



CHRIST COLLEGE – FOUR-YEAR UNDERGRADUATE PROGRAMME

(FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	BA ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG3MN203				
Course Title	ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 3				
Type of Course	MINOR				
Semester	3				
Academic Level	200-299				
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 is designed to enhance learners' English language skills to excel in language proficiency tests such as IELTS, TOEFL, and others, while also focusing on the development of professional communication skills essential for a successful career. The course covers test-specific strategies, practice modules for proficiency tests and practical communication techniques relevant to professional environments namely writing compelling resumes, covering letters, preparing for interviews and group discussions. It also incorporates presentation skills for academic and professional purposes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the format and requirements of major English language proficiency tests (IELTS, TOEFL, etc.).	U	C	Assessment & Test
CO2	Develop language skills for international language proficiency tests in a competitive environment	AP	P	Language lab activities/ classroom activities such as collaborative discussion
CO3	Integrate Communication skills in professional settings, including delivering presentations, participating in meetings, and engaging in professional interviews	AP	P	Presentations and extempore
CO4	Develop critical thinking and analytical abilities exposing them to professional contexts and audiences	CR	P	Group assignments and brainstorming sessions
CO5	Enhance verbal and non-verbal communication skills	AP	M	Evaluate student presentations and role-play activities.
<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
I	Teaching English for International Language Proficiency Tests- Part 1- Listening And Reading		14	20
	1	Teaching listening as a receptive skill- part 1 Section 1: Social Needs Type of Recording: A conversation between two people set in an everyday social context (e.g., booking a hotel room, enquiring about accommodation). Section 2: Social Needs Type of Recording: A monologue set in an everyday social context (e.g., a speech about local facilities, a talk about educational events).	3	
	2	Teaching listening as a receptive skill- part 2 Section 1: Educational and Training Contexts Type of Recording: A conversation among four people set in an educational or training context (e.g., a group of students discussing an assignment, a tutor providing feedback). Section 2: Academic Context Type of Recording: A monologue on an academic subject (e.g., a university lecture).	3	
	3	Teaching Reading as a receptive skill- part 1 Three sections with texts extracted from notices, advertisements, company handbooks, official documents, books, magazines, and newspapers. Section 1: Two or three short factual texts related to everyday life. Section 2: Two short factual texts focusing on work-related issues. Section 3: One longer, more complex text on a topic of general interest.	6	
	4	Demo tests for Listening and Reading in the language lab	2	
		Suggested Activities: Practise Listening: Listen to a variety of English sources such as podcasts, news broadcasts, lectures, and conversations. <ol style="list-style-type: none"> 1. Familiarize with Different Accents: Make sure to practise listening to different English accents. 2. Improve Note-Taking Skills: Practise summarizing spoken texts and taking effective notes. 3. Expand Vocabulary: Building a broad vocabulary will help you understand a wider range of topics and contexts Reading practice: <ol style="list-style-type: none"> 1. Make note of new words and their meanings 2. Practise Different Question Types 3. Engage with the texts critically, asking questions about the writer's intentions and the text's context. 		

II	Teaching English for International Language Proficiency Tests- Part 2- Writing		14	20
	5	Teaching Writing as a productive skill Task 1: Describing Visual Information Type of Task: You will be presented with a graph, table, chart, or diagram. You need to summarize and describe the main features, trends, and significant details.	3	
	6	Task 2: Essay Writing Type of Task: Respond to a point of view, argument, or problem.	6	
	7	Task 3: Letter Writing Type of Task: Write a letter in response to a given situation. The letter can be formal, semi-formal, or informal.	3	
	8	Demo tests for writing in the language lab	2	
	Suggested Activities: <ol style="list-style-type: none"> 1. Attempt passages followed by questions that test comprehension, inference, and vocabulary. 2. Conduct role-playing activities by simulating real-life situations (e.g., job interviews, ordering food at a restaurant). 3. Record Yourself: Listen to your recordings to identify areas for improvement. 			
III	Teaching English for International Language Proficiency Tests- Part 3- Speaking		10	15
	09	Teaching Speaking as a productive skill Part 1: Introduction and Interview (4-5 minutes) In this part, the examiner will introduce them and ask you to introduce yourself. The questions will be about familiar topics such as your home, family, work, studies, and interests. This part aims to put you at ease and assess your ability to communicate on everyday topics.	2	
	10	Part 2: Long Turn (3-4 minutes) In this section, you will be given a card with a topic and some prompts. You will have 1 minute to prepare your response and make notes if you wish. After the preparation time, you will need to speak for 1-2 minutes on the given topic. The examiner may ask you one or two follow-up questions after you finish your monologue.	2	
	11	Part 3: Discussion (4-5 minutes) This part involves a two-way discussion with the examiner. The questions will be related to the topic you spoke about in Part 2 but will be more abstract and complex. The aim is to assess your ability to discuss and elaborate ideas, express opinions, and justify your arguments.	4	
	12	Demo test for speaking in the language lab	2	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Practise Speaking Regularly: Engage in English conversations as much as possible in the classrooms. 2. Prepare ideas and vocabulary for common topics and use them in everyday conversation. 3. Work on the clarity of your speech, including stress and intonation. 		
IV	Teaching English for Career Development		10	15
	13	Introduction to effective Communication skills in the professional field	2	
	14	Written Skills for Jobs and Careers- writing compelling Resume and covering letter- business registers	3	
	15	Oral Skills for Jobs and Careers- Interviewing for job, Group discussions	3	
	16	Teaching English for academic presentations- structuring and delivering a presentation	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Practise writing different types of resumes and covering letters 2. Organise mock interviews and group discussions in classrooms. 3. Prepare academic topics for presentation and deliver them in classrooms 		
V	OPEN-ENDED		12	

Note: The course is divided into five modules, with four having a total of 16 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 16 units from the fixed modules.

Suggested Reading:

1. The Official Cambridge Guide to IELTS
Student's Book with Answers with DVD-ROM by
Pauline Cullen, Amanda French, Vanessa Jakeman
2. The Official Cambridge Guide to IELTS
Student's Book with Answers with DVD-ROM by
Pauline Cullen, Amanda French, Vanessa Jakeman
3. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
4. The Official Cambridge Guide to IELTS
Student's Book with Answers with DVD-ROM by
Pauline Cullen, Amanda French, Vanessa Jakeman
5. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press

9. Business communication by R C Bhatia

Links:

1. Listening materials for IELTS exam
<https://englishonline.britishcouncil.org>
<https://ielts.idp.com>
2. Listening materials for IELTS exam
<https://englishonline.britishcouncil.org>
<https://ielts.idp.com>
3. Listening materials for IELTS exam
<https://englishonline.britishcouncil.org>
<https://ielts.idp.com>
4. How to Write a Great Resume and Cover Letter
<https://youtu.be/PAtHqKLhBTs>
5. Group Discussion Techniques - Tips, Tricks & Ideas
<https://youtu.be/3w32jIsRlsw>
6. Presentations in English - How to Give a Presentation - Business English
<https://youtu.be/fzIxD1jXn44>

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion (10%)
- Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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