



अंग्रेज़ी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५०० ००७

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY**

**HYDERABAD 500 007**

**School of English Language Education**

**AMA Linguistics, Cafeteria & Computational Linguistics – Semester I & III - Course Descriptions**

Course Title	<b>Language through Literature</b>
Category (Mention the appropriate category (a/b/c) in the course description)	A
Course Code	MAELEC575
Semester	I /III
No. of Credits	5
Maximum intake	40
Day/ Time	Tuesday: 11.00 to 1.00 Friday :11.00 to 1.00
Name of the teacher/s	Anand Mahanand
Course Description:	The aim of this course is to equip students with a few academic skills such as <b>reading, writing, listening, speaking</b> and <b>dictionary skills</b> in order to enable them to cope with their academic studies at the P.G. level. It will expose them to a range of useful and practical techniques based on these skills which will help them adopt effective methods of academic study in English.
Course Delivery	Through lectures, Practice, Presentations and Projects
Evaluation Scheme	Sessional (Written Assignment, Presentations) : 40% Final: 60%

Reading List	<p>Grellet, Francoise. (2009). <i>Writing for Advanced Learners of English</i>. CUP.</p> <p>Greenall, Simon and Swan, Michael.(2007).<i>Effective Reading</i>. CUP.</p> <p>Hedge, Tricia.(2017). <i>Writing</i>. OUP.</p> <p>Jordan, R. R. (1997). <i>English for Academic Purposes: A guide and resource book for teachers</i>. CUP.</p> <p>Flowerdew, John. (1994). <i>Academic Listening: Research Perspectives</i>. CUP.</p> <p>Mahanand, Anand.( 2012). <i>English for Academic and Professional Skills</i>. Delhi: Tata McGraw-Hill.</p> <p>---.(2015). <i>Learning to Learn: Study Skills in English</i>. Viva Books.</p> <p>Raimes, Ann. (1983). <i>Techniques in Teaching Writing</i>. OUP.</p> <p>Wallace, Michael. J. (2001). <i>Study Skills in English</i>. CUP.</p> <p>Waters, Mary and Alan Waters. (1995). <i>Study Tasks in English</i>. CUP.</p>

2.

Course title	EXPLORING THE SECOND LANGAUGE CLASSROOM
Category	Existing course
Course code	MA ELE C 576
Semester	I
Number of credits	5
Maximum intake	30
Day/Time	Monday 11a.m.-1p.m. Wednesday 9-11 a.m.

Name of the teacher	K. Padmini Shankar
Course description	<p>A brief overview of the course</p> <p>Exploring the Second Language Classroom aims to equip prospective language teachers with an understanding of key issues and recent developments in the field of language teaching and learning. Some of the topics include: a) learner factors such as learner beliefs, learning styles and strategies b) teacher factors such as teacher roles, teacher beliefs and teacher decision making and c) classroom factors such as classroom management, classroom interaction and teaching large and mixed-ability classes. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem-solving. Through equipping participants with the theoretical knowledge required to take informed decisions in the classroom, the course aims to prepare competent and confident teachers of the second language.</p> <p>Objectives of the course</p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Knowledge and Understanding:</b> <ul style="list-style-type: none"> <li>○ <b>CO1:</b> Understand the impact of learner factors such as beliefs, learning styles, and strategies on language acquisition (aligns with PO1, PO2, PO3).</li> <li>○ <b>CO2:</b> Analyze teacher factors including roles, beliefs, and decision-making processes in various instructional contexts (aligns with PO1, PO2, PO3).</li> </ul> </li> <li>2. <b>Skills related to one's Specialization:</b> <ul style="list-style-type: none"> <li>○ <b>CO3:</b> Develop skills to manage classroom dynamics, including interaction and teaching in large and mixed-ability classes (aligns with PO5).</li> <li>○ <b>CO4:</b> Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7).</li> <li>○ <b>CO5:</b> Utilize digital tools and resources to support English language education (aligns with PO6).</li> </ul> </li> <li>3. <b>Application of Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>○ <b>CO6:</b> Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10).</li> <li>○ <b>CO7:</b> Design and use multimodal materials for effective language teaching and learning (aligns with PO9).</li> </ul> </li> <li>4. <b>Generic Learning Outcomes:</b></li> </ol>

- **CO8:** Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11).
- **CO9:** Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12).
- **CO10:** Develop critical thinking skills to become self-directed learners and educators, incorporating ethical values in their teaching practice (aligns with PO13, PO14).

