Course	**Academic Reading and Writing**	Credits	4
Course Type	OE		

Course Description

The course is designed to help students cope with academic literacy demands placed on them at the university level. It aims to enable them to navigate the world of written discourse in higher education contexts. The content of the course is divided into two parts. Through a series of tasks, activities, and discussions, Part-I from Units 1 to 5 prepares students to deal with a wide variety of written genres both as consumers and producers. This part not only draws students' attention to the purpose, audience, and context but also enables them to understand and achieve organization and flow in their writing by deploying appropriate citation practices that are commensurate with their disciplinary culture. Part – II, building on the skills and strategies learnt in Part – I, introduces students to the most valued written texts in university contexts: description, analysis, persuasion, and critique.

Course Content

Part I: Understanding Academic Reading and Writing

Unit 1: Nature of academic reading and writing

Unit 2: Why read others' work and how

Unit 3: Citing sources and issues of plagiarism

Unit 4: Organizing academic texts

Unit 5: Cohesion and coherence

Part II: Highly Valued Rhetorical Functions in Higher Education Contexts

Unit 6: Describe

Unit 7: Analyze

Unit 8: Argue

Unit 9: Critique

Texts

Sowton, C. (2012). *50 steps to improving your academic writing*. Garnet Education.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students*. University of Michigan Press.

Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation.* Palgrave.

Creme, P. & Lea, M. (1997). *Writing at university.* Open University Press.

Gillett, A. J., Hammond, A. C. & Martala, M. (2009). *Successful academic writing.* Pearson Longman.

Weissberg, R., and S. Buker. 1990. *Writing up Research: Experimental Research Report Writing for Students of English.* Prentice Hall.

Craswell, G. 2004. *Writing for Academic Success***. Sage Publications.**

Bailey. S. 2015. *Academic Writing: A Handbook for International Students***. Routledge.**

Daise, D., Norloff, C., Carne, P., Snow, M. A., & Zwier, L. J. (2015). *Q: Skills for Success. Reading and Writing*. Oxford university press.

Caplan, N. A., & Johns, A. (2022). *Essential actions for academic writing: A genre-based approach*. University of Michigan Press.

Fang, Z. (2021). *Demystifying academic writing: Genres, moves, skills, and strategies*. Routledge.

Assessment

40% Continuous assessment comprising presentations, tests and written assignments.

60% End-semester examination

Course Objectives

Course Learning Outcomes (in bullet points)

By the end of the course, students will be able to

- distinguish between different kinds of genres used in higher education contexts.
- analyse academic genres in terms of purpose, audience, context, organisation, and flow of ideas.
- identify main ideas and supporting details.
- use appropriate sources by engaging in critical evaluation.
- use appropriate reporting strategies such as quoting, summarising, and paraphrasing while incorporating source materials into their writing tasks.
- circumvent issues of plagiarism by citing sources appropriately.
- establish relationships between words and sentences, with the text external context and with other texts.
- identify the conventionalized move structure of different academic genres.
- make use of appropriate lexicogrammar of the genre they are expected to write.
- enmesh relevant aspects of description and analysis into their writing when developing arguments.
- demonstrate their critical perspective when responding to others' writing.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√		√		
CLO2	√		√		√		
CLO3	√				√		√
CLO4					√	√	
CLO5	√					√	√
CLO6						√	√
CLO7			√			√	√
CLO8					√	√	√
CLO9	√					√	√
CLO10						√	√
CLO11			√			√	√



UNIVERSITY OF HYDERABAD
School of Humanities
Centre for English Language Studies

M.A. programme Semester: I	Duration: Course Instructor: Email:
Course Number: EG412 Core/ Optional: **DSCore** No. of Credits:**4** Lectures**: 4hours /week**	Title of the Course: *English Language Teaching : Methods and skills*

Course Description

The course aims to introduce students to methods and skills in English language teaching conceptualized in terms of four broad units: understanding language and language learning, language teaching methods, understanding and teaching language skills and aspects, and teaching language in context. While Unit 1 provides the learners with key concepts in ELT, Units 2 and 3 build on the concepts discussed in Unit 1 and equip them with the taxonomy of methods and their use in teaching language skills and aspects. The last unit makes an attempt to put these pieces together by making the students aware of how to teach language in context.

Course Content

1. **Understanding language and language learning**
2. Language - the subject matter of ELT
    1. Nature of language
    2. Nature of language learning
    3. Nature of language teaching
3. Language learning/ acquisition/ development
4. Input, intake, output and interaction
5. **Language teaching methods**

2.1 Background to language teaching methods

2.1.1 Approach, method and technique

2.2 Language-centered methods

2.3 Learner-centered methods

2.4 Learning-centered methods

1. **Understanding and teaching language skills and aspects**

3.1 Taxonomy of language skills

3.1.1 Receptive skills and productive skills

3.1.2 Oracy and literacy skills

3.2 Teaching listening and speaking

3.3 Teaching reading and writing

3.4 Teaching grammar, vocabulary and pronunciation

1. **Teaching language in context**

4.1 Role of context in language teaching

4.2 Teaching-learning cycle

4.3 Some techniques of teaching language in context

4.3.1 Dictogloss

4.3.2 Genre analysis

Texts

Brown, H. (2007) *Principles of Language Learning and Teaching*. 5th edition. New York:

Longman.

Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy. Pearson.

Benati, A. G. (2020). *Key questions in language teaching: An introduction*. Cambridge University Press.

Celce-Murcia. et.al. (2014). (eds). *Teaching English as a Second or Foreign Language*. Boston: Heinle Cengage Learning.

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Benati, A. G. (2020). *Key questions in language teaching: An introduction*. Cambridge University Press.

Celce-Murcia. et.al. (2014). (eds). *Teaching English as a Second or Foreign Language*. Boston: Heinle Cengage Learning.
Cummins & Davison. (2007). (eds). *International Handbook of English Language Teaching*. New York: Springer
Derewianka, B., & Jones, P. (2016). Teaching language in context. Oxford University Press.
Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Routledge.

Larsen-Freeman. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP.

Larsen-Freeman. (2003). *Teaching Language: From Grammar to Grammaring*. Boston:

Thomson/Heinle.

Long & Doughty. (2009). (eds). *The Handbook of Language Teaching*. Oxford: Blackwell Publishing Limited.
Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. New York: Routledge.
Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford University Press.

Richards, J.C & Rodgers, T.S. (2015). *Approaches and Methods in Language Teaching*. (3rd edition). New Delhi: CUP India.

Thornbury, S. (1999). How to teach grammar. *Readings in Methodology*, *129*.
Thornbury, S. (2017). *Scott Thornbury's 30 language teaching methods: Cambridge handbooks for language teachers*. Cambridge University Press.

Assessment

40% Continuous assessment comprising presentations, tests and written assignments.
60% End-semester examination.

Course Objectives

Course Learning Outcomes (in bullet points)
By the end of the course, the students will be able to • examine language from various perspectives. • explain the relation between language learning and teaching. • discuss key constructs that make up the input-output chain. • critique the relevance of language teaching methods. • analyse approaches and methods in language teaching.

Mapped to Programme Level Outcomes							
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√				√	√	
CLO2				√	√	√	
CLO3			√	√		√	
CLO4			√	√	√		

1. Teaching (10)
    1. Input modifications
    2. Interactional activities
    3. Content specifications
2. Language teaching methods (10)
    1. Approach, method and technique
    2. Classification of language teaching methods
3. Curriculum, syllabus and materials (6)
    1. Curriculum Vs syllabus
    2. Types of materials
    3. Developing materials and evaluating materials
4. Language testing and assessment (6)
    1. Testing, evaluation and assessment
    2. Principles of testing
    3. Classroom tests Vs standardized tests
    4. Assessing LSRW

Source Texts

Brown, H. (2007) *Principles of Language Learning and Teaching*. 5th edition. New York: Longman.

Celce-Murcia. et.al. (2014). (eds). *Teaching English as a Second or Foreign Language*. Boston: Heinle Cengage Learning.

Harmer, J. (2007) *The Practice of English Language Teaching*. 4th edition. Harlow: Longman Howatt, A., & Smith, R. (2014). The history of teaching English as a Foreign language, from a

British and European perspective. *Language and History*, 57/1: 75-95.

Kumaravadivelu, B. (2006) *Understanding Language Teaching: From Method to Postmethod*.

Mahwah, NJ: Routledge.

Larse-Freeman. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP. Larsen-Freeman. (2003). *Teaching Language: From Grammar to Grammaring*. Boston:

Thomson/Heinle.

Richards & Rodgers. (2015). *Approaches and Methods in Language Teaching*. (3rd edition). New Delhi: CUP India

Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. New York: Routledge.

Long & Doughty. (2009). (eds). *The Handbook of Language Teaching*. Oxford: Blackwell Publishing Limited.

Cummins & Davison. (2007). (eds). *International Handbook of English Language Teaching*.

New York: Springer.

Thornbury, Scott. (2017). *Scott Thornbury's 30 Language Teaching Methods*. Cambridge: CUP.

Assessment

40% continuous assessment comprising presentations, tests and written assignments. 60% end-semester exam.

	UNIVERSITY OF HYDERABAD Centre for English Language Studies
Course: MA Semester: I	Duration: Course Instructor:
Course Number: EG-411 Core/ Optional: DSCore No. of Credits : 4 (Four) Lectures: **4 hours per week**	Title of the Course: **Introduction to the English Language I: Phonetics, Phonology & Morphology**

Course Learning Objectives:

This course will introduce students to the major concepts in Phonetics, Phonology and Morphology with reference to the English language. The course will deal with the concepts from the structural and

generative perspectives. The primary language studied will be English but examples from other languages will also be drawn to illustrate some points. The course will involve a considerable amount of practical work.

