

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	THE TEACHING OF SKILLS
Category	Existing course with (30%) revision (highlighted in the assessment tasks and the readings).
Course code	MAELEC520
Semester	II(Cross-listed with the MA TESL second semester course)
Number of credits	5
Maximum intake	30
Day/Time	Monday 11 a.m. to 1 p.m. Wednesday 9 a.m.-11 a.m.
Name of the teacher	K. Padmini Shankar
Course description	<p>Course description</p> <p><i>The Teaching of Skills</i> focuses on training students in developing the language skills – listening, speaking, reading and writing (LSRW) – and the language elements – vocabulary and grammar. Students will explore a range of pedagogical options for the teaching of skills in the classroom. Each of the language elements and skills will be transacted highlighting the principles behind teaching, learning and assessment. Students will examine a plethora of tasks, activities, techniques, and materials for lesson planning and classroom teaching. Delivery of instruction adopts interactive pedagogy and a problem-solving approach wherein students will learn through tasks, discussions and presentations. They will get a hands-on experience of the teaching of skills and elements through micro-teaching. The course helps students build a repertoire of classroom techniques to teach language skills and elements that are grounded in established principles of second language teaching and learning.</p> <p>Course objectives: by the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Knowledge and Understanding: <ul style="list-style-type: none"> ○ CO1: Understand the cognitive, linguistic and affective processes of how language skills are developed, with a particular focus on English (aligns with PO1, PO2, PO3). ○ CO2: Gain knowledge on the selection and use of appropriate materials for teaching of language skills and elements (aligns with PO2, PO4). 2. Skills related to one's Specialization: <ul style="list-style-type: none"> ○ CO3: Develop skills to design engaging and effective tasks for teaching listening, speaking, reading, and

writing (LSRW), as well as grammar and vocabulary to ESL and EFL learners of middle and secondary school (aligns with PO5).

- CO4: Expose learners to tasks and activities and techniques and methods tailored for language development of ESL and EFL learners (aligns with PO5, PO6).

3. Application of Knowledge and Skills:

- CO5: Create a positive and conducive classroom environment that supports learners' language development (aligns with PO8).
- CO6: Apply knowledge of assessment techniques to evaluate and support learners' progress (aligns with PO7, PO8).

4. Generic Learning Outcomes:

- CO7: Communicate teaching strategies and conceptual knowledge effectively in oral, written, and digital forms, fostering professional development (aligns with PO11).
- CO8: Collaborate with peers to enhance teaching practices and create innovative educational content for ESL/EFL learners (aligns with PO12).
- CO9: Develop critical thinking and problem-solving skills to address challenges in teaching learners, becoming self-directed educators (aligns with PO13).
- CO10: Incorporate ethical values and humanistic approaches in teaching, ensuring a respectful and supportive learning environment (aligns with PO14).

Learning outcomes: by the end of this course, students will achieve the following learning outcomes:

1. Domain-Specific Outcomes:

- LO1: Understand and critically analyze how language skills and elements can be developed among ESL/EFL learners incorporating cognitive linguistic and affective processes *(a)*
- LO2: Evaluate and select appropriate materials for teaching LSRW (listening, speaking, reading, and writing), grammar, and vocabulary to ESL/EFL learners. *(a)*

2. Value Addition:

- LO3: Develop reflective practices to continually improve teaching methods and adapt to the diverse needs of learners. *(b)*
- LO4: Foster a positive attitude towards ethical and humanistic teaching practices, ensuring a respectful