#### Learning outcomes

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

##### 1. Domain-Specific Outcomes:

- LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language teaching and learning, particularly in ESL/EFL contexts (a).
- LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a).
- LO3: Apply theoretical constructs of ESL learning to classroom scenarios and decision-making processes (a).

##### 2. Value Addition:

- LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b).
- LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b).

##### 3. Skill-Enhancement:

- LO6: Create and implement effective classroom management strategies, including managing large and mixed-ability classes (c).
- LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c).
- LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c).

##### 4. Employability Quotient:

- LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms,

	<p>enhancing professional presentation and collaboration skills (d).</p> <ul style="list-style-type: none"> <li>○ LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d).</li> <li>○ LO11: Develop critical thinking and self-directed learning skills that are essential for ongoing professional development and adaptability in diverse teaching contexts (d).</li> </ul>
Course delivery	The course will be delivered through a combination of discussions, activities, tasks, and reflective practice designed to prepare students for real-world teaching scenarios.
Evaluation scheme	<p>Internal assessment:</p> <ol style="list-style-type: none"> <li>1. Sit-down, pen and paper test</li> <li>2. Panel Discussion</li> <li>3. Poster presentation</li> </ol> <p>End-semester assessment: Sit-down, pen and paper test</p>
Reading list	<p>Essential Readings</p> <ol style="list-style-type: none"> <li>1. Richards, J. C., &amp; Farrell, T. S. C. (2011). <i>Practice Teaching: A Reflective Approach</i>. Cambridge University Press.</li> <li>2. Harmer, J. (2015). <i>The Practice of English Language Teaching</i> (5th ed.). Pearson.</li> <li>3. Brown, H. D., &amp; Lee, H. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i> (4th ed.). Pearson.</li> <li>4. Lightbown, P. M., &amp; Spada, N. (2013). <i>How Languages are Learned</i> (4th ed.). Oxford University Press.</li> <li>5. Nation, I. S. P., &amp; Macalister, J. (2010). <i>Language Curriculum Design</i>. Routledge.</li> <li>6. Ur, P. (2012). <i>A Course in English Language Teaching</i> (2nd ed.). Cambridge University Press.</li> <li>7. Thornbury, S. (2017). <i>Scott Thornbury's 30 Language Teaching Methods</i>. Cambridge University Press.</li> <li>8. Ellis, R. (2008). <i>The Study of Second Language Acquisition</i> (2nd ed.). Oxford University Press.</li> <li>9. Larsen-Freeman, D., &amp; Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press.</li> <li>10. Brown, H. D. (2007). <i>Principles of Language Learning and Teaching</i> (5th ed.). Pearson.</li> <li>11. Richards, J. C. (2017). <i>Curriculum Development in Language Teaching</i> (2nd ed.). Cambridge University Press.</li> <li>12. **Wright, T. (2005). <i>Classroom Management in Language</i></li> </ol>

	<p><i>Education</i>. Palgrave Macmillan.</p> <p>Optional Readings</p> <ol style="list-style-type: none"> <li>1. Bailey, K. M. (2006). <i>Language Teacher Supervision: A Case-Based Approach</i>. Cambridge University Press.</li> <li>2. Richards, J. C., &amp; Lockhart, C. (1994). <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge University Press.</li> <li>3. Dörnyei, Z. (2001). <i>Teaching and Researching Motivation</i>. Longman.</li> <li>4. Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i> (3rd ed.). Macmillan Education.</li> <li>5. Kumaravadivelu, B. (2003). <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</li> <li>6. Allwright, D., &amp; Hanks, J. (2009). <i>The Developing Language Learner: An Introduction to Exploratory Practice</i>. Palgrave Macmillan.</li> <li>7. Edge, J. (2002). <i>Continuing Cooperative Development: A Discourse Framework for Individuals as Colleagues</i>. University of Michigan Press.</li> <li>8. Gass, S. M., &amp; Mackey, A. (2013). <i>The Routledge Handbook of Second Language Acquisition</i>. Routledge.</li> </ol>
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3.

