Dr. Babasaheb Ambedkar Open University

Programme Guide

❖ **CERTIFICATE PROGRAMME IN THE TEACHING ENGLISH (CTE)**

About Dr. Babasaheb Ambedkar Open University: A seed of vision planted by Government of Gujarat in 1994 has grown into a lush green 'tree of knowledge' in its fruitful journey of 27 years and counting. Dr. Babasaheb Ambedkar Open University (BAOU), houses its headquarter in state-of-the-art 'Jyotirmay Parisar' in Ahmedabad city; it is the **only Open University of the State of Gujarat** and a mighty contributor in the State's higher education through open and distance learning mode. The University impacts the lives of citizens of Gujarat with easy access to higher education **without any barriers of age, time and space**; for it offers more than 70 programmes of Regular and Vocational-Professional courses comprising of Ph.D, M.Phil, Post-Graduate, Graduate, PG Diploma, Diploma and Certificate; with more than 250 Study Centres in a number of districts across Gujarat encompassing urban and rural areas.

Quick Facts:
- Establishment: Gujarat State Legislature passed the 'Gujarat Act No.14' in the year 1994, and the foundation of this University was laid on 13th April 1994.
- Only State Open University of Gujarat
- Unique Feature: The University provides Higher Education through Open, Distance and Online mode without any boundaries of age, caste, and geographical space.
- Present Vice Chancellor: Prof. Ami Upadhyay
- Total Number of Study Centres: 254+
- Total Number of Regional Centres: 06
- Total Number of Cumulative Registrations: around 8,00,000 + students
- Total Number of Active Students of last three years: 3,87,496 students
- Total Number of Programmes: 70+ ranging from Certificate, Diploma, Under Graduate, Post Graduate, Post Graduate Diploma and Research programmes M.Phil. and Ph.D.
- Headquarters: "Jyotirmay" Parisar, Dr. Babasaheb Ambedkar Open University, S. G. Highway, Ahmedabad, Gujarat

The university caters to diverse groups of learners:

- Women, particularly house-wives
- People engaged in different services, business or agriculture
- People living in rural and remote areas
- Persons deprived of admission in conventional universities of the state
- Persons deprived of higher education in young age and aspiring to improve their qualifications now
- People belonging to Scheduled Tribes, Schedule Caste, Nomadic Tribes and Socially Educationally Backward Class

- Physically handicapped
- Working people who wish to improve their professional skills

In order to reach these unadvantaged groups due to educational, economical, social, geographical and other circumstances, the BAOU has so far launched academic programs for all the "less educated", "educated" and "higher educated" groups.

- **ELIGIBILITY**

The Certificate Programme in the Teaching of English as a Second Language is meant for any graduate (B.A., B.Sc., and B.Com.) who is teaching in a school or aspires to teach in one. The person should be interested in teaching English as effectively and innovatively as possible.

Even non-graduates (those who have completed 10+2) can do the programme, but they must be already teaching in a school for two years, or must have completed Primary Teacher Training or Elementary Teacher Training two years duration run by any State Government. Students with three years of B.EL.ED may also apply.

Applicants are required to fill and submit the application form. In case you have completed 10+2and have two years' teaching experience, a certificate from the Principal of your school is required as proof.

- **AIMS OF THE PROGRAMME (CTE)**

In a nutshell, the Programme will enhance the teachers' understanding of the learners, the learning process, the nature and structure of language, and the teaching of it in terms of new and more effective methodologies of classroom management, material selection and evaluation. This programme will help the teacher to:

A: gain insights about the language leaner, not only as a cognitive entity, but as a social being, functioning in a multilingual environment.
B: understand the nature of language as a dynamic entity, subject to variation and change,

C: enhance her/his proficiency in English, not only in terms of the structure of English (sounds, words, grammar) but also at the level of discourse.

D: critically reflect over her/his classroom experience and innovate in teaching strategies, so that she/he may be able to more effectively teach the four skills of speaking, listening, reading and writing.

E: upgrade herself/himself in the new theories that are prevalent in terms of the learner, the learning process, classroom management, material selection and creation, evaluation and methodology of teaching.

F: conduct action research and monitor one's own teaching.

- **DURATION**

You may complete it in 6 months, but you must complete it in 2 years. If you wish to do it in three months, you are not allowed to do so. But, if for some reason you cannot complete it in 2 years, you will have to re-register and pay the required fees.

- **FEES**

Programme fee is RS. 1800/- for male and RS. 1300/- for female.

