

Programme Project Report (PPR)

for

Distance Learning Programme under School of Distance Education

Post Graduate Certificate in English Language Teaching (PGCELT)

Course Co-ordinator: Prof. Jaya Jaise

Academic support by

School of Pedagogical Sciences (SPS)

Mahatma Gandhi University

Kottayam, Kerala

Post Graduate Certificate in English Language Teaching (Distance Learning Programme - Certificate Programme)

Programme Project Report

Mahatma Gandhi University started the School of Distance Education in 1989 with a vision to provide the opportunity of quality education to all realms of society. Since the beginning, thousands of students availed this opportunity for higher education throughout Kerala to a great extent and also outside the state to some extent. But after the new directions of UGC in 2014, University had stopped all its Off-Campus Centres of the School of Distance Education inside and outside the State.

Now it is the new endeavour to revamp the functioning of the school with different types of Diploma and Certificate programmes very relevant to the contemporary society, in addition to the conventional Graduate and Post Graduate programmes with the academic and infrastructural support of the eminent Schools and interdisciplinary interuniversity Centres of the University. All these Schools/Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Certificate Programme has been designed by the School of Pedagogical Sciences and to be conducted by the School of Distance Education with the academic support of the School.

The School of Pedagogical Sciences is a statutory department of Mahatma Gandhi University, Kottayam, which started functioning in 1992. The School envisions to create a cadre of professionally groomed Teacher Educators and Researchers capable of imparting world class Teacher Education and who are in high demand in the globalised scenario. It is also expected to elevate the discipline of Education to international standards.

a) Programme's mission and objectives:

The mission of the Programme is to improve the quality of education to global standards through the learning of the English language and by developing the spoken and written language skills, which are required in education, career and society. The Certificate Course in English Language Teaching is intended to provide knowledge in the science of teaching English. It will also serve

- to provide knowledge, experience and guidance to teachers of English
- to impart adequate information in the art and science of teaching English

- to equip teachers with necessary pedagogic skills in English
- to enable teachers to make use of instructional sources and facilities.
- to develop proper attitude towards teaching English
- to improve quality in the teaching of English.

b) Relevance of the programme with HEI's mission and goals:

There is an increasing demand for English Language Teachers around the globe. It is important that Teachers of English are certified/licensed and have adequate knowledge for the Teaching of English. This Course focuses mainly on teachers /aspiring teachers who have not got a professional training in teaching of English, especially those teachers working in the Arts, Science, Engineering, Medical and Legal streams. This Course offers the best option to acquire the essence of the essentials for teaching the English language as well as an understanding of the methods suitable and effective for the teaching, learning and evaluation of it.

A teacher/an aspiring teacher of any subject (having professional degrees like Engineering/Medicine/Law/etc. or Master's degree like M.Sc./M.A./etc. or Bachelor's degree like B.Sc./B.A./etc.), who wishes to become a teacher in that respective field but does not have knowledge of the pedagogy, can pursue this Course so as to be able to communicate better with students in English. Moreover, for those aspiring to teach abroad in Higher Education Institutions, there is need for being groomed to be a 21st century teacher of English.

c) Nature of prospective target group of learners:

The Course targets teachers who are working as well as prospective teachers, who have completed their Professional, Master's or Bachelor's Degree. A teacher/an aspiring teacher of any subject (having professional degrees like Engineering/Medicine/Law/etc. or Master's degree like M.Sc./M.A./etc. or Bachelor's degree like B.Sc./B.A./etc.), who wishes to become a teacher in that respective field but does not have knowledge of the pedagogy, can pursue this Course so as to be able to communicate better with students in English. The Course is offered through the Open and Distance Learning mode, which will be convenient for those who are working, especially for women.

d) Appropriateness of the programme to be conducted in open and distance learning mode to acquire specific skills and competence:

The world today is a global village and communication skills are of paramount importance. Effective communication is both verbal as well as non-verbal. English language is the window to the world. Teaching of English is skill-based and centered on the four basic language skills. So training of in-service as well as pre-service teachers in the Teaching of English at all levels of education (school, under graduate, post graduate and professional) is most appropriate and challenging.

e) Instructional design:

The duration of the Certificate Course in English Language Teaching is six months. It is offered in Distance Learning mode and comprises four Papers, each of 4 Credits and 120 Study Hours (including 12 Contact Hours). The mode of transaction involves print, audio, video and e-learning. Library resources of the University will be available for supplementing the course materials provided. Adequate contact sessions will be provided.

