



# TAMIL NADU OPEN UNIVERSITY

## School of Education

### CERTIFICATE PROGRAMME ON COMMUNICATIVE ENGLISH

The course is meant for primary and Nursery school teachers, low level employees and government school students. This certificate programme will be made available through the university. The aim of the course is that the target group will acquire basic knowledge and skills in Listening, Speaking, Reading and writing of communicative English language in a multidisciplinary perspective.

#### **Programme Objectives**

While studying the Certificate Programme, the student shall be able to:

- equip fair well in the skills of speaking and writing in English.
- Give grammatical knowledge with regards to productive skill.
- achieve the skills of English language viz; listening and reading by giving practical aspect of receptive skills.
- Make students in advanced level of productive skills in English to develop discourse pattern and rhetorics to the employed in various social conduct.
- gain in –depth knowledge of communicative English; and to linguistically behave in English.

#### **Programme Outcomes**

After completion of the Certificate Programme, the student will be able to:

- Enrich his/her knowledge in the skills of listening ,speaking, reading and writing in English language
- Make English language lively in use of grammatical knowledge with regard to productive skills.
- Adopt the receptive skills of English language.
- Use fluently language skills in advanced level of productive skills.
- Apply various methods of communicative English.

- Eligibility** : Graduate (UG & PG) in any discipline  
**Medium of Instruction** : English.  
**Duration** : Minimum 6 months and Maximum 1 year  
**Fee Structure** : Rs. 1500 /-

**Programme Details**

COURSE CODE	COURSE TITLE	CREDITS
CEN - 01	Basics of English Language	3
CEN - 02	Communicative English (LSRW)	3
CEN - 03	Curriculum And Different Forms Language	3
<b>Total Credits</b>		<b>9</b>

**Examination System:** Theory Examinations will be conducted by the University in the Identified Centres. The assignment for each course should be submitted to the respective Learning Support Centres, which will be evaluated by the evaluators appointed by the University.

**Assignment for each Course**

**Assignment 1:**

Answer any one of the questions not exceeding 1000 words	Max – 15 Marks
Question 1	
Question 2	
Question 3	

**Assignment 2:**

Answer any one of the questions not exceeding 1000 words	Max – 15 Marks
Question 1	
Question 2	
Question 3	

**Theory Examination:** Students shall normally be allowed to appear for theory examination by completing Assignment. The Term-End Examination shall carry Sections: A, B and C.

Section-A	Very Short-Answer Questions [Each 3- Marks] Three out of Five Questions	3 x 3 = 9 Marks
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Section-B	Short-Answer Questions [Each 7 - Marks] Three out of Five Questions	3 x 7 = 21 Marks
Section-C	Long-Answer Questions [Each 10- Marks] Four out of Seven Questions	4 x 7 = 40 Marks
<b>Total</b>		<b>70 Marks</b>

**Awarding Continuous Internal Assessment (Maximum 30 marks):**

Submission and Evaluation of Assignments	<b>15 Marks (Compulsory)</b>
Attending in Academic Counselling Classes at LSCs/SCs (50% of Attendance may be considered for maximum marks)	<b>15 Marks</b>
<b>Total</b>	<b>30 Marks</b>

**Scheme of Evaluation**

Continuous Internal Assessment	<b>30 Marks</b>
Theory Examinations	<b>70 Marks</b>
<b>Total</b>	<b>100 Marks</b>

**Passing Minimum:** The passing minimum is 25marks out off 70 marks in the external (Theory) Examination and minimum 10 marks out off 30 marks in the Continuous Internal Assessment (CIA), overall 40 percent for successful completion of each course.

**Classification of Successful Candidate:** Candidates who pass all the Courses and who secure 60 percent and above in the aggregate of marks will be placed in the first class. Those securing 50 percent and above but below 60 percent in the aggregate will be placed in the second class. Those securing 40 percent and above but below 50 percent in the aggregate will be placed in the third class.

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**Tamil Nadu Open University**  
**School of Education**  
**Chennai – 15**

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**COURSE TITLE** : **BASICS OF ENGLISH LANGUAGE**  
**COURSE CODE** : **CEN - 01**  
**COURSE CREDIT** : **03**

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**COURSE OBJECTIVES**

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While studying the basics of English languages, the student shall be able to:

- Help learner to know the nature and significance of English language.
  - Develop the skills of oral languages.
  - Imbibe the Instructional Technologies in writing reports.
  - Describe the meaning, characteristics of learning English grammar.
  - Construct and plan for the methods and approaches of teaching English.
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**COURSE OUTCOMES**

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After completion of this course, the student will be able to:

- Adopt the nature and significance of English language.
  - Make English language lively in oral skills of English language.
  - Adopt receptive skills of English language in writing reports.
  - Use fluently language skills in advanced grammar.
  - Apply various methods and approaches of communicative English.
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**BLOCK 1 NATURE AND SIGNIFICANCE OF ENGLISH LANGUAGE**

**Unit- 1: INTRODUCTION TO ENGLISH LANGUAGE**

Introduction- History of English language- Place of English in India- English for occupational purpose-conclusion

**Unit- 2: IMPORTANCE OF ENGLISH IN INDIA:**

Introduction – need for English language- English as official language-language of international trade and world-library language- conclusion

**Unit- 3: UNDERSTANDING ENGLISH LANGUAGE:**

Introduction- English language is a 'skill' rather than knowledge– English teacher with various skills-conclusions

**BLOCK- 2 ORAL LANGUAGES LEARNING**

**Unit- 4: CLASSROOM ENGLISH:**

Introduction- Classroom English – Telling stories- creating situations for dialogue- language games-language activities- conclusion.