- **PROGRAMME STRUCTURE**

The Certificate Programme in the Teaching of English as a Second Language offers three compulsory core courses and two optional courses, of which the candidate has to choose one. Each course has a course code, namely CTE-1, CTE-2, etc. as well as a course title. This programme is of 16 credits. Each course is of 4 credits.

Now let us look at the overall scheme of the courses:

Programme	Course Code	Course	Course Status	Credits
Certificate	CTE-1	The Language Learner	Compulsory	4
Programme	CTE-2	The Structure of English	Compulsory	4
In the	CTE-3	Teaching Strategies	Compulsory	4
Teaching of	CTE-4	Teaching English-Elementary School	Optional	4
English as a **Second**	CTE-5	Teaching English-Secondary School	Optional	4
Language				

NOTE: Choose any one Course from the optional.

You are required to successfully complete the three compulsory courses (of 4 credits each) and any one of the two optional courses (4 credits each) in order to obtain a Certificate in the Teaching of English as a Second Language. In short you will need to collect 16 credits to get the Certificate.

- **HOW TO COMPLETE THE PROGRAMME**

BAOU provides a great deal of flexibility in choosing and deciding when to complete the programme and in sitting for exams according to one's convenience. You must make full use of these options. The programme begins in January/July and you may complete it in a minimum duration of 6 months or go up to a maximum of two years. You may sit for the term end exams in June or December of the same year.

- **STUDY MATERIAL**

PRINT MATERIAL

Each course consists of 4 books which are called BLOCKS. Each block has a title and number. The block consists of 3 to 6 lessons which are called UNITS.

- **SUPPORT SERVICES**

STUDY CENTRES

BAOU has established Study Centres throughout the State. These centres will have four major functions: organizing contact programmes, providing library facilities, disseminating information and advice, and making audio/video services available.

You will be allotted a Study Centre near your place of residence or work. You will also be attached to counsellors. They will be the immediate point of contact for you, and will guide you in the study of the Courses.

COUNSELLING SESSIONS

In distance education, face-to-face contact between the learners and their tutors/counsellors, though minimal, is an important activity. The purpose of such a contact session is to answer some of your questions and clarify your doubts, besides giving you an opportunity to meet your peers. The counselling sessions are not compulsory. However, they will be useful in certain respects: to share your views on the subject with your teachers and fellow participants, comprehend some of the complex ideas or difficult issues, and to clarify many of your doubts.

Obviously, counselling sessions will be very different from usual teaching or lectures. Your tutors/counsellors will not be delivering lectures or speeches. They will try to help you overcome the difficulties which you may face (academic as well as personal) while studying for CTE

The counselling sessions will be usually conducted at the nearest Study Centre close to your residence. Before you go to the counselling sessions, please go through your course materials. Unless you have gone through the Units/Blocks, there may not be much to discuss. During the counselling sessions try to concentrate on the relevant and the more important issues (it is quite likely that some minor issues may distract your attention and you may not have time to discuss the major ones). You may also establish personal contact with your fellow participants to get mutual help and exchange ideas. Try to get the maximum possible help from your counsellors/tutors and peers.

- **TERM END EVALUATION**

The evaluation of the performance of the students in the term-end examination will be based on both marks and grading system.

Letter grade	Notional correlates	Corresponding percentage in numerical marks

A	Excellent	70% and above
B	Very good	55% and above but less than 70%
C	Good	45% and above but less than 55%
D	Satisfactory	35% and above but less than 45%
E	Unsatisfactory	Below 35%

The degrees and diplomas of this University are recognized and have the same status as those of any other Central and State University in the country

Term End Examinations will be conducted twice a year in June and in December.

- **COURSE DESCRIPTION**

CREDITS: Each course is of 4 credits. You must obtain a total of 16 credits in order to qualify for the Certificate in the Teaching of English as a Second Language.

Course 1 (Compulsory): The Language Learner

The focus of this programme is the learner, so it was decided that we should begin with a profile of the learners in terms of their needs (personal, social and affective) and the multilingual environment in which they live. This could be used by the teacher in the teaching-learning process. An important part of this course would be an introduction to the nature of language, how both the first and the second language is acquired, and specifically the stages in second language acquisition. In the last block, Block 4, we will introduce you to the multilingual environment of the learner.

Block 1   The Learner
Block 2   The Nature of Language
Block 3   The Nature of Language Learning
Block 4   Language Learning in Multilingual Settings

Course 2 (Compulsory): The Structure of English

One of the main aims of this course is to show you that language is a dynamic entity, subject to variation and change. English is spoken differently in different parts of the world, as well as in different regions of India. The over emphasis on purist 'norms' and 'standards' should be avoided by the teacher.