	<p>and supportive learning environment for learners. (b)</p> <p>3. Skill-Enhancement:</p> <ul style="list-style-type: none"> ○ LO5: Design and implement engaging and effective tasks and activities for teaching LSRW, grammar, and vocabulary to learners. (c) ○ LO6: Incorporate interactive and problem-solving teaching methods, promoting learner engagement and creativity. (c) ○ LO7: Practice and refine teaching methods in a controlled setting through Micro-teaching sessions. (d) <p>4. Employability Quotient:</p> <ul style="list-style-type: none"> ○ LO8: Use the repertoire of teaching techniques for effective teaching in modern and diverse classroom environments making them competent for language teaching positions. (d) ○ LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for ESL/EFL learners, demonstrating teamwork and leadership skills. (d) ○ LO10: Apply knowledge of assessment techniques to evaluate and support young learners' progress, showcasing the ability to integrate theory with practice. (d) ○ LO11: Develop critical thinking and problem-solving skills to address challenges in teaching ESL/EFL learners, enhancing adaptability and lifelong learning capabilities. (d)
Course delivery	The course objectives and the learning outcomes will be achieved through a combination of lectures, discussions, activities, and hands-on practice designed to prepare students for the real-world challenges of teaching English to ESL/EFL learners.
Evaluation scheme	<p>Internal assessment:</p> <ol style="list-style-type: none"> 1. Application-based test 2. Video lesson analysis 3. Teaching manual preparation <p>End-semester assessment: Sit-down pen and paper examination</p>
Reading list	<p>Essential Readings</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. Thornbury, Scott. (2002). <i>How to Teach Vocabulary</i>. New Delhi: Pearson. Chapter 2 How words are learned. Pp. 13-31. 2. Richards, Jack C. (2015). <i>Key Issues in Language Teaching</i>. Cambridge: CUP. Chapter 10 Vocabulary. Pp.

296-334.

Grammar

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 19 Teaching Grammar and Vocabulary**. Pp. 462-486.
2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 9 Grammar**. Pp. 261-295.

Listening

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 15: Teaching Listening**. Pp. 313-344.
2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 12 Listening**. Pp. 369-405.

Speaking

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 16 Teaching Speaking**. Pp. 345-388.
2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 13 Speaking**. Pp. 406-441.

Reading

1. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 14 Reading**. Pp. 442-477.
2. Grellet, Françoise. (1981). **Introduction**. Pp 3-25. *Developing Reading Skills*. Cambridge: CUP.

Writing

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 18 Teaching Writing**. Pp. 426-461.
2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 15 Writing**. Pp. 478-515.

Additional Readings

1. Harmer, J. (2015). *The Practice of English Language*

	<p><i>Teaching</i> (5th ed.). Pearson.</p> <p>2. Brown, H. D., & Lee, H. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> (4th ed.). Pearson.</p> <p>3. Lightbown, P. M., & Spada, N. (2013). <i>How Languages are Learned</i> (4th ed.). Oxford University Press.</p> <p>4. Thornbury, S. (2017). <i>Scott Thornbury's 30 Language Teaching Methods</i>. Cambridge University Press.</p> <p>5. Ellis, R. (2008). <i>The Study of Second Language Acquisition</i> (2nd ed.). Oxford University Press.</p> <p>6. Richards, J. C. (2017). <i>Curriculum Development in Language Teaching</i> (2nd ed.). Cambridge University Press.</p>
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	ESP Course Design
Category	a. Existing course without changes
Course code	MAELEC580
Semester	II(Cross-listed with the MA TESL second semester course)
Number of credits	5
Maximum intake	30 (on a first-come-first-served-basis for MA courses only)