Summary of CERTIFICATE COURSE IN ENGLISH LANGUAGE TEACHING

Course Co-ordinator: Prof. Jaya Jaise , School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala					
Course Duration: 6 months					
Course Code	Course Name	Credits	Internal Marks	External Marks	Total Marks
SDE-ELT.1	LEARNING THE ENGLISH LANGUAGE	4	20	80	100
SDE-ELT.2	THE LANGUAGE SKILLS	4	20	80	100
SDE-ELT.3	INSTRUCTIONAL PROCEDURES FOR ENGLISH LANGUAGE	4	20	80	100
SDE-ELT.4	SUPPORT AND EVALUATION OF ENGLISH LANGUAGE INSTRUCTION	4	20	80	100
Total		16			400

Evaluation

Assessment involves both internal as well as external components. The internal assessment for each Paper will be based on one assignment and one seminar, each carrying 10 marks. Examination will be

conducted at the end of the Course. The duration of examination of each Paper will be three hours and maximum marks 80.

f) Procedure for Admissions, curriculum transaction and evaluation:

Candidates (graduates, postgraduates) and those who are in the field of teaching are eligible for admission irrespective of age. Programme delivery will be through Distance Learning along with the Contact classes. The study materials will be delivered through online and print forms. Assignments and reports can be submitted online. The candidate will be graded based on the indirect grading pattern.

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8

65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Certificate Programme is 4.

Calculation of Grade Point Average (GPA):

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the Programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the Programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

Total credit points earned by the student from all the required courses of the programme
Total credits of all courses required in the programme

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) X 10

g) Requirement of the Laboratory, Support and Library resources:

Details of Laboratory support required for the Programme

The School offers a vast repertoire of resources including a net connected library, fully equipped computerlab, psychological lab and technological lab to the learners.

The computing facility available in the campus as well as the regional centers can also be used for this purpose. Some external computing facilities may be hired based on the number of enrolment. Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The libraries of teaching departments are open during working hours of the Schools. The various department libraries have a good collection of subject specific books and journals.

The University Library was established in 1989. The University Library, which is situated in the main campus, occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m. in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the Library. Special category membership is provided to journalists. The Library provides service from 8 am to 8 pm in three shift timings for its staff. The Library functions on an average of 345 days in a year. Reading space is provided in all the three floors housing the various sections of the Library. The Library provides reading facility to the visually impaired users too. For this, an electronic lab custom-made for visually and physically challenged users has been set up during 2016. The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The Library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-ShodhSindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, Bi-monthly Bibliography compilation, and Literature Search Service are also available

The Library is a member of the INFLIBNET Centre, Ahmedabad, as well as DELNET (Developing Library Network). As a member of these networks, the Library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package, etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	School of Pedagogical Sciences	6246

h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

Sl.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2
2.	Study material	2
3.	Laboratory	1
4.	Internal assessment	1
5.	External examination	1.5
	Total	7.5

Total Programme fee: Rs.7500/-

i) Quality assurance mechanism and expected programme outcomes:

The quality of the Programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the Programme, the subject experts, Director, School of Distance Education and Head of the School of Pedagogical Sciences. The Co-ordinator of the Programme shall ensure the regular student feedback of courses, teachers and Programme in the prescribed format towards the end of the semester and the same shall be analysed to draw conclusions for effecting improvement. Periodical review meetings on the Programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Adequate measures will be taken to improve and maintain standards of curriculum and instructional design. Moreover, the progress and the quality of the Programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

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Syllabus

Post Graduate Certificate in English Language Teaching

Course Objectives:

This course will help to

1. gain insights about the language learner, not only as cognitive entity, but as a social being, functioning in a multilingual environment.
2. understand the nature of language as a dynamic entity, subject to variation and change.
3. become familiar with the linguistic, psychological and social processes underlying learning of language.
4. enhance proficiency in English in terms of the structure of English (sounds, words, grammar).
5. become aware about different approaches, methods, models, techniques, and strategies for English language teaching.
6. get an idea about the various traditional and technological supporting resources.
7. critically innovate in terms of teaching strategies, so that teaching the four skills, viz. listening, speaking, reading and writing, may be more effective.
8. examine the various aspects related to assessment and evaluation.
9. survey the various means of teacher empowerment.
10. gain an understanding of the nature, functions and implications of planning for teaching language.

SDE-ELT.1: LEARNING THE ENGLISH LANGUAGE

Study Hours: 120, including 12 Contact Hours

Number of Credits: 4

Duration of Examination: Three hours

Maximum Marks: 80

Unit 1: Historical Perspective of English in India

Pre-Independence period, East-West Controversy, Macaulay's Minutes – Post-Independence period, English Language Policies – Status of English, Associate Official Language, Three-Language Formula

Unit 2: English Language Learning

Objectives of learning the English Language – Functions of English, Link Language, International Language, Library Language, Window to the World, Language of Trade, Science and Technology – Factors and Problems in English Language acquisition – Influence and Interference of Mother Tongue (Transfer of Learning) – Scope of learning the English Language

Unit 3: Factors Influencing English Language Learning

Sociological, Psychological, Environmental, and Cognitive Influences on Language Learning – of Age, Gender, Intelligence, Aptitude, Attitude, Personality, Motivation, Individual Differences

Unit 4: Elements and Genres of English Language

Grammar, Vocabulary (Types – Active, Passive, Content, Structural; Spelling and Causes for Mistakes; Meaning – Conceptual, Contextual; Punctuation; Pronunciation; Usage; Expansion), Prose, Poetry, Novels, Short Stories, Travelogues, Drama, Rhymes