Another major objective of this course is to enhance the proficiency of the teacher in English. It was decided in this regard that we would follow a top-down approach, i.e. start with discourse, and then move on to sentence types, words and finally sounds. This would give the teacher a perspective on the organisation of language beyond the level of the sentence. The language teacher is familiar with the sentence-based approach, and sentences fall in the domain of grammar. But to understand the true nature of language, it becomes necessary to look at what

goes beyond the sentence, and to incorporate these insights into the teaching of language.

Block 1	English and its Varieties
Block 2	The Nature of Text
Block 3	Sentence Types: Form and Function English
Block 4	Word Patterns and Sounds

Course 3 (Compulsory): Teaching Strategies

This course gives you new insights about classroom strategies in terms of classroom organisation and management. It deals with effective methods and strategies used in teaching the different skills of listening, speaking, reading and writing. It also gives a theoretical update on the teaching of these four skills. An important part of a teacher's job is material selection, creation and adaptation. We have, therefore, devoted a whole block to this aspect.

Block 1	General Principles of Teaching-Learning
Block 2	Activities Listening and Reading
Block 3	Activities Speaking and Writing
Block 4	Activities Speaking and Writing

Course 4 and 5 (Optional)

Course 4: Teaching English – Elementary School

OR

Course 5: Teaching English – Secondary School

The participant may choose any one course.

In both the courses we give a profile of the learners at the different stages, and the teacher's role in dealing with such learners. We also focus on the disadvantaged learners and learners with minor disabilities.

These courses are practical courses, where the different skills are taught by taking into account actual case histories and teaching experiences. These courses can be used as resource material for practicing teachers which they can actually use in the classroom.

Option I

Course 4: Teaching English – Elementary Level

Block 1	Pupil and Teacher
Block 2	Listening Comprehension and Speaking
Block 3	Reading Comprehension
Block 4a	Teaching Writing 1
Block 4b	Teaching Writing 2

<div align="center">**Option II**</div>

Course 5: Teaching English – Secondary Level

Block 1   Role of Learner and Teacher
Block 2   Listening Comprehension and Speaking
Block 3   Reading Comprehension
Block 4   Teaching Writing and Grammar

<div align="center">**A detailed Description of the Programme is given below:**</div>

Course Code: CTE-1 (Compulsory) Course Title: The Language Learner

Units Number and Title

1. **The Learner**

   1. Who are the Learners of Language-1?

   2. Who are the Learners of Language-2?

   3. Learner Factors in Second Language Acquisition – 1

   4. Learner Factors in Second Language Acquisition – 2

2. **The Nature of Language**

5. What is Language? Unique Features of Human Language

6. Language and Society

7. Language, Mind and Brain

8. Language Change in English through the Ages.

3. **The Nature of Language Learning**

9. Learning Theories

10. The Role of Errors in Language Learning -1: Contrastive Analysis and Error Analysis

11. The Role of Errors in Language Learning –2

4. **Language Learning in Multilingual Settings**

12. Bilingualism

13. Code-Mixing, Code-Switching and their Use in the English Classroom

14. English in India

15. A Survey of the Position of English in Schools and Colleges

16. Language and Power

Course Code: CTE-2 (Compulsory) Course Title: The Structure of English Blocks and Units Number and Title

    1. English and its Varieties

1. Native and Non-native Varieties of English

2. Indenisation of English

3. Indian English Question of Standard Form and Intelligibility

    2. The Nature of Text

4. What is a Text?

5. The Discourse Perspective

6. Application of Text Analysis to Teaching the Four Language Skills

    3. Sentence Types: Form and Function

7. Basic Sentence Patterns in English

8. Sentence Transformation: Negatives and Interrogatives

9. The Noun Phrase – I

10. The Noun Phrase – II

11. The Verb Phrase: Lexical, Auxiliary and Phrasal Verbs

12. Complex and Compound Sentences

    4. English Word Patterns and Sounds

13. Word Patterns

14. Inflectional Morphology of English-I

15. Inflectional Morphology of English –II

16. Derivational Morphology of English

17. Sounds of English: Vowels and Consonants

18. Stress and Rhythm in Connected Speech

Course Code: CTE-3 (Compulsory) Course Title: Teaching Strategies
Blocks and Units
Number and Title