Course title	<b>Fundamental Concepts of Digital Literacy</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	<ol style="list-style-type: none"> <li>a. Existing course without changes</li> <li>b. Existing course with revision. Mention the percentage of revision and highlight the changes made.</li> <li>c. New course</li> </ol>
Course code	<b>MAELEC521</b>
Semester	I and III
Number of credits	5
Maximum intake	20
Day/Time	Tuesday 11 am to 1 pm Wednesday 3 to 5 pm
Name of the teacher/s	Kshema Jose
Course description	<p>Include the following in the course description</p> <ol style="list-style-type: none"> <li>i) A brief overview of the course</li> <li>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</li> <li>iii) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</li> </ol>

	(Please highlight the portion that subscribes to a/b/c/d)
Course delivery	Lecture/Seminar/Experiential learning (all three)
Evaluation scheme	Internal (modes of evaluation): End-semester (mode of evaluation): *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
Reading list	Essential reading Additional reading

**Course title: Fundamental concepts of digital literacy**

**Course code: MAELEC521**

- a. Existing course without changes

**Course objectives:**

Relevant PO	PO descriptor	Course objective
PO 1: Knowledge and Understanding	Theories of ESL learning, teaching, and research	Understand and analyze the impact of digital technologies on language use and language learning, and link these insights to existing theories of ESL learning and teaching.
PO 5: Skills related to one's Specialization	Integrate digital tools for language education	Learn to effectively integrate various digital tools and technologies into ESL/EFL teaching practices to enhance language learning experiences.
PO 8: Application of knowledge and skills	Create multimedia and multimodal materials for language learning	Create multimedia and multimodal materials that facilitate language learning, utilizing diverse digital resources to address different learning styles and preferences.
PO 10: Generic learning outcomes	Communicate complex conceptual knowledge effectively in oral, written, and digital forms	Develop the ability to communicate complex concepts related to digital literacy and language learning through various formats, including oral presentations, written reports, and digital media.

PO 11: Generic learning outcomes	Develop multidisciplinary, collaborative, and critical thinking skills	Foster multidisciplinary thinking, collaboration, and critical analysis by engaging with digital literacy issues in broader local and global contexts, including the relationship between digital literacy and digital citizenship.
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**Learning outcomes:**

- a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please see colour coded the portions that subscribe to a/b/c/d)

Domain-Specific Outcomes	Understanding Digital Literacy Concepts: Students will demonstrate a comprehensive understanding of the key concepts, terms, and principles of digital literacy.
	Analyzing Digital Literacy Taxonomies: Students will analyze and compare different taxonomies of digital literacy proposed by global and national agencies.
	Linking Digital Literacy to Language Learning: Students will understand the impact of digital technologies on language use and language learning in both personal and academic contexts.
Value Addition	Understanding Global Contexts: Students will link digital literacy with the UN Sustainable Development Goals, understanding its importance in local and global contexts.
	Promoting Inclusive Education: Students will recognize the role of digital literacy in promoting inclusive education and bridging digital divides.
	Appreciating Digital Citizenship: Students will appreciate the relationship between digital literacy and digital citizenship, recognizing the importance of responsible and ethical use of digital tools.
Skill Enhancement	Evaluating Digital Content: Students will develop the ability to critically evaluate digital content and resources for their relevance and effectiveness in language education.
	Integrating Digital Tools: Students will learn to integrate digital tools into their teaching practices to enhance language learning outcomes.



	Creating Digital Learning Materials: Students will acquire skills to design and create effective digital materials for ESL/EFL language learning.
Employability Quotient	Enhanced Digital Competency: Students will develop digital competencies essential for the 21st-century workplace, making them more competitive in the job market.
	Effective Communication: Students will improve their ability to communicate complex concepts related to digital literacy in oral, written, and digital forms, a key skill for professional success.
	Collaboration and Critical Thinking: Students will enhance their collaborative and critical thinking skills, preparing them for multidisciplinary work environments and problem-solving tasks.

**Course outline:**

This is a basic or level 1 course that helps you understand the impact new technologies have on language use and language learning. This in turn allows you to arrive at a better understanding of the concept of digital literacy and re-examine your ideas regarding the nature and use of language in the 21<sup>st</sup> century.

This course is helpful if you intend to use the internet and/or digital tools for personal use, learning, research, and/ or teaching. It is also a prerequisite for two level 2 courses – Evaluating online language learning and Introduction to Blended Learning.

The course is delivered in four modules, the duration of each varying from 2 or 3 weeks.

