

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**

Course title	<b>EDUCATION AND SOCIAL CRITICISM</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with 25% revision. (Mention the percentage of revision and highlight the changes made.)
Course code	MAELEC612
Semester	<b>II &amp; IV (Cross-listed with the MA TESL second and fourth-semester courses)</b>
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Tuesday 2-4; Thursday 11-1
Name of the teacher/s	DR. MADHUMEETA SINHA
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>Institutions of education fulfil several roles in modern societies: they are centres for the production of knowledge, for imparting competence and discipline to future workers, for debating and transmitting socially relevant “values” to future citizens. English studies has had to go through a hard scrutiny in the past three decades and has opened up to rethink questions of marginality as educational institutions and curricular practices have been critically re-examined by scholars and activists involved in the new social movements -- feminism, anti-race struggles, and anti-caste movements -- as being linked to questions of power.</p> <p>This course aims to reflect critically on educational theory and practice today with special focus on language teaching and on alternative pedagogical perspectives to engage with some of the compelling questions raised by communities related to academic discourses, institutional practices, public policy documents and its relation to gender, caste, class, community, etc.</p> <p>The course will have four modules as following:</p> <ol style="list-style-type: none"> <li>1) What is Education</li> <li>2) Teacher and Classroom</li> <li>3) Textbook and Teaching Material in ELT</li> <li>4) Examination and Assessment</li> </ol> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p>

	<p>iii) Learning outcomes—</p> <p>a) domain specific outcomes PO1, PO3, PO4</p> <p>b) value addition PO4</p> <p>c) skill-enhancement PO7 &amp; PO8</p> <p>d) employability quotient PO 12 &amp; PO 13</p> <p>(Please highlight the portion that subscribes to a/b/c/d)</p>
Course delivery	Lecture/Seminar/Experiential learning Lecture/Seminar/Experiential learning – <b>All the three</b>
Evaluation scheme	<p><b>Internal (modes of evaluation):</b> Written assignment and Presentation (40%)</p> <p><b>End-semester (mode of evaluation):</b> Project/Final sit-down Exam (60%)</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> <li>1. Gandhi, M.K. (1937). Basic education (Buniyadi shiksha)</li> <li>2. Hess, F. M. (2004). What is a 'public school'? principles for a new century</li> <li>3. Stroud, S.R. (2017). What did Bhimrao Ambedkar learn from John Dewey's democracy and education?</li> <li>4. Jain, B. (1992). Vocational education in India: problems and policies.</li> <li>5. Velaskar, P. (1990). Unequal schooling as a factor in the reproduction of social inequality in India</li> <li>6. Sriprakash, A. (2011) Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India.</li> <li>7. Ravinder, G. (2013). Some aspects of pre-service and in-service teacher training in India.</li> <li>8. Padwad, A. (2012). Towards understanding rural ELT.</li> <li>9. Ioannou, M. &amp; Ioannou, A. (2020). Technology-enhanced embodied learning</li> <li>10. Song, v. (2017). How to flip the classroom – “productive failure or traditional flipped classroom” pedagogical design?</li> <li>11. Gaies, S.J. (1983) The investigation of language classroom processes.</li> <li>12. Meehan, KC. (2016) Integrating technology in today's undergraduate classrooms: A look at students' perspectives</li> <li>13. Davis, K. A. (2004) Looking back, taking stock, moving forward: Investigating gender in TESOL</li> <li>14. Ehrlich, S. (1997) Gender as social practice: Implications for second language A</li> <li>15. acquisition</li> </ol>

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|  | <ol style="list-style-type: none"><li>16. Tajeddin, Z. (2010). Gender representation and stereotyping in ELT textbooks: A critical image analysis</li><li>17. Chun, D. &amp; Kern, R. (2016). Technology in language use, language teaching, and language learning</li><li>18. Gulyani, R. (2017) Educational policies in India with special reference to children with disabilities</li><li>19. Purpura, James. (2016) Second and foreign language assessment</li><li>20. Brown, J.D. &amp; Hudson, T. (1998). The alternatives in language assessment</li></ol> <p>Additional reading</p> <ol style="list-style-type: none"><li>1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English."</li><li>2. <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/2023-04/Print_Gender_equality_English_language_teaching_practice-resource_book_teacher_education.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/2023-04/Print_Gender_equality_English_language_teaching_practice-resource_book_teacher_education.pdf</a></li><li>3. <a href="https://www.coe.int/en/web/common-european-framework-reference-languages">https://www.coe.int/en/web/common-european-framework-reference-languages</a></li></ol> |
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**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**