**Unit-5: AIMS OF TEACHING ENGLISH:**

Introduction- Aims of Teaching English- Difference between language as a school subject and language as a means of learning and communication- conclusion.

**Unit-6: OBJECTIVES OF TEACHING ENGLISH:**

Introduction-General objectives of Teaching English- objective of teaching English as second language- English as a link language- conclusion.

**BLOCK-3 REPORTS**

**Unit-7: WRITING REPORTS**

Introduction- Development of communicative language teaching- oral reports- Announcements- Writing of a report- conclusion

**Unit-8: FORMAL AND INFORMAL REPORTS**

Introduction—Interviews & press conference-Reporting through essays- Writing reports after taking notes-newsletters and Drafts- conclusion.

**Unit-9: LEARNING RESOURCES**

Introduction- Multimedia (Internet) - Information communication technology for teaching English-conclusion.

**BLOCK-4 GRAMMAR**

**Unit-10: THE PARTS OF SPEECH**

Introduction- Steps involved in teaching grammar- the parts of speech- conclusion.

**Unit-11: TENSES**

Introduction- verbs- tenses- kinds of tenses- conclusion.

**Unit-12: FORMAL AND FUNCTIONAL GRAMMAR**

Introduction- Degrees of comparison (Interchange)- Direct and Indirect speech- Types of sentences- Active and Passive voice- Articles- punctuations- The conclusion.

**BLOCK-5 METHODS AND APPROACHES OF TEACHING ENGLISH**

**Unit-13: METHODS OF TEACHING ENGLISH**

Introduction- Grammar translation method- direct method- bilingual method- CAI(computer assisted instruction- conclusion.

#### **UNIT-14: APPROACHES OF TEACHING ENGLISH**

Introduction- Communicative approach- ABL (Activity based learning)- ALM(Activity learning method)- conclusion.

#### **SUGGESTED READINGS**

- Albert C. Baugh, Thomas Cable 2013 A History of the English Language Paperback
- DeepikaLamba (Author), Yogita Joshi (Author), Surjit Singh - 2014 Techniques of Teaching English Paperback
- Dr.MeenaSehrawat, Dr Subodh K Jha (2015) TEACHING OF ENGLISH LANGUAGE Paperback
- NavitaArora 2017 English Language Teaching: Approaches and Methodologies Paperback
- Phil Williams 2018 Advanced Writing Skills for Students of English Paperback
- Ray Mackay 2014. A Basic Introduction to English Language Teaching (English. Paperback)
- Thangasamy, Kokila S. (2016). Pedagogy of English. Chennai: Vinodh publishers.
- Vyas Manish A. Patel Yogesh L. (2015) Teaching English As A Second Language: A New Pedagogy for A New Century Paperback

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**COURSE TITLE** : **COMMUNICATIVE ENGLISH (LSRW)**  
**COURSE CODE** : **CEN- 02**  
**COURSE CREDIT** : **03**

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**COURSE OBJECTIVES**

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While studying the communicative English, the student shall be able to:

- enhance the listening skills
  - develop the speaking skills.
  - equip well the reading skills.
  - mould better writing skills by sensitizing the learners to the dynamics of effective writing.
  - imbibe learning resources of English language.
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**COURSE OUTCOMES**

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After completion of this course, the student will be able to:

- Enrich his/her knowledge of listening skills
  - Make English language lively in speaking skills.
  - Adopt the receptive skills of reading.
  - Use fluently writing skills in advanced level of productive skills.
  - Make use of learning resources of English language.
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**BLOCK 1 LISTENING SKILLS**

**Unit-1: LISTENING**

Introduction- Listening process- Types of Listening- Intensive listening- Extensive listening- conclusion.

**Unit-2: STAGES OF LISTENING**

Introduction- purpose of listening- Discriminative listening- aesthetic listening- efferent listening- critical listening- conclusion.

**Unit-3: LISTENING DIFFERENT KINDS OF SPOKEN TEXT**

Introduction- Announcements- Interviews- Group discussions- dialogues- news items- conclusion.

## **BLOCK 2 SPEAKING SKILLS**

### **Unit-4: SPEAKING PURPOSE**

Introduction- speaking purpose- Developing speaking skills- Introducing oneself- narrating events- giving instruction- counselling- conclusion.

### **Unit-5: STRATEGIES FOR DEVELOPING SPEAKING SKILLS**

Introduction- Strategies for developing speaking skills- role play- interaction with peers- reporting- story telling- asking questions- conclusion.