**Course details:**

We start by looking at how users engage with digital content both in academic and personal settings and interact with each other in a digital culture or context. Examples from media clips, newspaper articles, and digital archives are used to contextualise this section. This helps you identify purposes of digitally-mediated communication, and skills and strategies employed by users to utilise the potential of digital tools/ technology and benefit from the digital world. In addition to developing an understanding of the various terms, definitions, aspects and principles relating to digital literacy, during this phase you will also analyse taxonomies of digital literacy proposed by several global and national agencies as well as researchers, to arrive at a broader understanding of the constituent competencies of digital literacy.

In the second module, using the framework of UN Sustainable Development Goals, the course links the idea of digital literacy with larger local and global contexts, to help you appreciate the relationship between digital literacy and digital citizenship. Digital literacy, declared a core transferable skill and an essential gate skill by world's leading educational agencies including UNESCO, is essential to succeed in the 21<sup>st</sup> century workplace. Digital literacy is also essential for citizens to benefit from facilities like healthcare, financial services, and civic participation, and personal enjoyment. This brings us to the third module that moves us into the realm of teaching digital literacies.

The third module begins by looking at multiliteracies as a framework to explore new modes of literacy where print is no longer the primary medium for information production; verbal is not the only mode for knowledge dissemination; and scholarship and research are not individual but collaborative in nature. In this context of shifting definitions of literacies, how do we establish standards of literacy? Is digital literacy to be gained only in English? We then move to an exploration of various policies laid by governmental bodies like the NMEICT and benchmarks for digital literacies set by national and international agencies.

In the last part of the course, we learn how the kind of knowledge and skills required to be digitally literate need to complement and extend those acquired in school. The role of a teacher in creating digital literacy skills in a generation that is already proficient in digital technology, therefore requires some consideration. We also ask the most important question: "why is digital literacy the business of the English teacher?" Keeping in focus the idea that incorporating a technological tool into a lesson without reflecting upon its pedagogical functions is dangerous pedagogy, we also look at how digital tools can be used to augment the learning processes and enhance the learning outcomes of the ESL learner.

Questions posed during the course aim to understand how digital tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of wider range of resources enhance or impede learning processes? What are the advantages and frustrations of learner autonomy? How are learning landscapes altered when social and interactional aspects are allowed? Do web tools have the ability to realise fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism?

The course ends by exploring some examples from across the world of how digital literacy is taught in the ESL classroom.

#### **Assessment:**

Classes will be both in face-to-face and online modes. Participation is compulsory in both modes.

Additionally, students will be assessed on the following:

1. An on-going class wiki project: glossary of digital literacy terms
2. Presentations (Wiki, Podcasts, Blogs, Social networking, GALL, MALL, and Games)

3. Assessment of a digital tool: affordances, functionalities, user-centric designs and interface deployment; suggest areas for design modification
4. Design a task and rubrics for using a web 2.0 tool to address a pedagogic issue
5. A survey-based or research-based collaborative term paper (final exam)

**Essential Reading:** *(not complete; not adequate; and varying)*

- Katharine Reedy (2019) Digital Literacy Unpacked.
- Digital Literacy: Concepts, Methodologies, Tools, and Applications. IGI, 2012
- Paul Gilster (1997) Digital Literacy
- Steven Johnson. (1997) Interface Culture: How New Technologies Transform the Way We Create and Communicate
- “Is Google making us stupid?”
- Cope and Kalantzis. (2015) Pedagogy of multiliteracies.
- Greenhow, Robelia, Hughes (2009) Learning, Teaching, and Scholarship in a Digital Age: Web 2.0 and Classroom Research: What Path Should We Take Now?
- Michael Evans Foreign language learning with digital technology.

**Additional Reading and Viewing:** *(not complete; not adequate; and varying. Videos to be added)*

*Selected excerpts from*

1. Kinzer and Verhoeven (ed) (2008) *Interactive literacy education*. NJ: Lawrence Erlbaum Associates.
2. Stein. (2008) *Multimodal pedagogies in diverse classrooms*. NY: Routledge.
3. Juwah (ed) (2006) *Interactions in online education*. NY: Routledge.
4. Khan (2007) *Flexible learning in an information society*. Infoscl.
5. Coiro et al (ed) (2010) *Handbook of research on new literacies*. NJ: Lawrence Erlbaum Associates.
6. Mayer (ed) (2005) *The Cambridge handbook of multimedia learning*. Cambridge: CUP.
7. Learning online with games, simulations and virtual worlds. Carl Aldrich. (2009)
8. Mizuho Linuma. Learning and teaching with technology in the knowledge society (2016).
9. Kathy Mills. The multiliteracies classroom.
10. Luckin. (2010) *Redesigning learning contexts*. NY: Routledge.
11. Weller. (2007) *Virtual learning environments*. NY: Routledge.