Course title	<b>Bilingualism and Bilingual Education</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> <li>a. <b>Existing course without changes</b></li> <li>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</li> <li>c. New course</li> </ul>
Course code	<i>MAELEC651</i>
Semester	<b>IV(Cross-listed with the MA TESL fourth-semester course)</b>
Number of credits	5
Maximum intake	30
Day/Time	Tuesday 11-1 p.m. and Thursday 2-4 p.m.
Name of the teacher/s	MonishitaHajra Pande
Course description	<p>iv) This course will prepare students to understand bilingual environments in <b>educational contexts to undertake research or to better serve bilingual students and communities</b>. It will build on theoretical frameworks, research and practice drawing from the areas of bilingualism, second language acquisition and education. The course will begin by understanding the concept of bilingualism, problematizing definitions, and closely looking at concerns related to bilingual education from the perspective of various stakeholders such as learners, administrators, and parents. It will then focus on the development of bilingualism and discuss debates related to <b>assessment of bilingualism and cognition and bilingualism</b>. The third module will discuss different types of bilingualism and bilingual programmes and the politics of bi-/multilingualism. <b>We will review some policy frameworks from across the world to understand challenges in language planning and implementation</b> with a special focus on the MLE and MLE plus programmes of Odisha. <b>Case studies and learner profiles will be used along with research studies for students to deepen their understanding of the concepts</b>. The course will expose participants to evaluate, select and adapt <b>materials for multilingual teaching</b>. The final module will train them in various steps involved in <b>undertaking a research project with bilinguals/multilinguals</b>. We will consider the strengths and weaknesses of different approaches and become aware of some common pitfalls in conducting bilingualism research. We will also review how methodological</p>

	<p>differences and limitations can influence findings.</p> <p>v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> <li>• Use different terminologies competently to engage with debates around bilingualism involving various stakeholders (PO 3)</li> <li>• Critically analyze various factors that are involved in bilingualism and bilingual education (PO 4)</li> <li>• Question existing policy frameworks and practices in line with latest research and findings (PO1)</li> <li>• Select and adapt multilingual materials and identify research methods, designs, and tools to understand bilingualism research and influence of various methodologies on research outcomes (PO 8 and PO10)</li> </ul> <p>vi) Learning outcomes—</p> <p>a) domain specific outcomes</p> <p>PO1 understand language education, policy and classroom implementation</p> <p>PO3 understand theoretical constructs of ESL learning and teaching in instructional contexts</p> <p>b) value addition</p> <p>P14</p> <p>embrace and practice constitutional, humanistic, and ethical values in one’s life</p> <p>c) skill-enhancement</p> <p>PO4 gain awareness of multilingual education practices in English classrooms</p> <p>d) employability quotient</p> <p>PO 8 select and apply methods, materials, and tools of assessment for classroom teaching</p> <p>PO 10 apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research</p>
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these):

	Class discussions, student-led seminars, quizzes, presentations
Evaluation scheme	<p>Internal (modes of evaluation):</p> <p>Internal Assessment (IA): 2 (20%+20%) 40%</p> <p>IA 1: Take home assignment (20%)</p> <p>IA 2: Creation of a questionnaire to collect data on bilingual profiles of multilingual learners and presentation (20%)</p> <p>End-semester (mode of evaluation):60%</p> <p>Term paper on various themes discussed in the course</p> <p><i>Attendance requirement is 75% and your classroom participation will impact the grades</i></p>
Reading list	<p><b>Essential reading</b></p> <p>Selected chapters from:</p> <p>Baker, C. (2002). Foundations of bilingual education and bilingualism. Clevedon:Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Bilingualism: Definitions and distinctions. In Colin Baker Foundations of bilingual education and bilingualism (pp. 1-16). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002).The development of bilingualism.. In Colin Baker Foundations of bilingual education and bilingualism (pp. 85-108). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Bilingualism and cognition. In Colin Baker Foundations of bilingual education and bilingualism (pp. 134-161). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Cognitive theories of bilingualism and the curriculum. In Colin Baker Foundations of bilingual education and bilingualism (pp. 162-180). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2000). A parents' and teachers' guide to bilingualism. Toronto: Multilingual Matters.</p> <p>Cummins, J. (2000). Critiques of the Conversational/Academic Language Proficiency Distinction. In Jim Cummins, Language, pedagogy and power: Bilingual children in the crossfire (pp. 86-111). Toronto: Multilingual Matters Ltd. Multilingualisms and development: Selected proceedings of the 11th Language &amp; Development Conference, New Delhi, India 2015 (pp. 115-132). British Council.</p> <p>Deller, S. and Rinvoluceri, M.( 2008). Using the mother tongue: Making the most of learner's language. Delta Publishing.</p> <p>Mohanty, Ajit.K. (2009). Multilingual education: A bridge too far?. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.) Social justice through multilingual education (pp. 3-19). Toronto: Multilingual Matters.</p> <p>Nag, S. (2017). Theoretical assumptions regarding the mind-culture-language relationship underlying models of multilingual education in India and their impact on resulting practices. In Hywel Coleman (Ed.)</p>

Multilingualisms and development: Selected proceedings of the 11<sup>th</sup> Language & Development Conference, New Delhi, India 2015 (pp. 133-150). British Council.

Pattanayak, D.P. (2017). Preface: Multilingualism and development. In Hywel Coleman (Ed.)

### **Additional reading**

Agnihotri, R. (2009). Multilinguality and a New World Order. In Mohanty, A.K., Panda, M., Phillipson, R. and Skutnabb-Kangas, T. (Eds.). *Multilingual Education for Social Justice: Globalizing the local* (pp. 268- 77). New Delhi: Orient BlackSwan.