Course outline:

I. Phonetics

- Articulatory, auditory and acoustic phonetics
- Speech organs, speech production
- Sounds of English—vowels, consonants, diphthongs, triphthongs, description and classification
- IPA and phonemic transcription
- Phonemes vs allophones
- Allomorphy
- Connected speech (neutralization, assimilation)
- Word stress, sentence stress, stress shift and word class
- Intonation patterns
- Syllable and syllabification

II. Phonology

- Phonology and Universal grammar
- Distinctive features of phonemes
- Underlying representation, surface representation

III. Morphology

- Identifying syntactic category
- Morpheme, word, lexeme, affix, allomorph
- Morphological processes:
    - Derivations and Inflections
    - Conversion
    - Compounding
    - Blends, acronyms, clippings etc
- Word Formation, phonological and morphological conditioning
    - Constructing Word Formation Rules
    - Productivity
- Problems in morphological descriptions
- Morphological theories

IV. Morphology-Phonology Interface

Assessment:

40% continuous assessment consisting of tests and assignments and 60% for end of semester examination.

Textbooks:

Bauer, Laurie (2003) *Introducing Linguistic Morphology*. Edinburgh: EUP.

Giegerich, Heinz. J. (2005) *English Phonology: An Introduction.* CUP.

Katamba, Francis and Stonham, John (2006) *Morphology*. New York: Palgrave Macmillan.

Plag, Ingo. (2003) *Word-Formation in English*. Cambridge: CUP.

Roach, Peter. (2010) *English Phonetics and Phonology: A Practical Course*. CUP.

Sailaja, Pingali (2004) *English Words: Structure, Formation and Literature.* Mumbai: Pertinent.

Spencer, Andrew. (1996) *Phonology: Theory and Description.* Blackwell Publishers.

Course Objectives
Course Learning Outcomes (in bullet points)
By the end of the course, the learners will be able to • Understand the fundamental principles of describing sounds • Understand the ways in which words are constructed • Be able to identify patterns in sound systems and words • Be able to describe the relationship between the sound system and the morphological structure.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√	√					
CLO2	√	√					
CLO3	√	√	√				
CLO4	√	√	√				

	UNIVERSITY OF HYDERABAD Centre for English Language Studies
Course: MA Semester: I	Course Instructor:
Course Number: EG 413 Core/ Optional: Core No. of Credits: 4 (Four) Lectures: 2 sessions /week. (2 hours/session)	Title of the Course: **Sociolinguistics**

This course will focus on the study of language in its social and cultural contexts. We will begin with trying to understand what the discipline means and then understand some key concepts. The concepts of variety, and language change and variation and their causes are discussed at length with main focus on English. The course will be theoretical in nature but students will be expected to analyses data and texts.

I. Language, Society and Culture (6 hours)

- Language, Dialect, Variety, Standard, Lingua Franca
- Idiolect, Register, Jargon, Diglossia, Sociolect, Style
- Age and Gender

II. Language policy and planning (4 hours)

- Language maintenance and shift
- Language death and loss
- Language revival

III. Ethnography of Communication (6 hours)

IV. Sociolinguistics and Education (4 hours)

V. Language contact phenomena (4 hours)

- Pidgins and creoles
- Code-switching

VI. Bilingualism, multilingualism (6 hours)

VII. Language Change, Attitudes, Accommodation (4 hours)

VIII. World Englishes (6 hours)

- The three circles
- Dynamic model

Assessment:

40% continuous assessment consisting of tests and presentations; 60% final examination.

Main texts: Mesthrie, Rajend, Joan Swann, et al. (2000).*Introducing Sociolinguistics***.** Edinburgh: Edinburgh University Press.

Spolsky, B. (1998). *Sociolinguistics*. Oxford: OUP.

Wardaugh, R and J. Fuller (2015). *An Introduction to Sociolinguistics.* Malden, MA: Wiley Blackwell.

Stockwell, Peter. (2007). *Sociolinguistics: A Resource Book for Students*. London: Routledge.

Schneider, EdgarW. (2005). " The Dynamics of New Englishes: From Identity construction to Dialect birth" *Language* Vol-79. No-2. Pp233-281.

Some more key texts will be given for presentations.

Course Objectives

Course Learning Outcomes (in bullet points)

By the end of the course, the learners will be able to

- Understand the social contexts in which language is used
- Understand how language varies in different specified contexts
- Describe the different types of varieties that emerge in different societal situations
- Critically look at language and language planning
- Understand the frameworks within which language and language change can be studied
- Get introduced to the idea of world Englishes

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√		√		√
CLO2			√		√	√	√
CLO3		√	√		√		
CLO4	√		√		√		√
CLO5	√				√	√	
CLO6	√		√		√		