	[Cross-list with the MA TESL second semester course]
Day/Time	Mondays: 2 – 4 pm; Thursdays: 9 – 11 am
Name of the teacher/s	Dr. Mahananda Pathak & Dr. C. Ramamuni Reddy
Course description	<p>English for Specific Purposes (ESP) emerged in the 1970s as a major movement in ELT to cater to the language needs of specific groups of professionals like business executives, medical practitioners, engineers, scientists, and diplomats. It is characterised by its special features such as needs analysis, genre analysis, learning-centered curriculum, need-based syllabus, and tailor-made materials.</p> <p>This course introduces learners to the concept of ESP, its scope, significance, and development as a stream of ELT. It provides an understanding of the principles of ESP course design including needs analysis, need-based syllabus, materials, testing, and evaluation through hands-on experience in designing ESP projects.</p> <p>PO3: understand theoretical constructs of ESL learning and teaching in instructional contexts PO5: acquire skills to design ESL/EFL materials for classroom use PO9: design multimodal materials for language learning PO12: collaborate for teaching, training, and content creation</p> <p>COs and LOs</p> <p>a) domain-specific outcomes</p> <p>CO1: To understand the development of ESP as a discipline CO2: To explore the key stages and issues in ESP course design</p> <p>b) value addition</p> <p>CO3: To conceptualise and design a needs-based ESP course for a specific group of learners in the academic and occupational sectors</p> <p>c) skill-enhancement</p> <p>CO4: To design needs analysis tools and a need-based syllabus CO5: To select and prepare ESP materials CO6: To write well-structured ESP project reports</p> <p>d) employability quotient</p> <p>CO7: To collaborate with peers for course design, content creation, and engage in group project works</p>
Course delivery	Presentations /Experiential learning through discussions, collaborative group tasks and projects
Evaluation scheme	Internal (modes of evaluation): 40 %

	<ul style="list-style-type: none"> • Class Tests • Group presentations based on case studies/research articles • Oral presentations on the projects <p>End-semester (mode of evaluation): 60 %</p> <ul style="list-style-type: none"> • Submission of ESP Projects
Reading list	<p>Essential reading</p> <p>Anthony, L. (2018). <i>Introducing English for specific purposes</i>. Routledge.</p> <p>Basturkmen, H. (2010). <i>Developing courses in English for specific purposes</i>. Palgrave Macmillan.</p> <p>Brown, J.D. (2016). <i>Introducing needs analysis and English for Specific Purposes</i>. Routledge.</p> <p>De Chazal, E. (2014). <i>English for academic purposes</i>. Oxford University Press.</p> <p>Dudley, E., and St Johns. (1998). <i>Developments in ESP a multi-disciplinary approach</i>. Cambridge University Press.</p> <p>Hutchison, T. & Waters, A. (2000). <i>English for specific purposes: A learning-centered approach</i>. Cambridge University Press.</p> <p>Woodrow, L. (2017). <i>Introducing course design in English for specific purposes</i>. Routledge.</p> <p>Additional reading</p> <p>Brindley, G. (2004). Needs analysis. In Michael Byram (Ed.), <i>Routledge encyclopedia of language teaching and learning</i> (pp. 438 – 441). Routledge.</p> <p>Freidenberg, J., Kennedy, D., Lamparis, A., Martin, W., and Westerfield, K. (2003). <i>Guidelines for providers of workplace English language training services</i>. TESOL.</p> <p>Hyland, K., & Shaw, P. (Eds.). (2016). <i>The Routledge Handbook of English for academic purposes</i>. Routledge.</p> <p>Robinson, P. (1991). <i>ESP today: A practitioner's guide</i>. Prentice Hall International.</p> <p>Robinson, P. (2004). English for Specific Purposes. In Michael Byram</p>

	(Ed.), <i>Routledge encyclopedia of language teaching and learning</i> (pp. 196 – 198). Routledge.
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	THEORIES OF SECOND LANGUAGE ACQUISITION AND LEARNING
Category	b. Existing course with revision (10 percent)
Course code	MAELEC560
Semester	II(Cross-listed with the MA TESL second semester course)
Number of credits	5
Maximum intake	30 (on a first-come-first-served-basis for MA courses only) [Cross-list with the MA TESL second semester course]
Day/Time	Tuesdays : 11am to 1pm; Thursdays : 2pm to 4pm
Name of the teacher/s	Prof. Lina Mukhopadhyay&Dr. Mahananda Pathak
Course description	This is a second level compulsory course on the MA ELT programme and a core course on the MA TESL programme aimed to familiarize students with the current hypotheses and theories in second language acquisition and learning. The course will build on content from MAELEC500 and MAELEC511.

