

ENGLISH-FYUGP-SEC

Skill Enhancement Electives- approved by 37th AC

1. SEC 1: Basic English Communication Skills

- a. Grammar
- b. Listening and Speaking
- c. Basics of Reading
- d. Basics of Writing

2. SEC 2: Advanced English Communication Skills

- a. Advanced Reading**
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communications

SEC Course 1: Basic English Communication Skills Course

Statement

The aim of this course is to help students become familiar with nuances of grammar, and build confidence in them that grammar is 'learnable'. The course also helps the learners become aware of language, its dependence on grammar and the variety it exhibits. This course will be offered under four headings as given below:

- a. Grammar
- b. Listening and Speaking
- c. Basics of Reading
- d. Basics of Writing

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate run thus:

- ✓ Identify deviant use of English both in written and spoken forms
- ✓ Recognize the errors of usage and correct them
- ✓ Recognize their own ability to improve their own competence in using the language
- ✓ Understand and appreciate English spoken by people from different regions
- ✓ Use language for speaking with confidence in an intelligible and acceptable manner
- ✓ Understand the importance of reading for life
- ✓ Develop an interest for reading
- ✓ Read independently unfamiliar texts with comprehension
- ✓ Understand the importance of writing in academic life
- ✓ Write simple sentences without committing errors of spelling and grammar

Course Content

Unit-I:

- i. Major basic grammatical categories
- ii. Notion of correctness and attitude to error correction
- iii. Importance of listening skills
- iv. Problems of listening to unfamiliar dialects

Unit-II:

- v. Aspects of pronunciation and fluency in speaking
- vi. Intelligibility in speaking
- vii. Introduction to reading skills

viii. Introducing different types of texts—narrative, descriptive, extrapolative

Unit-III:

- ix. Introduction to writing skills
- x. Aspects of cohesion and coherence
- xi. Expanding a given sentence without affecting the structure
- xii. Reorganizing jumbled sentences into a coherent paragraph
- xiii. Drafting different types of letters (personal notes, notices, complaints, appreciation, conveying sympathies etc.)

Suggested Reading

1. Acevedo and Gower M (1999) *Reading and Writing Skills*. London, Longman
2. Deuter, Met. al. (2015). *Oxford Advanced Learner's Dictionary of English (Ninth Edition)*. New Delhi, OUP
3. Eastwood, John (2008). *Oxford Practice Grammar*. Oxford, OUP.
4. Editorial Board. (2012) *Prosaic Musings-Nagaland University Anthology of Prose, Short Stories and Writing Skills*. New Delhi: Trinity.
5. Editorial Board. (2012). *Wings of Poesy: Nagaland University Anthology of Poetry*. Macmillan/Trinity.
6. Hadeheld, Chris and J Hadeheld (2008). *Reading Games*. London, Longman
7. Hedge, T (2005). *Writing*. Oxford, OUP
8. Jolly, David (1984). *Writing Tasks: Students' Book*. Cambridge, CUP
9. Klippel and Swan (1984). *Keep Talking*. Oxford, OUP
10. Saraswati, V (2005). *Organized Writing 1*. Hyderabad, Orient Blackswan
11. Swan, Michael. (1980). *Practical English Usage*. Oxford, OUP
12. Walter and Swan (1997). *How English Works*. Oxford, OUP

SEC COURSE 2: ADVANCED ENGLISH COMMUNICATION SKILLS

Course Statement

The course has a focus on helping learners develop their skills of Reading, Writing and communication skills. It builds their competence further in Reading and Writing to facilitate their academic pursuits. Further, it also builds their ability to communicate effectively with a wide range of people especially for professional purposes. The learner is made aware of all aspects of effective communication and skills required for acquiring as well as conveying information. The course will be offered under four headings as given below:

- a. Advanced Reading
- b. Advanced Writing
- c. Principles of communication and communicative competence
- d. Cross Cultural Communication

Course Level Learning Outcomes

Some of the course learning outcomes that learners of this course are required to demonstrate run thus:

- ✓ Read and understand longer pieces of discourse independently
- ✓ Read and compare two texts for evaluating them
- ✓ Summarise a text for the benefit of peers orally or in writing
- ✓ Read and re-narrate a piece of text either orally or in writing
- ✓ Plan a piece of writing before drafting – brainstorming and developing web-charts/flow-diagrams/outlines
- ✓ Edit a piece of self and peer writing
- ✓ Writing and revising the drafts
- ✓ Write a review of a text read for academic purpose or pleasure
- ✓ Understand the purpose and process of communication
- ✓ Identify and overcome barriers of communication
- ✓ Understand and appreciate the social norms of communication
- ✓ Understand and appreciate the principle of politeness in relation to the speaker/listener

Course Content

Unit-I:

- i. Reading texts of different genres and of varying length
- ii. Different strategies of comprehension
- iii. Reading and interpreting non-linguistic texts
- iv. Reading and understanding in complete texts (Cloze of varying lengths and gaps; distorted texts.)

