

Course Title	ENGLISH FOR DIGITAL COMMUNICATION				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of technology 2. Basic communication skills				
Course Summary	This course purports to cater to the requirements of technology-mediated education to be acquired by the learner. The augmentation of digital learning apps in the teaching-learning process is also introduced to the learners. The various activities within each module are directed toward employing and enhancing what the learner has learned through practice sessions.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore the significance of English language learning and proficiency in a global context	U	C	Instructor-created written exam
CO2	Demonstrate an understanding of the techniques of language learning and digital communication	U	C	Written assignments
CO3	Acquire an enhanced level of LSRW skills with the help of digital learning tools	Ap	P	Practical assignment
CO4	Implement the use of digital tools in language learning	Ap	P	Seminar/Peer teaching using digital tools
CO5	Able to teach communicative skills by identifying the level of the learners	An	M	Practical Assignments
CO6	Improvise their methods of effective language learning using the latest trends in digital technology	C	C	Seminar/Peer teaching and peer evaluation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+ 12)	Mark s (70)
I	Module 1		10	20
	1	English in the Age of Globalization	1	
	2	ICT, CALL, MALL, CMC	2	
	3	Human Language Translation (HLT)	1	
	4	Applied Linguistics and Technology	2	
	5	Machine Translation	2	
	6	Open-Source Resources	2	
Learning activities: Fix a page from a book (EPUB) and the teacher can make comprehension questions. Students can submit using online methods.				

II	Module II		13	20
	7	Language of e-correspondence, Email – email addressing, mailbox, saving emails, sending same mail to various users, webinars, Net Speak, digitized texts, blogs, privacy, netiquette	3	
	8	Document handling – sending soft copy as an attachment, enclosures to email, sending a portion of the document as email virtual libraries	3	
	9	Webinars- how to conduct webinars	2	
	10	Net Speak, Digitized Texts	1	
	11	Blog writing, how to create a blog page	2	
	12	Privacy and netiquette	2	
		Learning Activities The teacher can create a sample business email and Students are asked to edit the text (correct the spelling, add contractions, etc) in PDF format.		

III	Module 3		15	15
13	Digital Learning, Virtual Classrooms, Google Classrooms, SWAYAM		4	
14	MOOC		3	
15	E-Pathshala, Project Guttenberg		3	
16	Smartphones as potential educational tool, Use of e-learning apps		3	
17	Podcasts, Voice boards, Canva, Electronic spellchecks (wordscapes), Translation websites, Digital game-based learning, Blended Learning		2	
Learning activities: Students are asked to create a digital poster using Canva				

IV	Module 4		10	15
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	18	Digital Humanism	2	
	19	Artificial intelligence and language tools	2	
	20	Chat GPT, Talk Pal	2	
	21	Soofy, GPTionary	2	
	22	Natural Language Processing (NLP)	2	
	Learning activities: The teacher checks for difficult words (six, seven letter words) via ChatGPT. These words can be used to create sentences via Google Classroom/ MS Teams. The teacher can check each submission.			

V	Open Module : Practical Applications and Case Study	12
	Post learning activities can be assigned putting into practice the various aspects of digital learning tools.	

Suggested Texts

1. Crystal David. The Language and the Internet. CUP: 2004.
2. Ranandya,W.A.(et al.)(Eds.) English Language Teaching Today. Springer International Pub. 2016.
3. Pengrum Mark. From Blogs to Bombs: The Future of Digital Technologies in Education,UWAPublishers,

Texts for reference:

- Chapelle, C. (2002). "Computer-assisted Language Learning". In R.Kaplan (ed.),The Oxford handbook of applied linguistics (pp. 498-505). Oxford : Oxford University Press.
- Campbell.(2003).Weblogs for Use With ESL Classes. Retrieved from <http://iteslj.org/Techniques/Campbell-Weblogs.html>.
- O'Donnell, M. (2006). Blogging as Pedagogic Practice :Artefact and Ecology. Asia Pacific Media Educator, 15-19
- Levin, T.R. &Vedmany, R. (2008). Teacher's views on factors affecting integration of information technology in the classroom. Developmental Scenery.
- Sreerekha,R. (2009). Teacher attitude towards the use of ICT in English language Teaching, International Educators, 20(1), 40-43
- Swami, N.M.(1991). Enrichment of vocabulary of Std.VI students through video. In Fifty Survey of Educational Research Vol.1 NCERT.
- Krishnaswamy and Sriram. (2009). Creative English Communication. Macmillan,India.
- Hedge, T (2003) Key Concepts in English Language Teaching : Learner Training .ELT Journal 92-93
- Starbuck, David (2008) Creative Teaching : Getting it Right , P (55). Chennai , Viva books.
- Tapscott, D. (1988). Growing Up Digital : The Rise of the Net Generation , New York : Mcgraw-Hill. Computer assisted language learning CALL www.monografias.com
- Dudeny, Gavin and Nicky Hockly. 2007 .How to Teach English with Technology. Edinburgh Gate Harlow Essex : Pearson Education Limited

Singhal, M. (1997). The internet and foreign language education : Benefits and challenges, the Internet TESL Journal, Vol. 111, No.6, <http://iteslj.org/>

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-		-	-	2	-	-	-	-	-	-
CO 2	-	2	-	3	-	-	2	-	1	-	-	-	-
CO 3	-	-	-	-	3	-	2	-	-	3	-	-	-
CO 4	-	-	-	-	2	3	-	-	-	2	3	-	-
CO 5	2	-	-	-	-	-	3	-	-	-	2	-	-
CO 6	-	-	-	-	1	-	1	-	-	-	3	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial /High

Assessment Rubrics:

- Written Assignments/ Teaching Assignments/ Seminar (20%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓	✓		✓
CO 6		✓		