

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	MA ELE C 520
Semester	II
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 <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 and supportive learning environment for learners. (*b*)
3. Skill-Enhancement:
 - 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

	<p>controlled setting through Micro-teaching sessions. (<i>d</i>)</p> <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. (<i>d</i>) ○ LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for ESL/EFL learners, demonstrating teamwork and leadership skills. (<i>d</i>) ○ LO10: Apply knowledge of assessment techniques to evaluate and support young learners' progress, showcasing the ability to integrate theory with practice. (<i>d</i>) ○ LO11: Develop critical thinking and problem-solving skills to address challenges in teaching ESL/EFL learners, enhancing adaptability and lifelong learning capabilities. (<i>d</i>)
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:</p> <p>Sit-down pen and paper examination</p>
Reading list	<p>Essential Readings</p> <p><u>Vocabulary</u></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. <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Brown, Douglas, H. & Lee, Heekyeong. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. (Fourth Edition.) New York: Pearson. Chapter 19 Teaching Grammar and Vocabulary. Pp. 462-486. 2. Richards, Jack C. (2015). <i>Key Issues in Language Teaching</i>. Cambridge: CUP. Chapter 9 Grammar. Pp. 261-295. <p><u>Listening</u></p> <ol style="list-style-type: none"> 1. Brown, Douglas, H. & Lee, Heekyeong. (2015). <i>Teaching by Principles: An Interactive Approach to Language</i>

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

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Critical Thinking for Language Learning
Category (Mention the appropriate category (a/b/c) in the course description.)	C. New course
Course code	MAELE E540
Semester	II
Number of credits	5
Maximum intake	30 (on first-come-first-served basis for MA courses only)
Day/Time	Tuesday (9-11 am) and Thursday (3-5 pm)
Name of the teacher/s	G. Suvarna Lakshmi & C. Ramamuni Reddy
Course description	<p>Include the following in the course description</p> <ol style="list-style-type: none"> i. A brief overview of the course: Critical thinking (CT) is an umbrella term for a set of cognitive skills that is a prerequisite for all academic and professional activities. It is perceived as an array of important thinking skills that enables individuals to reason well and to make good judgements. In the age of information explosion, as the pace and quantum of learning required for success in any field is being very high, CT has become a universal need across all levels and fields of education and all walks of life, language learning being no exception. The specific areas of improvement through CT would be looking at any type/form of text to examine, analyze and question supported by logical reasoning. This course helps the participants become practicing critical thinkers to, train learners to be critical thinkers leading them to be autonomous in learning across curriculum. ii. Objectives of the course in terms of Programme Specific Outcomes: PO3: Understand theoretical constructs of developing critical thinking for language learning PO5: Acquire skills to design tasks for classroom use PO8: Select and apply methods, materials, and tools of assessment for classroom teaching PO13: Develop multidisciplinary critical thinking skills to become a self-directed learner iii. Learning outcomes—

	<p>a) domain specific outcomes: To understand frameworks of CT, Taxonomies, Intellectual traits, Intellectual Standards, Six thinking hats, Logical reasoning, Socratic questioning; to analyze various schools of thought and perspectives to develop CT</p> <p>c) skill-enhancement: To design integrated language learning tasks to sensitize and enhance critical thinking in language learners through CT strategies; to enhance language proficiency of the learners through verbal reasoning, problem solving, decision making and reasoned judgments among the other critical thinking skills that learners require training in.</p> <p>d) employability quotient: to help the participants become trainers of critical thinking in different professional settings across the curriculum.</p>
Course delivery	Lecture/Seminar/ Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation):</p> <ol style="list-style-type: none"> 1. Analysis of existing CT materials/tasks 2. Presentations 3. CT Lesson plans with tasks <p>End-semester (mode of evaluation): Examination</p>
Reading list	<p>Essential reading:</p> <ol style="list-style-type: none"> 1. Bradley, D & Price, N (2016) <i>Critical Thinking: Proven Strategies To Improve Decision, Making Skills, Increase Intuition And Think Smarter</i> 2. Cottrell, S (2009) <i>Critical Thinking Skills</i>. New York: Palgrave Macmillan 3. deBono, E (2016) <i>Six thinking Hats</i>. Berkley: Penguin Life 4. Lipman, M (2003): <i>Thinking in Education</i> 5. Moseley et al (eds) (2005): <i>Frameworks of Thinking: A Handbook for Teaching and Learning</i>. Cambridge: Cambridge University Press 6. Paul, R & Elder, L (2017) <i>Thinker's guide to intellectual Standards</i>. Berkley: Foundation for Critical Thinking. 7. Paul, R & Elder, L (2017) <i>Thinker's Guide to Intellectual Traits</i>. Berkley: Foundation for Critical Thinking. 8. vandenBrink-Bugden, R (2009) <i>Critical thinking for Students</i>. Oxford: Howto books.

