

Course Title	Language Awareness for Second Language Teachers	Course Code				
Dept./ Specialization	Department of Sciences and Humanities	Structure (LTPC)	3	1	0	4
To be offered for	PG & PhD	Status	Core <input type="checkbox"/>		Elective <input checked="" type="checkbox"/>	
Faculty Proposing the course	Dr.Kandharaja K M C	Type	New <input checked="" type="checkbox"/>		Modification <input type="checkbox"/>	
Recommendation from the DAC		Date of DAC	10 th September 2024			
External Expert(s)	1) Dr. Somdev Kar, Associate Professor, Department of Humanities and Social Sciences (HSS), IIT Ropar. 2) Dr. Sweta Sinha, Associate Professor, Department of Humanities and Social Sciences, IIT Patna.					
Pre-requisite	None – but prior consent of the teacher is necessary.	Submitted for approval			7 th September 2024	
Learning Objectives	<ul style="list-style-type: none">• The course presents the knowledge of language awareness relevant to second language instruction. It includes similarities between spoken and written forms of language, first and second language acquisition and implications for teaching, an overview of the structural grammar of English, and scholarship on teacher language awareness.• The course trains the learners to analyse and evaluate the interaction between micro and macro aspects of language.					
Learning Outcomes	<ul style="list-style-type: none">• The learners will develop awareness of aspects of language that are important to second language instructions.• The learner will develop awareness to critically evaluate the language, language activities and language instruction in pedagogical descriptions, textbooks, and forms of language assessment.					
Contents of the course (With approximate	<ul style="list-style-type: none">• The Language Continuum: Examines the gradation of language forms, from informal to formal registers, and how context affects language use. (6L + 1T)• Phonology, Phonetics, and Teaching Pronunciation: Focuses on the sound systems of languages, articulation, and methods for teaching accurate pronunciation in language learning. (6L + 1T)					

<p><i>break-up of hours for L/T/P)</i></p>	<ul style="list-style-type: none"> • Morphology: Studies the structure of words, including morphemes, and their role in forming meaningful language units. (5L + 2T) • Syntax: Analyzes sentence structure, word order, and how syntactic rules govern language use. (5L + 2T) • Lexemes to Formulaic Language: Explores the shift from individual words (lexemes) to fixed expressions or chunks of language used in communication. (5L + 2T) • Written Language vs. Spoken Language: Compares the structure, formality, and function differences between written and spoken language. (5L + 2T) • Pragmatic Competence vs. Grammatical Competence: Differentiates between the ability to use language appropriately in context (pragmatic) and the ability to form grammatically correct sentences. (5L + 2T) • Discourse, Genres, and Registers: Investigates how language varies across different types of discourse, genres, and social registers, focusing on context and audience. (5L + 2T)
<p>Textbooks</p>	<ol style="list-style-type: none"> 1) Culpeper, J., Kerswill, P., Wodak, R., McEnery, A., & Katamba, F. (Eds.). (2018). English language: Description, variation and context (2nd Ed). Bloomsbury Publishing. ISBN 9781137571823. 2) Larsen-Freeman, D. (2003). Teaching Language: From Grammar to Gramaring (1st Ed). United Kingdom: Thomson/Heinle. ISBN 9780838466759. 3) Fromkin, V., Rodman, R. and Hyams, N. (2007). Language: Nature, Psychology and Grammatical Aspects. New Delhi: Wadsworth (Cengage Learning). ISBN 9788131508466.
<p>Reference books</p>	<ol style="list-style-type: none"> 1) Carter, R., McCarthy, M. (2006). Cambridge Grammar of English: A Comprehensive Guide (1st Ed). Cambridge: Cambridge University Press. ISBN:978052158846. 2) Celce-Murcia, M., Larsen-Freeman, D., Williams, H. A. (1999). The Grammar Book: An ESL/EFL Teacher's Course (2nd Ed.). South Korea: Heinle & Heinle. ISBN: 9780838447253.