4.

Course Title	<b>Language through Literature</b>
Category (Mention the appropriate category (a/b/c) in the course description)	A
Course Code	MAELEC512
Semester	

	I /III
No. of Credits	5
Maximum intake	40
Day/ Time	Monday: 11.00 to 1.00 Thursday :11.00 to 1.00
Name of the teacher/s	Anand Mahanand
Course Description:	<p>Literature is coming back to language teaching in a big way. Teachers and students are rediscovering the challenges and the pleasures of literature in the context of English Language Education. This course, therefore aims at sensitizing students to the potentials of literature in developing language skills. It also explores ways of using literature and analyse them for their linguistic content, grammatical and syntactic aspects. In addition, it helps students design tasks and activities by using different forms of literature in order to develop different language skills and language aspects.</p>
Course Delivery	Through lectures, Practice, Presentations and Projects
Evaluation Scheme	Sessional (Written Assignment, Presentations) : 40% Final: 60%
Reading List	<p>Basnett, Susan and Peter Grundy.(1993). <i>Language through Literature</i>. Longman.</p> <p>Brumfit, Christopher.(1985) <i>Language and Literature Teaching: From Practice to Principle</i>. Oxford.</p> <p>Brumfit, Christopher and Ronald Carter.(1987) Eds. <i>Literature and Language Teaching</i>. OUP.</p> <p>CIEFL (1993).<i>Language through Literature</i>. OUP.</p> <p>Collie, Joan and Stephen Slater. (1987).<i>Literature in the</i></p>

	<p><i>Language Classroom</i>. Cambridge.</p> <p>Lazar, Gillian. (2008). <i>Literature and Language Teaching: A Guide for Teachers and Teacher Trainers</i>. Cambridge.</p> <p>Mahanand, Anand.(2020). <i>Literature for Language Skills</i>. Yes Dee Publishing Private Limited.</p> <p>Maley, Alan(1990). <i>Literature</i>. OUP.</p> <p>Maley, A. and Duff, Alan.(1990). <i>The Inward Ear: Poetry in the Language Classroom</i>. Cambridge.</p> <p>Maley, A. and Moulding, Sandra.(2001). <i>Poem into Poem: Reading and Writing Poems with Students of English</i>. Cambridge.</p> <p>Walker, Richard.(1987). <i>Language for Literature</i>. London: Collins Educational.</p>
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5.

Course title	Teaching Reading
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with changes A module on current research practices. A mini project on observing existing practices in reading. (15% change)
Course code	MAELEC573 Teaching Reading
Semester	I & 3
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Tuesday 11-1&Wednesday 2 -4
Name of the teacher/s	Dr Sheba Victor
Course description	<p>This course is designed for prospective teachers of English and involves the theories and processes of Reading. It addresses essential questions such as:</p> <p>What is reading and what is involved in the process of reading? What should a proficient reader be able to do? What does a teacher need to do in order to facilitate reading?</p> <p>In setting out to answer the above questions learners will explore the various aspects of reading such as coding and decoding, the purpose, content and ways of reading in real life.</p> <p>Students will be led to note the various points to bear in mind with regard to this 'active and cognitive process' such as the importance of meaningful and long units to be used, the sequence of asking questions i.e. begin with overall questions before</p>