9. Zornado, J Harrison , J & Weismen, D (2020) Critical Thinking:DevelopingtheIntellectualtoolsforSocialJustice. London: Routledge

AdditionalReadingandreferencematerial:

1. deBono,E(2016)LateralThinking.Berkley:Penguin Life
2. DaviesandBarnett(eds)2015.ThePalgraveHandbook of Critical Thinking in Higher Education. Springer Nature.
3. Asetofresearchstudies-basedarticlesforclassroom discussion.
4. Paul,R&Elder,L(2014)Thinker’sGuidetoHowto Improve Student Learning. Berkley: Foundation for Critical Thinking.

Websites(OERs):

criticalthinking.org
criticalthinking.com
ifthen.co.uk
debono.com

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Teaching Oral Communication
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAELEC572
Semester	2 and 4
Number of credits	5
Maximum intake	15 (on first-come-first-served-basis for MA courses only)
Day/Time	
Name of the teacher/s	Ajit Kumar P
Course description	<p>Include the following in the course description</p> <ul style="list-style-type: none"> i) A brief overview of the course ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) iii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
Course delivery	Lecture/Seminar/Experiential learning. All 3 strategies will be used throughout the course.
Evaluation scheme	<p>Internal (modes of evaluation): 50 marks; quizzes, tests, take home assignments</p> <p>End-semester (mode of evaluation):50 marks; term paper and book review/ Viva Voce</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> <p>Additional reading</p>

COURSE DESCRIPTION

Effective oral communication is a cornerstone of mastering English and is crucial for successful interaction. However, many teachers in Indian schools find teaching this skill challenging. The course, 'Teaching Oral Communication,' is designed to bridge the gap between linguistic competence and communicative competence. It will equip graduate students with both theoretical knowledge and practical skills, empowering them to teach oral communication with greater effectiveness and confidence.

The course will begin with an exploration of current theoretical perspectives on oral communication and its application in ESL classrooms. It will then review and analyze existing teaching practices and instructional materials used in India. Following this, students will experiment with innovative teaching strategies and materials, aligned with communicative language teaching principles and tailored to the unique needs of English language learners in India.

By the end of the course, graduate students will be able to:

- develop and adapt instructional materials, including authentic resources.
- teach oral communication in a structured and supportive manner that fosters collaborative and experiential learning.
- provide constructive feedback to enhance student learning, and
- ensure that learning is effectively transferred to real-life settings.

This course will empower English teachers to apply their new insights in the classroom, helping their students achieve fluency, accuracy, confidence, and social appropriateness in oral communication.

Objectives/ Outcomes

- Demonstrate a comprehensive understanding of theories and principles related to teaching, learning oral communication in ESL contexts.**PO1**
- Exhibit knowledge of the principles behind designing instructional materials.**PO2**
- Design, develop, adapt effective and appropriate instructional materials.**PO4**
- Select and apply appropriate teaching methods, materials, assessment activities for teaching.**PO7**
- Create and implement outcome-based assessment and evaluation activities.**PO6**
- Provide constructive feedback.
- Facilitate transferability of learning to real-time settings.
- Communicate complex conceptual knowledge regarding teaching oral communication effectively in oral, written, and digital forms.**PO10**
- Exhibit strong multidisciplinary, collaborative, and critical thinking skills.**PO11**

Reading list

1. Littlewood, W. (1992). *Teaching oral communication: A methodological framework*. Wiley-Blackwell.
2. Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge University Press.
3. Harmer, J. (2015). *The practice of English language teaching*. Pearson Education ESL.
4. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
5. Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
6. Brown, H. D. (2014). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education ESL.
7. Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
8. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
9. Hughes, R. (2010). *Teaching and researching speaking*. Routledge.
10. Bygate, M. (1987). *Speaking*. Oxford University Press.
11. Burns, A. (2017). *Research and the teaching of speaking in the second language classroom*. Handbook of Instructed Second Language Acquisition. Routledge
12. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
13. Lam, Wendy Y. K. (2010). *Implementing Communication Strategy Instruction in the ESL Oral Classroom: What Do Low-Proficiency Learners Tell Us?* TESL Canada Journal, v27 n2 Spr 2010.
14. Muhammad Rahimi, Lawrence Jun Zhang. (2015). *Exploring non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication*. [System Volume 55](#), December 2015.
15. Gan, Z. (2012). *Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong*. Australian Journal of Teacher Education (Online), 37(1).
16. Khan, Said Muhammad. (2015). *Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners*. Advances in Language and Literary Studies, v6 n6.
17. Lidya Ayuni Putri. (2013). *Communication Strategies in English as a Second Language (ESL) Context*. TESOL International Journal, v15 n1.
18. Burns, Anne. (2019). *Concepts for Teaching Speaking in the English Language Classroom*. Language Education and Acquisition Research Network, v12 n1.
19. [Marian J. Rossiter](#), [Tracey M. Derwing](#), [Linda G. Manimtim](#), [Ron I. Thomson](#). (2010). *Oral Fluency: The Neglected Component in the Communicative Language Classroom*. The Canadian Modern Language Review 2010 66:4.
20. Lawrence Jun Zhang, Muhammad Rahimi. (2014). *EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes*. [System Volume 42](#), February 2014.

