Ambedkar University Delhi

Course Outline

Monsoon Semester (August- November 2018)

School: School of Undergraduate Studies

Programme with title: BA (Honours)

Semester to which offered: (I/ III/ V)   V semester

Course Title: Approaches and Theories of Language Learning/Teaching

Course Coordinators   Ipshita H Sasmal, Monishita Pande, Monal Dewle, Nupur Samuel

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CELE team

Credits: 4 Credits

Aim: This course aims to introduce students to the most prominent theories of language learning starting from behaviourism to cognitivism and connect them with various approaches to language teaching. It will enable students to gain insights into the process of language learning and teaching by reviewing some of the prevalent methods used from early 20th century to the most recent ones. The course will focus on the social context, situating the learner and language policies within a sociolinguistic framework that would enable an analysis and comprehension of the changing trends in approaches and theories of language learning. It is expected that this would help students to trace their own journey as language learners and carry out small-scale projects exploring various factors influencing learning in greater detail. Through these approaches students will be exposed to some of the basic concepts involved in the second language teaching- learning processes. Practicum will be part of this course to enable them to apply theory to practice.

References:

1. Agnihotri, Rama Kant, and Amrit Lal Khanna. *Problematizing English in India*. New Delhi: Sage Publications, 1997. Print.
2. Atkinson, Dwight. "Toward A Sociocognitive Approach To Second Language Acquisition." *The Modern Language Journal 86 (2002)*: 525-45. Web.
3. Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford UP, 2000. Print.
4. Holliday, Adrian. *Appropriate methodology and social context*. Cambridge: Cambridge UP, 2010. Print

5. Kudchedkar, Shirin. *Readings in English Language Teaching in India*. Chennai: Orient Blackswan, 2010. Print.
6. Lantolf, James P. 'Sociocultural Theory And Second Language Learning: Introduction to the Special Issue'. *The Modern Language Journal* 78.4 (1994): 418. Web.
7. Lightbrown, Patsy M. and Spada, Nina. *How Languages Are Learned*. Second ed. Oxford: Oxford UP, 1999. Print.
8. Richards, J. C, and Theodore S Rodgers. *Approaches And Methods In Language Teaching*. Cambridge: Cambridge University Press, 2001. Print.
9. Richards, Jack C., and Burns, Anne. *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge UP, 2009. Print.
10. Richards, Jack C., and Thomas S. C. Farrell. *Practice Teaching: A Reflective Approach*. New York: Cambridge UP, 2011. Print.
11. Ur, Penny. *A Course in English Language Teaching*. 2nd ed. Cambridge: Cambridge UP, 2012. Print.

#Selections/ chapters from the above list.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Written Assignments	Throughout the semester	30%
2	Project Work/Practicum (case study/classroom teaching, maintaining journals and reflective writing, micro teaching, school visits)	Throughout the semester	40%
3	End Semester Exam	As per AUD Academic Calendar	30%