### **Unit-6: SPEAKING SKILLS**

Introduction- speaking skills- English speech sounds- vowels- diphthongs and consonants- stress and intonation patterns- conclusion.

## **BLOCK 3 READING SKILLS**

### **Unit-7: TEACHING READING**

Introduction- teaching reading- Aims of teaching- purpose of teaching- reading as a process- conclusion.

### **Unit-8: TYPES OF READING**

Introduction- Types of reading- silent reading- oral reading- reading comprehension- conclusion.

### **Unit-9: CLASSIFICATION OF READING**

Introduction- classification of reading- skimming- scanning- extensive reading- intensive reading- conclusion.

## **BLOCK 4 WRITING SKILLS**

### **Unit-10: IMPORTANCE OF WRITING**

Introduction- importance of writing- Mechanics of hand writing- conclusion.

### **Unit-11: CHARACTERISTICS OF GOOD HAND WRITING**

Introduction- characteristics of good hand writing- writing composition- note taking- conclusion.

### **Unit-12: FORMAL AND INFORMAL LETTERS**

Introduction- formal and informal letters- common problems in writing- conclusion.

## **BLOCK 5 LEARNING RESOURCES FOR ENGLISH LANGUAGE**

### **Unit-13: AUDIO- VIDEO AIDS**



Introduction- audio video aids- computer assisted learning- newspapers-  
Language laboratory conclusion.

#### **Unit-14: INFORMATION COMMUNICATIVE TECHNOLOGY (ICT)**

Introduction- information communicative technology- websites for teaching  
English- internet for teaching English- mobile phone to learn English- films-  
conclusion

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**COURSE TITLE** : **CURRICULUM AND DIFFERENT FORMS LANGUAGE**  
**COURSE CODE** : **CEN - 03**  
**COURSE CREDIT** : **03**

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**COURSE OBJECTIVES**

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While studying the curriculum and different forms of English language the student shall be able to:

- develop English curriculum effectively.
  - make use of English vocabulary effectively in different forms of English language.
  - equip interest in teaching learning of English prose.
  - gain interest in teaching learning of English poetry.
  - know the recent developments of learning the English language
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**COURSE OUTCOMES**

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After completion of this course, the student will be able to:

- Enrich his/her knowledge in English curriculum development.
  - Make English language lively in vocabulary knowledge with regard to productive skills.
  - Adopt the receptive skills of English language in teaching learning of prose.
  - Use fluently language skills in teaching learning of poem.
  - Apply recent developments of English language.
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**BLOCK-1 ENGLISH CURRICULUM DEVELOPMENT**

**Unit-1: PRINCIPLES OF CURRICULUM CONSTRUCTION**

Introduction- Principles of curriculum construction- Limitations in the existing school English curriculum- conclusion.

**Unit-2: BASIC CONCEPT IN PHONOLOGY**

Introduction- Basic concept in phonology- morphology-syntax and semantics- conclusion.

**Unit-3: QUALITY OF A GOOD ENGLISH TEXTBOOK**

Introduction- quality of a good English textbook- textbook review- conclusion.

**BLOCK-2 TEACHING OF VOCABULARY**

**Unit-4: ACTIVE AND PASSIVE VOCABULARY:**

Introduction- active and passive vocabulary- selecting and grading techniques to introduce a word-conclusion.

**Unit-5: VOCABULARY EXPANSION:**

Introduction- vocabulary expansion- classroom devices and exercises- conclusion.

**Unit-6: TEACHING SPELLING:**

Introduction- Teaching spelling- difficulties and remedies in learning spelling- spelling games- conclusion.

**BLOCK-3 TEACHING OF PROSE**

**Unit-7: AIMS OF TEACHING PROSE:**

Introduction- Aims of teaching prose- the steps involved in teaching prose- conclusion.

**Unit-8: PROSE- INTENSIVE AND EXTENSIVE READING:**

Introduction- prose- Intensive reading- Extensive reading- conclusion.

**Unit-9: ACTIVE LEARNING METHADODOLOGY:**

Introduction- active learning methodology (ALM) for prose lessons- ways to develop creative writing among school children- conclusion.

**BLOCK-4 TEACHING OF POETRY**

**Unit-10: AIMS OF TEACHING POEM**

Introduction- aims of teaching poem/rhyme- different methods of development of writing- conclusion.

**Unit-11: STEPS IN TEACHING POEM**

Introduction- steps in teaching poem/rhyme- qualities of an English teacher- conclusion.

### **Unit-12: TEACHING OF CONTINUOUS WRITING**

Introduction- teaching of continuous writing- formal and informal writing such as letter, diary, notices, articles, reports, dialogue and speech -conclusion.

## **BLOCK-5 RECENT DEVELOPMENT IN TEACHING ENGLISH**

### **Unit-13: COMMUNICATIVE LANGUAGE TEACHING**

Introduction- The impetus for the development of communicative language teaching (CLT)- challenges of teaching and learning English - conclusion.

### **Unit-14: ENGLISH FOR OCCUPATIONAL PURPOSE**

Introduction- English for occupational purpose- eclectic approach- communicative approach- conclusion.  
conclusion.

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