	<p>specific details, kinds of activities/exercises for various stages. The importance of authentic texts to be used with integration of other language skills for real communication will be another important take away from this course.</p> <p>The course will highlight the importance of using appropriate exercises and procedures while balancing the subskills of reading with various techniques of eliciting/testing comprehension.</p> <p>Across the course, students will become familiar with text types, the thematic patterns, purposes, tone and mood therein. This awareness would lead to understand the importance of varied texts and the need to supplement the same in a regular language course.</p> <p>By the end of the course participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of theories and practices of reading</li> <li>2. Know the stages and objectives of teaching and assessing reading</li> <li>3. Understand the significance of reading and its relationship with other language skills</li> <li>4. Analyze the process of using various comprehension questions that cover a range of reading subskills</li> <li>5. Learn ways of selecting a range of texts based on learner levels, needs and interests</li> </ol>
Course delivery	<p>Reading articles, watching films, participation in discussions, project work and presentations.</p> <p>Assessment Method:</p> <p>Short tests and quizzes</p> <p>Compilation of Personal Reading Practices</p> <p>Practical execution of reading strategies</p> <p>Practice Comprehension Questions</p> <p>Designing tasks for various stages of reading.</p> <p>Presentation (Group and Individual)</p> <p>Project work On Issues of Reading</p>
Evaluation scheme	Internals: <b>40%</b> ; Finals: <b>60%</b>
Reading list	<p>Essential reading</p> <p>Ausubel, D.P. 1963. <i>The Psychology of Meaningful Verbal Learning</i>. New York: Bruner &amp; Stratton.</p> <p>Dreyer, C. 1998. Improving Students' Reading Comprehension by Means Strategy Instruction, <i>Journal of Language Teaching</i>, 32:18-29. Greenwood J. 1988 <i>Class Readers</i> (OUP)</p> <p>Grabe, W. (2009). <i>Reading in a second language</i>. New York, NY: Cambridge University Press.</p> <p>Grellet, F. (1981) <i>Developing Reading Skills</i> (CUP)</p> <p>Krashen, S. (1993) <i>The power of reading</i> (Englewood, Colorado: Libraries Unlimited)</p> <p>Nuttall, C. 1996 <i>Teaching Language Skills in a Foreign Language</i>, new edition (Heinemann)</p> <p>Sweet A.P &amp; Snow, C.E. 2003. <i>Rethinking Reading Comprehension</i>. New York: Guilford.</p> <p>Taylor, B.M., Pearson, P.D., Peterson, D. &amp; Rodriguez, M.C. 2002. <i>Looking Inside Classrooms Reflecting On The „How“ As Well As The „What“ In Effective Reading</i></p>

6.

Course Title	<b>Teaching Vocabulary</b>
Category (Mention the appropriate category (a/b/c) in the course description)	b. Existing course with approximately 25% revision to include more recent discussions on <ol style="list-style-type: none"> <li>1. Vocabulary strategies and methods</li> <li>2. Vocabulary instruction, emphasizing both theoretical frameworks and practical applications.</li> </ol>
Course Code	<b>MAELEC524</b>
Semester	I and III
No. of Credits	05
Maximum intake	25
Day/ Time	Tuesday 11 to 1.00: and Wednesday 2 to 4.00pm
Name of the teacher/s	Dr.M.Udaya
Course Description:	<p><b>i).</b>This course provides learners with comprehensive strategies for effective vocabulary instruction across various contexts. It examines the theoretical foundations of vocabulary acquisition and emphasizes practical approaches, including explicit instruction, contextual learning, and the integration of technology. Students will learn to assess and evaluate vocabulary knowledge, adapt teaching methods for diverse learners, and incorporate vocabulary instruction into broader curricular goals. By the end of the course, students will be equipped with the skills and knowledge to enhance learners language development and academic success through targeted vocabulary teaching practices.</p> <p><b>ii)Objectives of the course in terms of Programme SpecificOutcomes (PSO of the Programme under which the course isbeing offered)</b>                      At the end of the course, studetns will be able to                     <ol style="list-style-type: none"> <li>a. Understand the role of vocabulary in language development and academic success.</li> <li>b. Apply a variety of instructional strategies to teach vocabulary effectively.</li> <li>c. Assess and evaluate students’ vocabulary knowledge using various methods.</li> </ol> </p> <p><b>iii)Learning outcomes—</b></p> <p>a. Domain specific outcomes : PO1 &amp; PO3</p>