21. Gudu, Benter Oseno. (2015). *Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya.* Journal of Education and Practice, v6 n35.
22. Ellis, R. (2005). *Principles of instructed language learning.* System, 33(2).

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	LEARNER AUTONOMY AND LANGUAGE INSTRUCTION
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> b. Existing course with changes c. Existing course with revision. Mention the percentage of revision and highlight the changes made. (70% change) d. New course
Course code	MAELE E624
Semester	II and IV
Number of credits	05
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Wed 11.00 to 1.00, Friday 3.00 TO 5.00
Name of the teacher/s	Dr. M. Udaya
Course description	<p>This course explores the concept of learner autonomy and its role in language teaching. Divided into four comprehensive modules, the course equips learners with theoretical knowledge, practical strategies, and tools to promote autonomous language learning. Students will explore psychological, educational, and linguistic aspects of autonomy while addressing the challenges and innovations in its implementation.</p> <p>Module 1: Foundations of Learner Autonomy It introduces the concept of learner autonomy, focusing on definitions, common misconceptions, and the necessity of a theoretical foundation. It explores autonomy as an educational goal in both adult education and schooling contexts, emphasizing its relevance to modern teaching practices. The transition from viewing autonomy through a political lens to understanding it from a psychological perspective is also examined.</p> <p>Module 2: Psychology and Constructs in Learning and Teaching Introduces the psychological foundations of autonomy by exploring insights from child development and the theory of personal constructs. It highlights how learners' and teachers' personal constructs shape the learning environment, influencing teaching practices and learning outcomes. It also examines the relationship between individual</p>

learning styles and autonomy, providing strategies to align teaching methods with learners' unique needs and preferences.

Module 3: Autonomy in Language Acquisition and Teaching

This focuses on the role of autonomy in language acquisition, examining first language development and second language learning. It emphasizes the importance of engaging learners' personal constructs to boost motivation and foster effective language learning. Practical strategies for integrating autonomy into classroom practices are discussed, highlighting ways to create learner-centered environments that promote self-directed language development.

Module 4: Implementing and Sustaining Autonomy

This explores how to foster autonomy in various learning environments, from formal classrooms to informal, self-directed settings. It addresses key challenges, including the roles of teachers, learners, and the overall learning process, and provides strategies for learner training to support independence. It also examines the integration of **AI tools to enhance learner autonomy**, offering innovative solutions to sustain self-directed learning in a rapidly evolving AI educational landscape.

Objectives of the course

1. Establish a clear understanding of learner autonomy, including its definitions, misconceptions, and importance in education.
2. Examine the theories and psychological concepts related to autonomy, including personal constructs and their influence on teaching and learning.
3. Equip participants with techniques to integrate autonomy into language instruction and create learner-centered environments that enhance motivation.
4. Identify obstacles to promoting learner autonomy, develop solutions involving both teachers and learners, and explore the use of AI and digital tools to support independent learning.

Learning outcomes

a) domain specific outcomes b) value addition/ c) skill-enhancement/
d) employability quotient

PO1, 2: Define learner autonomy, recognize common misconceptions, and **integrate theoretical perspectives** into teaching practices for various educational settings.

PO5: Analyze how personal constructs influence learning and teaching and connect different **learning styles** to fostering autonomy.