The course will begin with an elaborate analysis of the seminal perspectives and theories of SLL which will include – (a) the behaviourist theory and structural linguistics, (b) the nativist theory and role of UG in SL, (c) the cognitivist theory of SLL and role of working memory and attention in SL, and (d) the socio-constructivist theories of Bruner, Piaget and Vygotsky. The theories will be compared to critically analyse what explains the process of second/foreign language learning with a specific focus on variables like classroom versus naturalistic contexts, age of learning and length of residence, comprehensible input, and child versus adult learners.

The course will conclude by considering learner internal factors such as psychological and personality factors and their effect on the process of SLL. Thus, the course will discuss related concepts, issues, and factors that facilitate SLL and their pedagogical implications.

The course will examine the influence of other related disciplines like psychology, sociology, linguistics, applied linguistics, and cognitive science to the processes of second language acquisition and learning. The course will aim to train learners to look at related empirical research examples from the four perspectives and help students apply their understanding to improve classroom input in the form of textbook, teacher talk and interactions.

PO3: understand theoretical constructs of ESL learning and teaching in instructional contexts

PO10: apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research

PO11: communicate conceptual knowledge effectively in oral, written, and digital forms

PO12: collaborate for teaching, training, and content creation

COs and LOs

a) domain-specific outcomes

CO1: To know the links between language learning and acquisition theories and their application in teaching English

CO2: To make informed decisions to handle classroom learning contexts and solve language learning problems

b) value addition

CO3: To analyse the relevance of language input, teaching materials and assessment tools for learners of several contexts, age-groups and learning styles

CO4: To analyze forms and functions of SL use, and the role of

	<p>socio-psychological factors in SL learning</p> <p>c) skill-enhancement</p> <p>CO4: To understand patterns in the use of a second language and the errors thereof across learners of different age groups and different L1s</p> <p>CO5: To read about contemporary research paradigms in language education in different domains</p> <p>CO6: To learn to investigate patterns of SLA across learners of various L1s and ages in areas such as morpho-syntax, vocabulary, and language skills</p> <p>d) employability quotient</p> <p>CO7: To collaborate with peers for course design, content creation, and engage in group project works</p> <p>CO8: To interact with the course materials and respond to the course requirements with the help of technology tools</p>
Course delivery	Presentations, Experiential learning through peer discussions, collaborative group tasks
Evaluation scheme	<p>Internal (modes of evaluation): 40 %</p> <ul style="list-style-type: none"> • Individual portfolio submissions (20%) • 2 Internal Tests/Assignments(20%) <p>End-semester (mode of evaluation): 60 %</p> <ul style="list-style-type: none"> • Oral Presentation (10%) • End-term open-book exam (50%)
Reading list	<p>Essential reading</p> <p>Ortega, L. (2009). <i>Understanding Second Language Acquisition</i>. Hodder Education: Great Britain. Chapters 1 to 5, 8 to 10</p> <p>Gass, S. M., Behney, J., & Plonsky, L. (2020). <i>Second Language Acquisition: An Introductory Course (5th ed.)</i>. Routledge. https://doi.org/10.4324/9781315181752</p> <p>Krashen, S. (1982). <i>Principles and Practice in Second Language Acquisition</i>. Pergamon Press: New York. (Chapters: 2, 3)</p> <p>Additional reading</p> <p>Howatt, A. (2004). <i>A history of English Language Teaching (2nd Edn.)</i>. Oxford: Oxford University Press.</p> <p>Gass, S. M. and Selinker, L. (2008). <i>Second Language Acquisition: An introductory course. (2nd Edn.)</i>. Lawrence Earlbaum Associates: Mahwah, NJ.</p> <p>Brown, D. (2015). <i>Teaching by Principles: An interactive approach to language pedagogy. (2nd/4th Edn)</i>. Pearson Longman.</p>