1. General Principles of Teaching-Learning

1. Planning Lessons: From Course Materials to Classroom Process

2. Classroom Management

3. Monitoring Instruction – The Reflective Teacher

4. Experimenting with Teaching

2. Activities Listening and Reading

5. Language Learning Activities -I: Listening and Reading Comprehension

6. The Need for Teaching Listening Comprehension in the Classroom

7. The Reading Process

8. Developing Reading Skills

3. Activities Speaking and Writing

9. Speaking and Writing: Similarities and Differences

10. Some Approaches to Teaching the Spoken Language

11. Classroom Activities (Speaking)

12. Emerging Trends in Teaching Writing

13. Teaching Grammar

4. Creating Materials

14. Teaching Materials Their Need and Justification

15. Approaches to Materials Production

16. Evaluating and Adapting Instructional Materials

Course Code: CTE-4 (Optional) Course Title: Teaching English – Elementary School
Blocks and Units
Number and Title

1. Pupil and Teacher

1. The Learner at Primary School Level
2. Teaching Underprivileged Leaners
3. Educating the Special Learner

2. Listening Comprehension and Speaking

4. Speaking
5. Listening in the Primary School
6. Listening for Perception – Auditory Discrimination Activities
7. Listening for Comprehension
8. Testing Speaking and Listening

3. Reading Comprehension

9. Teaching Reading: General Principles
10. The Nature of Reading
11. Teaching Reading Strategies
12. Teaching Reading Comprehension Strategies
13. Developing and Implementing Reading Programmes

4a. Teaching Writing 1

14. The Mechanics of Writing
15. Creating a Writing Environment
16. Types of Writing in the Primary School
17. The Writing Process with Beginners

4b. Teaching Writing 2

18. Process Writing at a More Advanced Level
19. Writing across the Curriculum
20. Evaluation of Written Work
21. Teaching Grammar: New Activities and Games

Course Code: CTE-5 (Optional) Course Title: Teaching English – Secondary School
Blocks and Units
Number and Title

1. Role of Learner and Teacher

1. The Learner at the Secondary School Level
2. Teaching Underprivileged Learners
3. Teaching Learners with Special Needs
4. Helping the Learner to be Autonomous

2. Listening Comprehension and Speaking

5. Teaching Listening -1
6. Teaching Listening-2
7. Developing Speaking/Oral Skills
8. Speaking. Activities
9. Testing Listening
10. Testing Speaking Skills

3. Reading Comprehension
11. Reading Comprehension -I
12. Reading Comprehension – II
13. Introducing Different Registers
14. Teaching Vocabulary

4. Teaching Writing and Grammar

15. The Writing Process
16. Different Types of Writing
17. Teaching Study Skills
18. Teaching Grammar: New Type Activities and Games
19. (Improving and) Assessing Writing Ability
20. Testing Grammar and Usage

EVALUATION

The evaluation consists of two parts: 1) continuous evaluation through assignments, and 2) term-end examination. In the final result all the assignments of a course carry 30% weightage while 70% weightage is given to term-end examination. You will have to complete four assignments for this programme, one for each course.

You are required to score at least 35% marks in both continuous evaluation (assignments) as well as term-end examinations separately. In the overall computation also you must get at least 35% marks in each course to claim the Certificate Programme in the Teaching of English.

ASSIGNMENTS

Assignments constitute the continuous evaluation system. The submission of assignments is compulsory. Assignments of a course carry 30% weightage while 70% weightage is given to the term-end examinations.

You will not be allowed to appear for the term-end examination for a course if you do not submit the specified number of assignments on time. For **each CTE course** there is one assignment that you must attempt. The University/Coordinator of the Study Centre has the right not to entertain or to reject the assignments submitted after the due date. You are, therefore, advised to submit the assignments before the due date.

EXAMINATIONS

The primary component of the evaluation in CTE is the term-end examination. For each Course, **a student will have to obtain at least a 35%. However, the overall average should be at least 35% for the successful completion of a programme.** If a student fails to clear all the subjects in his/her first attempt, s/he can clear them in the subsequent examinations. The term-end examination in CTE will comprise four papers, i.e., one paper each for the four courses in CTE. The duration of each paper is three hours. Each paper in CTE carries 100 marks.

- **TERM-END EXAMINATION**

The University conducts term-end examination twice a year in the month of June and December every year. Students will be permitted to appear in term-end examination subject to the condition that registration for the courses in which they wish to appear is valid, maximum time to pursue the programme is not elapsed and they have also submitted the required number of assignment(s), if any, in those courses by the due date.

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