

# UNIVERSITY OF GOUR BANGA



**REVISED  
SYLLABUS for 3-Year Degree / 4-Year Honours in**

**ENGLISH SEC  
(Only Semester III)**

**Under**

**Curriculum and Credit Framework for Undergraduate**

**Programmes (CCFUP) as per NEP, 2020**

**with effect from 2024-25**

**SKILL ENHANCEMENT COURSE**  
**SEC-1: ENGLISH LANGUAGE TEACHING**  
**[3 Credits, Full Marks: 50 (Theory: 40 + IA: 10), LH: 45 hrs]**

Module-I: Knowing the Learner:

- i. Educational, social, cultural and linguistic background
- ii. Age, interests, level of autonomy, personality and individual differences
- iii. LSRW Skills
- iv. Strategies to know the learners and to motivate the learners

Module-II: Structures of English Language:

- i. Sentences
- ii. Clauses
- iii. Words
- iv. Morphemes

Module-III: Methods of Teaching English Language and Literature

- A. Methods of teaching English Language
  - i. Grammar Translation
  - ii. Direct Method
  - iii. Structural Approach
  - iv. Communicative Language Teaching
- B. Methods of Teaching English Literature
  - i. Language-Based Approach
  - ii. Paraphrastic Approach
  - iii. Personal-Response Approach
  - iv. Moral-Philosophical Approach.

Module-IV: Assessing Language Skills:

- i. Principles of Evaluation
- ii. Types of Test

- iii. Testing the Skills of Listening and Speaking
- iv. Testing the Skills of Reading and Writing

**Instructions:**

**Module I:** Students shall answer 2 short-type questions out of 4 carrying 5 marks each (5x2=10) to be set from each one of the four sub-modules.

**Module II:** Students shall answer 2 short-type questions out of 4 carrying 5 marks each (5x2=10) to be set from each one of the four sub-modules.

**Module III:** Students shall answer 2 short-type questions taking at least one from each group, out of 4 (2 to be set from each group), carrying 5 marks each, (5x2=10).

**Module IV:** Students shall answer 2 short-type questions out of 4 carrying 5 marks each (5x2=10) to be set as one from each one of the four sub-modules.

**Recommended Readings:**

1. *A Course in Language Teaching: Practice and Theory* by Penny Ur, CUP, 1996.
2. *Teaching English as a Second or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Cengage Learning, 4th edn, 2014.
3. *Teach English: A Training Course For Teachers* by Adrian Doff, (Teacher's Workbook), CUP, 1988.
4. *Business English*, Pearson, 2008.
5. *Spoken English: A Manual of Speech and Phonetics* by R.K. Bansal and J.B. Harrison, Orient BlackSwan, 4th edn, 2013.
6. *Teaching of English* by Mohammad Aslam, CUP, 2nd edn, 2009.
7. *What Every Teacher Should Know About English-Language Learners* by Hadaway, N., Vardell, S., Young, T., Pearson Education, Inc. Boston, MA 2009.
8. *Getting Started with English-Language Learners: How Educators Can Meet the Challenge* by Haynes, J, ASCD, Alexandria, VA 2007.
9. Hill, J., Flynn, K. *Classroom Instruction that Works with English-Language Learners*, ASCD, Alexandria, VA 2006.