Unit-II:

- v. Analyzing a topic for an essay or a report
- vi. Editing the drafts arrived at and preparing the final draft
- vii. Re-draft a piece of text with a different perspective (Manipulation exercise)

Unit-III:

- viii. Summarize a piece of prose or poetry
- ix. Using phrases, idioms and punctuation appropriately
- x. Introduction to communication – principles and process
- xi. Types of communication – verbal and non-verbal
- xii. Identifying and overcoming problems of communication
- xiii. Communicative competence
- xiv. Cross-cultural communication

Suggested Readings:

- 1) Bailey, Stephen (2003). *Academic Writing*. London and New York, Routledge.
- 2) Department of English, Delhi University (2006). *Fluency in English Part II*. New Delhi, OUP.
- 3) Editorial Board. (2012) *Prosaic Musings-Nagaland University Anthology of Prose, Short Stories and Writing Skills*. New Delhi: Trinity.
- 4) Editorial Board. (2012). *Wings of Poesy: Nagaland University Anthology of Poetry*. Macmillan/Trinity.
- 5) Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Skills*. New York, CUP
- 6) Hedge, T. (2005). *Writing*. London, OUP
- 7) Kumar, S and Pushp Lata (2015). *Communication Skills*. New Delhi, OUP

- 8) Lazar, G. (2010). *Literature and Language Teaching*. Cambridge, CUP
- 9) Nuttall, C (1996). *Teaching Reading Skills in a Foreign Language*. London, Macmillan
- 10) Raman, Meenakshi and Sangeeta Sharma (2011). *Technical Communication: Principles and Practice*. New Delhi, OUP.

Additional Papers as Core/DSE/GE/SEC: (Can be opted in case of approved syllabus change only)

Paper-I: Mother- Tongue and Other Tongue

The centuries-long usage of English has made us forget many valuable aspects of our mother-tongues. The paper seeks to look back to traditions in our mother-tongue speaking and writing. Hence the students need to be exposed to translating the literatures in mother-tongue to English, for its preservation, promotion and dissemination. The learning of skills must be applied here for creativity. The teacher should expose the students profusely to all types of literatures both oral and written and enthuse their participation by provoking them to performance and translation. The teacher has to arrange the lectures on importance of different units and give sufficient assignments to the students (a minimum of 30 assignments on each unit)

Unit-I:

Translating Poetry:

Unit-II:

Translating Prose:

Unit-III:

Translating Proverbs, Idioms, important terms in popular parlances, etc.

Unit-IV:

Collecting folk literature and translating to English

Unit-V:

Appreciating and Recording Folk Performance

Paper-II: Language, Figures of Speech and Literary Terms

Unit-I:

Style and Varieties of English-2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Written and Spoken English
- b) Formal and Informal English

Practical: 10 Marks (to conduct internally)

Practice and Application of the style and varieties provided in theory section

Unit-II

Figures of Speech and Literary Terms:

Anticlimax, Antithesis, climax, Euphemism, pun, paradox, simile, synecdoche, irony, metaphor, metonymy, oxymoron, allegory, archaism, hyperbole, alliteration, rhyme, rhetorical question, anaphora, epiphora, tautology, enallage, ellipsis, syllepsis, inversion, hysteron, proteron

Practical: To learn the meaning and usage with examples from literature/ literary texts and recurrent internal examinations should be conducted.

Unit-III:

Appreciating Literature:

The students should be profusely exposed to different types of Literature like poetry, drama, novel, short story and be given paragraphs, stanzas, dialogues, etc. ex tempore and asked to write critical appreciation.

Unit-IV:

Reading Literature:

The Reading skills of the students should be evaluated to test their inhering of the correct pronunciation by use of Phonetics. All the students be asked by the teacher to read paragraphs loudly one by one. While one student will be reading, the others listening must point out the wrong pronunciation each after the reading by one is over.

Silent reading should be applied for examining comprehension tests on spot by giving them questionnaire to answer. Other reading skills must be imparted and practised by the students.

Unit-V:**Speaking:**

The Students must be exposed to different kinds of speaking skills and each must practise speaking. They must be given large varieties of topics to prepare and each student must speak by rotation on different topics.