Gujarat Technological University
Syllabus of Core Course Work
Humanities
English Language Studies

Subject Name: English Language Studies

The course aims to enable a researcher to understand the core aspects of the research area s/he is working on. The researcher will be able to identify fundamentals of language teaching/learning in general and English language teaching/learning in particular. S/he would learn about curriculum design and development of instructional material as well as recent developments in English language teaching in addition to various principles and practice of testing. In short, the course proposes the researcher to develop a comprehensive understanding about various facets of English Language Teaching.

The researcher is expected develop familiarity with the units given and to prepare two projects in consultation with the guide and one of them should be presented in front of the committee.

Unit-I: Fundamentals of Language Teaching............. . ... Hrs)

1. Language and Brain
2. First Language Acquisition
3. Second Language Acquisition/Learning

Unit II: Curriculum Design and Instructional

1. Methods for conducting needs analyses for syllabus and instructional material
2. Types of Syllabuses and Instructional Material
3. Methods of assessing the suitability of syllabuses and Instructional Material

Unit III: Recent Developments in...(12 Hrs) lish Lang

1. Computer Assisted Language Learning
2. Mobile Assisted Language Learning
3. Web-based Language Learning
4. Use of Authentic Material
5. Self-directed Learning

Unit – IV: Principle and Practice of Testing (1.2 Hrs)

1. Principles and Purposes of Assessment
2. Types of Assessment
3. Concepts of validity, reliability, impact and practicality
4. Use of ICT in Language Testing

Reference Books:

i) Lightbown Pasty and Spada Nina, 2010. How Languages are Learned. Oxford: Oxford University Press

ii) llis, Rod. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press

iii) Yule George, 2008. The Study of Language, Cambridge: Cambridge University Press.

iv) Hedge Tricia, 2014. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press

v) Lazar G. 2009. Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge: Cambridge University Press.

vi) Ur P. 2009. A Course in Language Teaching. Practice and Theory. Cambridge: Cambridge University Press.

vii) Nunan, D. 2004. Research Methods in Language Learning. Cambridge: Cambridge University Press.

viii) Seliger, H.W. and Shohamy, E. Second Language Research Methods. Oxford: Oxford University Press.

ix) Ellis Rod, 2010. Task Based Language Learning and Teaching. Oxford: Oxford University Press

x) Richards Jack, 2003. The Language Teaching Matrix. Cambridge: Cambridge University Press.

xi) Richards Jack and Rodgers Theodore, **YEAR** Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

xii) Alderson C, Clapham C, Wall D. **YEAR** Language Test Construction and Evaluation. Cambridge: Cambridge University Press.

xiii) Markee N. **YEAR**. Managing Curriculum Innovation. Cambridge: Cambridge University Press.

xiv) Huges A. 1997. Testing for Language Teachers. Cambridge: Cambridge University Press.

xv) Kember D and G Paul. 2012. Evaluating Teaching and Learning. Routledge

xvi) Via M and Sosulski K 2011. Essentials of Online Course Design, A Standards-Based Guide. Routledge

xvii) Krishnaswamy N. and T. Sriram, 'English Teaching in India: Past, Present and Future' in English Language Teaching in India: Issues and Innovations. Agnihotri, R.K. and A.L. Khanna (eds.) New Delhi: Sage Publications, 1995.

Guidelines for Tutorials:

- The researcher is expected to develop familiarity with the content in the given units and prepare one project related to his/her area of research and deliver presentation on it in front of the DPC.

- The researcher should prepare two assignments related to the papers of his/her research domain. The assignments should have critical review of the papers referred to.