation 1. Planning goals and learning outcomes 2. Determining content, scope, sequence and course structure 3. Types of materials: Authentic and Created	15

	4. Preparing a material and managing a material writing project	
IV	Operating and Evaluating of Language Curriculum 1. Institutional culture: Quality indicator and teaching context 2. Teachers and learner: Teaching and learning process 3. Types of programme evaluation 4. Procedure of programme evaluation	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Richards, Jack Croft. *Curriculum Development In Language Teaching*. 1st ed., Cambridge University Press, 2001.
2. Richards, J. (1998) *Beyond Training*. Cambridge: Cambridge University Press
3. Marsh, Colin J. *Key Concepts For Understanding Curriculum*. 1st ed., Routledge Farmer, 2004.
4. Murphy-Judy, K., Russell, V. (2020). *Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses*. United Kingdom: Taylor & Francis.
5. Xavier, Edson. *Curriculum Designing And Development*. 1st ed., Koros Press Limited, 2014.
6. Taylor, Philip H, and Colin M Richards. *An Introduction To Curriculum Studies*. 1st ed., NFER-Nelson, 1985.
7. Tomlinson, B. (1999): *Developing criteria for evaluating L2 materials*. IATEFL Issues 47, March.
8. White, Ronald. *The ELT Curriculum: Design, Innovation and Management*. United Kingdom, Wiley, 1988.

Semester: II

Course Title: **English Language Testing & Evaluation**

Course Code: **PGDTE**

Paper: VIII

Scheme of Instruction

Total Duration:60hrs.

Periods/Week:4

Credits:4

Instruction Mode: Lecture/Discussions/ Simulation

Scheme of Examination

Maximum Marks:100

Internal Evaluation:30

End Semester:70

Exam Duration:3hrs.

Course Objectives: To enable the students to understand the dynamics of testing and use them effectively in the classroom.

Course Outcome: Upon the completion of the course students are expected to understand the importance of testing, evaluation and become familiar with the kinds of tests, testing tools, types of evaluation and exercise them successfully in the English language classroom.

Unit	Course Content	Instruction Hours
I	Defining Testing, Measurement and Evaluation <ol style="list-style-type: none"> Types of Tests Approaches to Testing Techniques of Testing Validity and Reliability 	15
II	Tools of Evaluation: Testing Receptive Skills <ol style="list-style-type: none"> Stages of Test Development Common Test Techniques Testing Reading Testing Listening 	15
III	Types of Evaluation: Testing Productive Skills <ol style="list-style-type: none"> Testing Speaking Testing Writing Testing Grammar, Vocabulary and Pronunciation Adapting Test Items 	15
IV	Types of Evaluation-II <ol style="list-style-type: none"> Testing overall ability Formative Evaluation Summative Evaluation Continuous Comprehensive Evaluation (CCE) 	15

Examination and Evaluation Pattern:

- 10 Objective type questions
- 05 Short questions essay of 6 marks
- 03 Essay-type questions of 10 marks each
- Internals:30 marks

Recommended Reading:

1. Hughes A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.
2. Nunan, D. (1989). *Understanding Language Classroom: A Guide for Teacher-Initiated Action*. Hamel Hems Hempstead: Prentice Hall.
3. Underhill, Nic. (1987). *Testing Spoken Language. A Handbook of Oral Testing Techniques*. Cambridge: Cambridge University Press.
4. Ur, Penny. (2012). *A Course in English Language Teaching*. Cambridge: CUP.
5. Weir, C.J. (1993). *Understanding and Developing Language Tests*. Prentice Hall.
6. <https://www.slideshare.net/lolaba5/testing-and-evaluation-64714706>
7. <https://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-2/F0123133.pdf>
8. <https://www.teflcourse.net/blog/the-importance-of-evaluation-and-testing-in-an-educational-system-9-ittt-tefl-blog/>
9. <https://www.eslbase.com/teaching/guide-to-testing-in-english-language-teaching/>