

**FOUR-YEAR UNDE GRADUATEPROGRAMME (FYUGP)**  
**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**  
**MINOR**

**BASKET 3: TEACHING SKILLS IN ENGLISH**

Programme	<b>BA ENGLISH LANGUAGE AND LITERATURE HONOURS</b>				
Course Code	<b>ENG2MN103</b>				
Course Title	<b>ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 2</b>				
Type of Course	<b>MINOR</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course equips learners with diverse strategies for teaching English literature and language effectively, fostering a learner-centred environment through peer observations and lesson plan reviews. Verbal and non-verbal communication skills are improved through activities such as evaluating presentations and role-play, utilizing cooperative learning structures for enhanced teamwork and interaction.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level*</b>	<b>Knowledge Category#</b>	<b>Evaluation Tools used</b>
CO1	Describe diverse strategies for teaching English literature and language proficiently	U	C	Use peer observations and lesson plan reviews.
CO2	Instantiate critical thinking and analytical abilities through literary studies	U	F	Collect and analyze student feedback surveys.
CO3	Construct a learner-centric environment	An	P	Group assignments and brainstorming sessions
CO4	Cultivate both verbal and non-verbal communication skills	Ap	M	Evaluation - presentations and role-play
CO5	Develop cooperative and collaborative learning structures to promote teamwork and interaction	Cre	M	Record and analyze presentations
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)            # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
<b>I</b>	<b>Teaching-Learning English Literature</b>		<b>14</b>	<b>20</b>
	1	Teaching Poetry	<b>3</b>	
	2	Teaching Drama	<b>3</b>	
	3	Teaching Prose	<b>4</b>	
	4	Teaching Fiction	<b>2</b>	
	5	Lesson Plan and Materials Production	<b>2</b>	
		<p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Group Activity: Split into small groups, analyze a poem and share your views with the class.</li> <li>2. Perform a scene assigned from a play assigned to the class in groups focusing on expression and body language</li> <li>3. Prepare a lesson plan for a particular piece of literature and present it in the class</li> </ol>		
<b>II</b>	<b>Teaching English Proficiency Tests</b>		<b>13</b>	<b>19</b>
	6	English Language Proficiency Tests	<b>2</b>	
	7	Preparing learners for Reading Tests	<b>2</b>	
	8	Preparing learners for Speaking Tests	<b>3</b>	
	9	Preparing learners for Listening Tests	<b>2</b>	
	10	Preparing learners for Writing Tests	<b>2</b>	
	11	Preparing learners for Vocabulary and Grammar tests	<b>2</b>	
		<p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>1. Organise full-length practice tests that simulate the actual test environment, covering all sections (reading, writing, listening, speaking).</li> <li>2. Prepare passages followed by questions that test comprehension, inference, and vocabulary.</li> <li>3. Play audio recordings in the class and conduct a question - answer session based on the content.</li> </ol>		

<b>III</b>	<b>Creating Learner- Centred Classrooms</b>		<b>11</b>	<b>16</b>
	12	Creating the Learning Environment	<b>3</b>	
	13	Implementing the 5 E Instructional Model(Engage, Explore, Explain, Elaborate, Evaluate)	<b>3</b>	
	14	Introducing Vygotsky and Flow	<b>1</b>	
	15	Cooperative and Collaborative learning structures	<b>2</b>	
	16	Language Exploration Activities	<b>2</b>	
	<b>Suggested Activities:</b> <ul style="list-style-type: none"> <li>• Enact roles (e.g., customer and shopkeeper, doctor and patient) and create scenarios to practise relevant vocabulary and expressions.</li> <li>• Divide a text or audio recording into sections and assign each section to different groups. Read or listen to these sections, then come together to share the information and reconstruct the complete story or content.</li> <li>• Prepare a lesson plan for the module.</li> </ul>			
<b>IV</b>	<b>Body Language as a Teaching Resource in ELT Classroom</b>		<b>10</b>	<b>15</b>
	17	Non-Verbal Communication -reinforce or demonstrate - initiate student responses- manage disruptive behaviour- organize students for an activity	3	
	18	Facial Expressions- Posture- Proximity- Eye-contact- Voice- Gestures	3	
	19	Tips to teach body language to students and appear more confident Silent Viewing-Comparative Viewing-Mime role plays and dialogues-Mirroring-Attitude drills	4	
	<b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Act out scenarios using only body language to convey meaning.</li> <li>2. Conduct mock interviews focusing on both verbal and non-verbal communication.</li> <li>3. Prepare a lesson plan for the module</li> </ol>			
<b>V</b>	<b>OPEN-ENDED</b>		<b>12</b>	

**Note:** The course is divided into five modules, with four having a total of 19 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

## Suggested Reading:

1. Exploring the Language of Poems, Plays and Prose (Learning About Language) by Prof Mick Short.
2. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
3. Doing Task-Based Teaching by Dave Willis and Jane Willis Task-Based Language Teaching by David Nunan
4. Tasks for Language Teachers: A Resource Book for Training and Development by Martin Parrott
5. The Effect of the Teachers' Body Language in the Classroom. The Case of Second Year EFL Learners by Kelala Meriem

## Links:

Models of Teaching Literature|Teaching Literature Studies  
<https://youtu.be/uqE0T8fAHBA?si=1NkDBF7mPaFnHaQJ>

How to Teach Literature in the ESL Classroom: Activity 1  
<https://youtu.be/hgSEodWGIQY?si=bxIGJ8Kj5shM1C7T>  
Teaching Speaking | 5 Ways to Teach Speaking Skills  
<https://youtu.be/uoaXTU2T49s?si=DD-Jp1U6TMxnSock>

How to Teach Vocabulary - Teacher Trainer reacts to a Vocabulary Lesson  
[https://youtu.be/FSgfjPdwetA?si=SoPk3wLIV\\_OkGoxU](https://youtu.be/FSgfjPdwetA?si=SoPk3wLIV_OkGoxU)

How to Teach Reading - Teacher Trainer reacts to a Reading Lesson  
<https://youtu.be/DqmSrLas3U?si=wZBy-YdVqh2VqYK>  
Student Centred Learning: Why, How, & What  
<https://youtu.be/WvzVAQkuSqU?si=-PEy5aGWMhNozwKx>

Facilitating a Learner-Centred Classroom  
[https://youtu.be/17IHpMJZPGs?si=7FwyJvJnscok2b\\_Y](https://youtu.be/17IHpMJZPGs?si=7FwyJvJnscok2b_Y)  
Using Body Language in EFL Class –Ganj  
<https://youtu.be/B7xj88J2u3U?si=H13HQyaWn1KnX2JO>  
5 Body Language Tips for Teachers  
<https://youtu.be/bMI0UwDNkuw?si=Zo6bJQnFcJfLbizO>

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	1	1	-	2	1	2	1	-	-	-
CO 2	3	-	-	2	2	-	1	3	3	3	-	-	-
CO 3	3	-	2	2	1	-	1	1	2	-	-	-	-
C04	3	-	-	-	2	-	2	1	2	-	-	-	-
CO 5	2	-	-	3	2	2	2	1	3	2	1	-	-

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation/seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓
CO5		✓		✓