Conteh, J and Brock, A. (2006). Introduction: Principles and practices for teaching bilingual learners. In Jean Conteh (Ed.) *Promoting learning for bilingual pupils 3-11: Opening doors to success* ( pp. 1-13). California: Sage

Cummins, J. (2000). *Language, pedagogy and power: Bilingual children in the crossfire*. Toronto: Multilingual Matters Ltd.

Manocha, S and Panda, M. (2017). Comparing the learning and participatory trajectories of Saora children in 'MLE Plus' and Odia-medium schools in Odisha. In Hywel Coleman (Ed.)

Mohanty, A.K., Mishra, M.K., Reddy, N.U. and Ramesh, G. (2009). *Overcoming the*

*Language Barrier for Tribal Children:Multilingual Education in Andhra Pradesh and Orissa,*

*India*. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.)

*Social justice through multilingual education* (pp. 283-300). Toronto: Multilingual Matters.

Multilingualisms and development: Selected proceedings of the 11<sup>th</sup> Language &

Development Conference, New Delhi, India 2015 (pp. 11-15). British Council.

Skutnabb-Kangas, T. (2009). *Multilingual education for social justice: Issues, approaches and*

*opportunities*. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda

(Eds.) *Social justice through multilingual education* (pp. 36-62). Toronto: Multilingual

Matters.

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD**

Course title	<b>Dissertation</b>
Category	d. Existing course without changes
Course code	<b>MAELEDC699</b>
Semester	IV
Number of credits	5
Maximum intake	NA
Day/Time	NA
Name of the teacher/s	NA
Course description	<p>This is a fourth semester course aimed to train students to research a topic in ELT and write a dissertation based on their prior knowledge gained from ELT research methods training in the course MAELE RMC698. The course will have a strong classroom research focus to enable students to carry out classroom-based research projects in their own educational contexts. In addition to the role of teaching materials, seminal theories of SLL and interlanguage (IL) development will also be considered to align theory to practice within the domain of ELT.</p> <p>This course will be one which will expect the students to show a deeper understanding of the previously gained knowledge in ELT through the previous three semesters and the current semester and be able to design research with relevant research questions/ hypotheses in the framework of either experimental or exploratory study design. It will expect students to identify dependent and independent variables and study the impact of one on the other through either quantitative data analysis or qualitative data analysis or apply a mixed-method of data analysis and be able to report results and discuss the pedagogical implications of the findings along with the limitations and scope of future research. Students will be encouraged and trained to collect data first hand or refer to corpus or school textbooks for analysis with due permission from the author/ researcher/government institutions who are willing to share data for analysis.</p> <p><b>PO10:</b> apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research  <b>PO13:</b> develop multidisciplinary critical thinking skills to become a self-directed learner</p>



	<p><b>COs and LOs</b></p> <p>a) domain-specific outcomes</p> <p><b>CO1:</b> To identify an area/topic of research with which to conduct the study</p> <p><b>CO2:</b> To align previous theoretical understanding to an application</p> <p>b) value addition</p> <p><b>CO3:</b> To undertake an independent piece of research by following the standards of research methodology and ethics of data gathering</p> <p><b>CO4:</b> To gain an understanding as to how to develop knowledge of the ELT profession by way of doing research</p> <p>c) skill-enhancement</p> <p><b>CO5:</b> To reflect and write about experiences during research and readings for research</p> <p><b>CO6:</b> To follow standard guidelines of reporting research according to the 7<sup>th</sup> edition APA guidelines</p> <p><b>CO7:</b> To know how not to plagiarize in research and academic writing</p> <p>d) employability quotient</p> <p><b>CO8:</b> To collaborate with peers for course design, content creation, and engage in group project works</p> <p><b>CO9:</b> To present research in the form of an oral report and as a mini thesis and receive feedback from the academic community</p>
Course delivery	Presentations and projects
Evaluation scheme	<p>A dissertation of actual text length (or body part comprising) of <b>10000- 12000</b> words or 25-30 A4 pages double-spaced, TNR font, size 12. (Please refer to Handbook of Postgraduate Programmes 2024 - 2025, pp. 83 - 84)</p> <p>Final Grade (weight = <b>100%</b>)</p> <ul style="list-style-type: none"> <li>• [*the average of <b>two</b> examiners: One supervisor and the other any member of the School chosen by the supervisor]</li> </ul>
Reading list	<p><b>Essential reading</b></p> <p>Mackey, A., &amp; Gass, S.M. (2005). <i>Second Language Research: Methodology and Design</i>. Lawrence Erlbaum Associates.</p> <p>Nunan, D. (1992). <i>Research Methods in Language Learning</i>. Cambridge University Press.</p> <p>Woodrow, L. (2020). <i>Doing a Master's Dissertation in TESOL and Applied Linguistics</i>. Routledge.</p> <p>Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition: <a href="https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf">https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/using-sources/APA7-Style.pdf</a>  <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html</a></p>