PO9: Apply practical techniques in language teaching and

	<p>learner-centered instruction to enhance student motivation and promote self-directed learning. PO10: Identify challenges in promoting learner autonomy, address the roles of teachers and learners, and explore the use of AI and digital tools to support autonomous learning</p>
Course delivery	Lecture/Seminar/Experiential learning and Self Reflection, Presentations
Evaluation scheme	Internal (modes of evaluation): 40 (sit-in exam and presentation) End-semester (mode of evaluation): 60 (sit-in exam and project)
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Holec, H. (1981). <i>Learner autonomy 1: Definitions, issues and problems</i>. Strasbourg: Council of Europe. 2. Little, D. (1991). <i>Autonomy and motivation: Teachers and students in the language classroom</i>. Dublin: Authentic. 3. Benson, P. (2001). <i>Teaching and researching autonomy in language learning</i>. Harlow: Longman. 4. Knowles, M. S. (1975). <i>Self-directed learning: A guide for learners and teachers</i>. Chicago: Follett. 5. Pegrum, M. (2009). <i>Autonomy in language learning: A guide for teachers</i>. Oxford: Oxford University Press. 6. Dörnyei, Z. (2009). <i>Motivation, language identity and the L2 self</i>. Bristol: Multilingual Matters. 7. Duckworth, V., & Smith, J. (2004). <i>Developing autonomous learners: Strategies for the classroom</i>. Cambridge: Cambridge University Press. 8. Willingham, D. T. (2009). <i>The psychology of learning and teaching</i>. San Francisco, CA: Jossey-Bass. 9. Little, D., Dam, L., & Timmer, J. (Eds.). (2017). <i>Language learner autonomy: Theory, practice and research</i>. Bristol: Multilingual Matters. 10. Lopez, E. R. K. (2018). <i>The interplay of autonomy and technology in language learning</i>. New York: Routledge. 11. Schumann, J. H. (1999). <i>Engaging learners' personal constructs: Applying constructivist approaches to language teaching</i>. Cambridge: Cambridge University Press.

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
Course description	<p>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.</p> <p>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.</p> <p>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.</p>

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 socio-psychological factors in SL learning

c) skill-enhancement

CO4: To understand patterns in the use of a second language and the errors thereof across learners of different age groups and different L1s

CO5: To read about contemporary research paradigms in language education in different domains

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

d) employability quotient

	<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</i> (5th ed.). 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</i> (2nd Edn.). Oxford: Oxford University Press.</p> <p>Gass, S. M. and Selinker, L. (2008). <i>Second Language Acquisition: An introductory course</i>. (2nd Edn.) Lawrence Earlbaum Associates: Mahwah, NJ.</p> <p>Brown, D. (2015). <i>Teaching by Principles: An interactive approach to language pedagogy</i>. (2nd/4th Edn). Pearson Longman.</p>

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	EDUCATION AND SOCIAL CRITICISM
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	II & IV (Cross-listed with the MA TESL second and fourth-semester courses)
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
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"> 1) What is Education 2) Teacher and Classroom 3) Textbook and Teaching Material in ELT 4) Examination and Assessment <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 & PO8</p> <p>d) employability quotient PO 12 & 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 – All the three
Evaluation scheme	<p>Internal (modes of evaluation): Written assignment and Presentation (40%)</p> <p>End-semester (mode of evaluation): 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"> 1. Gandhi, M.K. (1937). Basic education (Buniyadi shiksha) 2. Hess, F. M. (2004). What is a 'public school'? principles for a new century 3. Stroud, S.R. (2017). What did Bhimrao Ambedkar learn from John Dewey's democracy and education? 4. Jain, B. (1992). Vocational education in India: problems and policies. 5. Velaskar, P. (1990). Unequal schooling as a factor in the reproduction of social inequality in India 6. Sriprakash, A. (2011) Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India. 7. Ravinder, G. (2013). Some aspects of pre-service and in-service teacher training in India. 8. Padwad, A. (2012). Towards understanding rural ELT. 9. Ioannou, M. & Ioannou, A. (2020). Technology-enhanced embodied learning 10. Song, v. (2017). How to flip the classroom – “productive failure or traditional flipped classroom” pedagogical design? 11. Gaies, S.J. (1983) The investigation of language classroom processes. 12. Meehan, KC. (2016) Integrating technology in today's undergraduate classrooms: A look at students' perspectives 13. Davis, K. A. (2004) Looking back, taking stock, moving forward: Investigating gender in TESOL 14. Ehrlich, S. (1997) Gender as social practice: Implications for second language A 15. acquisition

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| | <ol style="list-style-type: none">16. Tajeddin, Z. (2010). Gender representation and stereotyping in ELT textbooks: A critical image analysis17. Chun, D. & Kern, R. (2016). Technology in language use, language teaching, and language learning18. Gulyani, R. (2017) Educational policies in India with special reference to children with disabilities19. Purpura, James. (2016) Second and foreign language assessment20. Brown, J.D. & Hudson, T. (1998). The alternatives in language assessment <p>Additional reading</p> <ol style="list-style-type: none">1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English."2. https://www.teachingenglish.org.uk/sites/teacheng/files/2023-04/Print_Gender_equality_English_language_teaching_practice-resource_book_teacher_education.pdf3. https://www.coe.int/en/web/common-european-framework-reference-languages |
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