

<b>SHSB5206</b>	<b>ENGLISH FOR CAREER DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>EL</b>	<b>Credits</b>	<b>Total Marks</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>100</b>

Objectives:

- To improve professional English communication skills.
- To develop effective career-oriented writing abilities.
- To build confidence in spoken English for workplace situations.
- To enhance digital and interpersonal skills for career readiness.

### **UNIT I – INTRODUCTION TO EMPLOYABILITY SKILLS (9 Hrs)**

Changing one form of speech into another – Common Errors and their Correction – Professional Vocabulary Building – Idioms & Phrases – Introduction to Soft Skills – Communication Techniques – Types of Communication – Verbal Communication – Nonverbal Communication – Corporate Communication – Workplace Etiquette and Professional Behaviour.

### **UNIT II – LISTENING & SPEAKING SKILLS (9 Hrs)**

Listening & Understanding – Speaking Clearly & Confidently – Self-Introduction – Talking about Likes and Dislikes – Listening for Specific Information – Group Discussion – Types of Job Interviews – Making Oral and PowerPoint Presentations – Telephonic and Virtual Conversations – Public Speaking Techniques – Extempore Speech.

### **UNIT III – READING & WRITING SKILLS (9 Hrs)**

Writing to the Needs of the Audience – Formal Emails – Formal Report Writing – Instructions and Recommendations – Preparation of User Manual – Drafting Memos and Circulars – Comprehension Strategies – Reading Independently – Reading and Summarizing.

### **UNIT IV – INCORPORATING EMPLOYABILITY SKILLS (9 Hrs)**

Personality – Integrity – Adaptability – People Skills – Teamwork – Communication – Respect – Workplace Etiquette – Interpersonal Skills – Initiative and Enterprise – Professional Skills – Formal Letters – Building a Resume – Preparation of Cover Letter – Learning Technology – Presenting Data as Reports and Pictorial Representation.

### **UNIT V – ELIGIBILITY FOR EMPLOYMENT (9 Hrs)**

Interpersonal Skills – Organizational Skills – Team Building and Collaboration Skills – Leadership Skills – Critical Reasoning Skills – IT Skills – Group Task – Numeracy Skills – Critical Thinking Skills – Analytical Skills – Problem Solving – Preparing for Job Applications and Interviews.

### **COURSE OUTCOMES**

Upon the completion of the course, the learners will be able to communicate,

- CO1- Acquire required language skills for job market.
- CO2- Be familiar with Soft Skills & Employability Skills
- CO3- Comprehend immense knowledge on Communication Skills
- CO4- Gain knowledge in professional writing and its techniques
- CO5- Experience the real environment of job interviews
- CO6- Apply elements of Critical reasoning & Analytical Skills

### **REFERENCES**

1. Suleman, Fátima. "The employability skills of higher education graduates: insights into conceptual frameworks and methodological options." Higher Education 76 (2018): 263-278.
2. Tulgan, Bruce. Bridging the soft skills gap: How to teach the missing basics to today's young talent.

John Wiley & Sons, 2015.

3. Trought, Frances. Brilliant employability skills: How to stand out from the crowd in the graduate job market. Pearson UK, 2017.

4. Corradini, Erika, Kate Borthwick, and Angela Gallagher-Brett, eds. Employability for languages: a handbook. Research-publishing. Net. 2016.

SHSB5207	COMPUTER ASSISTED LANGUAGE LEARNING	L	T	P	EL	Credits	Total Marks
		3	0	0	0	3	100

### ➤ COURSE OBJECTIVES

- To promote learner autonomy and to support various learning styles and strategies
- To analyse and evaluate the pedagogic potential of digital technology and media for language learning, teaching, and instructing
- To use a variety of strategies to increase pupils' enjoyment of writing in English and other languages
- To critically consider the growth of professional digital competence in English and foreign language teaching.

### UNIT 1 – AN OVERVIEW (9 Hrs)

Development of Information and Communication Technology (ICT) – Definition and Scope of CALL – CALL Theories, Frameworks, and Concepts – CALL and Computational Linguistics – History and Phases of CALL – Approaches to CALL – CALL Methodology – Integration of CALL in English Language Teaching.

### UNIT 2 – ELECTRONIC LITERACY (9 Hrs)

Computer Communication – Software Design and Pedagogy – Types of CALL – Effective Online Teaching and Learning – Use of Multimedia and Internet Resources – Technology-Enhanced Language Learning (TELL) – Web-Enhanced Language Learning (WELL) – Network-Based Language Learning (NBLL) – Mobile-Assisted Language Learning (MALL) – Digital Literacy and Netiquette.

### UNIT 3 – CALL DESIGN (9 Hrs)

CALL Programs and Applications – CALL and Language Skills (Listening, Speaking, Reading, Writing) – Grammar, Vocabulary, and Data-Driven Learning – Designing Digital Learning Tasks – Learner Training and Autonomy – Teacher Roles in CALL – Evaluation, Assessment, and Feedback in CALL Environments.

### UNIT 4 – CALL RESEARCH (9 Hrs)

Complexities of theory in CALL - Technologies used in CALL - Internet based CALL - Emerging Trends - Issues- Problems and criticisms of CALL instruction- Conventional teaching vs CALL-based teaching: Comparison Research - Professional development – Challenges and Limitations.

### UNIT 5 – CURRENT PRACTICES AND FUTURE DIRECTIONS (9 Hrs)

Future of CALL – AI, Virtual Reality (VR), and Gamification in Language Learning – CALL Software and Research – Practical Application Using Digital Language Labs – Inbuilt Learning Activities – Professional Associations and Networks – Self-Directed and Lifelong Learning in Digital Contexts.

### COURSE OUTCOMES

With the completion of the course, the learner will be able to:

- CO1 – Use knowledge and skills in digital production, communication, collaboration, assessment, and understanding of societal influence.
- CO2 – Apply various approaches to develop students' joy of writing in English and foreign languages.
- CO3 – Analyse and critically assess digital technology and media's didactic potential for language learning, teaching, and instruction
- CO4 – Analyse relevant subject-specific and research-ethical issues within computer-assisted language learning
- CO5 – Demonstrate thorough knowledge about the relationship between writing and learning.
- CO6 – Analyse pedagogical research and apply innovative classroom techniques.

#### PRESCRIBED TEXT

- Hardisty, D., & Windeatt, S. (1990). *Call: Computer assisted language learning*. Oxford University Press.

#### TEXT / REFERENCES BOOKS

1. Beatty, Ken *Teaching and Researching Computer-Assisted Language Learning* (2nd edition). London: Pearson. (2010).
2. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Washington DC: Georgetown Univ. Press. (2012).
3. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* (includes CD-ROM). White Plains, NY: Pearson Education. (2008).
4. Egbert, Joy *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, VA: TESOL. (2005).