Unit 5: Curriculum Development in English

Principles of Curriculum Development in English – Psychological, Sociological, Philosophical, Linguistic, and Constructivist (Social and Cognitive)

SDE-ELT.2: THE LANGUAGE SKILLS

Study Hours: 120, including 12 Contact Hours

Number of Credits: 4

Duration of Examination: Three hours

Maximum Marks: 80

Unit 1: Language Skills

Elements of Language – Communication Skills – Macro Skills – Classifications of Language Skills – Interdependence of Language Skills

Unit 2: Listening Skill

Sub Skills of Listening: Basic, Intermediate and Advanced – Types of Listening: Extensive, Intensive, Focused, Selective, Casual – Tasks for Developing Listening Skill – Evaluation/Assessment and Criteria for Scoring

Unit 3: Speaking Skill

Sub Skills of Speaking: Basic, Intermediate and Advanced – Tasks for Developing Speaking Skill – Evaluation/Assessment and Criteria for Scoring

Unit 4: Reading Skill

Sub Skills of Reading: Basic, Intermediate and Advanced – Kinds of Reading: Individual, Choral, Loud, Silent, Extensive, Intensive, Literal, Interpretive, Creative, Critical – Tasks for Developing Reading Skill – Evaluation/Assessment and Criteria for Scoring

Unit 5: Writing Skill

Sub Skills of Writing: Basic, Intermediate and Advanced – Mechanics of Writing – Characteristics of Good Handwriting – Punctuation – Tasks for Developing Writing Skill – Evaluation/Assessment and Criteria for Scoring

SDE-ELT.3:INSTRUCTIONAL PROCEDURES FOR ENGLISH LANGUAGE

Study Hours: 120, including 12 Contact Hours **Number of Credits:** 4

Duration of Examination: Three hours **Maximum Marks:** 80

Unit 1: Planning for English Language Instruction

Meaning, Importance and Purpose of Planning – Year Plan, Unit Plan and Lesson Plan; Approaches in Lesson Planning – Herbartian, Constructivist – Teaching Skills – Micro Teaching (Stimulus Variation, Explanation, Illustration, Questioning, Response Management, Reinforcement, Closure)

Unit 2: Methods and Approaches for English Language Instruction

A brief review of Grammar-Translation Method, Direct Method, Bilingual Method, Structural-Oral-Situational Approach, Natural Approach, Suggestopedia, Communicative Approach

Unit 3: Strategies and Techniques for English Language Instruction

Questioning, Co-operative Learning, Collaborative Learning, Brain Storming, Peer Tutoring, Role Play, Computer Assisted Instruction, Workshops, Symposia, Mastery Learning, Buzz Sessions, Debates, Individualized Assignments, Language Games, Reflective Teaching

Unit 4: Models for English Language Instruction

Models of Teaching – Meaning and Definition – Basic Elements of a Model – Models for English Language Instruction, their Syntax, and their Instructional & Nurturant Effects

Unit 5: Expanding English Language Learning

Study Skills and Reference Skills – Locating Information (Encyclopedia, Dictionary, Thesaurus), Gathering Information (Skimming, Scanning, Intensive and Extensive Reading – SQ4R), Storing Information (Note Making, Note Taking, Summarizing, Information Transfer), Retrieving Information (using Technology and Computers)

SDE-ELT.4: SUPPORT AND EVALUATION OF ENGLISH LANGUAGE INSTRUCTION

Study Hours: 120, including 12 Contact Hours **Number of Credits:** 4

Duration of Examination: Three hours **Maximum Marks:** 80

Unit 1: Support for English Language Instruction

Resources for English Language Learning – Syllabus, Textbook, Workbook, Teachers' Handbook, Supplementary Reader, Journals, Magazines, Periodicals, Library, Community Resources, Smart Classrooms, Digitalized Language Laboratories, EDUSAT, web tools, Audio-Visual Aids, Traditional and Technological Aids.

Unit 2: Teacher Empowerment Practices

Pre-service and In-service Courses – Professional Organizations – Online Teacher Networks – Reflective Teaching – Teacher Portfolio – Coping with Professional Stress – Developing Communicative Competence and Soft Skills.

Unit 3: Taxonomy of Educational Objectives

Bloom's Taxonomy of Educational Objectives with reference to Language Learning and its revised version – Objective based Instruction – Competency based Instruction – Learning as Student Activity

Unit 4: Evaluation of English Language

Construction of Achievement Test (Design, Blue Print, Writing of Test Items) – Different Types of Test Items, their Merits and Demerits – Continuous and Comprehensive Evaluation – Portfolio – Grading System Vs Credit and Semester System

Unit 5: Trends in Evaluation of English Language

Review of Current Trends in Assessment – Performance based Assessment – Portfolio Assessment, Rubrics, Online Assessment – Research Trends in English Language Education with special reference to Instructional Strategies and Instructional Materials – Action research in English Language Education.

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