	<p>b. Value addition : PO3 &amp; PO14  c. Skill-enhancement : PO5&amp; PO7  d. Employability quotient : PO10</p> <p>(Please highlight the portion that subscribes to a/b/c/d)</p>
Course Delivery	<b>Lecture/Seminar</b> /Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation Scheme	<p>Internal (modes of evaluation) : 40%  End-semester (mode of evaluation) : 60%</p> <p><i>*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</i></p>
Reading List	<ol style="list-style-type: none"> <li>1. <b>Graves, M. F. (2016).</b><i>The Vocabulary Book: Learning and Instruction.</i> Teachers College Press.</li> <li>2. <b>Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2013).</b><i>Bringing Words to Life: Robust Vocabulary Instruction.</i> Guilford Press.</li> <li>3. <b>Nation, I. S. P. (2013).</b><i>Learning Vocabulary in Another Language.</i> Cambridge University Press.</li> <li>4. <b>Coxhead, A. (2011).</b><i>New Ways in Teaching Vocabulary.</i> TESOL Press.</li> <li>5. <b>Stahl, S. A., &amp; Nagy, W. E. (2006).</b><i>Teaching Word Meanings.</i> Lawrence Erlbaum Associates.</li> <li>6. <b>Blachowicz, C. L. Z., &amp; Fisher, P. (2014).</b><i>Teaching Vocabulary in All Classrooms.</i> Pearson.</li> <li>7. <b>Nagy, W. E., &amp; Scott, J. A. (2000).</b><i>Vocabulary Processes.</i> In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, &amp; R. Barr (Eds.), <i>Handbook of Reading Research</i> (Vol. 3, pp. 269-284). Lawrence Erlbaum Associates.</li> <li>8. <b>Hirsch, E. D. (2003).</b><i>Reading Comprehension Requires Knowledge—of Words and the World.</i> <i>American Educator</i>, 27(1), 10-13, 16-22, 28-29.</li> <li>9. <b>August, D., Carlo, M., Dressler, C., &amp; Snow, C. (2005).</b><i>The Critical Role of Vocabulary Development for English Language Learners.</i> <i>Learning Disabilities Research &amp; Practice</i>, 20(1), 50-57.</li> <li>10. <b>Marzano, R. J. (2004).</b><i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools.</i> ASCD.</li> </ol>



## 7.

Course title	<b>Psychology for Language Teaching</b>																										
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes																										
Course code	<b>ELE E662</b>																										
Semester	MA TESL Semester One																										
Number of credits	5 credits																										
Maximum intake	40 intake																										
Day/Time	Tuesday and Thursday 9:00 to 11:00																										
Name of the teacher/s	Dr Sharada Mani. N																										
Course description	<p>(i) A brief introduction to the Course</p> <p>Psychology for Language Teaching an introductory course designed to enable students to acquire an understanding of the process of language teaching blended with the interface of psychological practices, issues and development. This course highlights focus on language learning, perception and memory which are essential aspects of language teaching. The course provides students with the basic skills of recognition, identification and analysis of psychological best methods that can transform educational teaching-learning research. The course utilizes case studies as framework for both sampling and learning. Students are expected to partake in projects and analyze case studies as a basic requirement of the course.</p> <p>(i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>On completion of the course, the students will</p> <table border="1"> <tr> <td><b>CO1</b></td> <td>gain detailed knowledge of theories of psychology, teaching and learning</td> <td>PO1</td> <td>domain specific</td> </tr> <tr> <td><b>CO2</b></td> <td>learn about various psychological theories and theoretical issues in learning/teaching research</td> <td>PO1</td> <td>domain specific</td> </tr> <tr> <td><b>CO3</b></td> <td>Learn about the basic experimental procedures used to test, investigate and draw appropriate inference.</td> <td>PO2</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO4</b></td> <td>learn how to collect samples, observe, and analyze data via case studies</td> <td>PO5, PO7</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO5</b></td> <td>develop skills for analyzing, identifying and recognizing issues related to teaching/learning</td> <td>PO6, PO7</td> <td>skill enhancement</td> </tr> <tr> <td><b>CO6</b></td> <td>apply knowledge gained in the process to analyze contemporary issues in Teaching/Learning scenario</td> <td>PO6</td> <td>domain specific</td> </tr> </table>			<b>CO1</b>	gain detailed knowledge of theories of psychology, teaching and learning	PO1	domain specific	<b>CO2</b>	learn about various psychological theories and theoretical issues in learning/teaching research	PO1	domain specific	<b>CO3</b>	Learn about the basic experimental procedures used to test, investigate and draw appropriate inference.	PO2	skill enhancement	<b>CO4</b>	learn how to collect samples, observe, and analyze data via case studies	PO5, PO7	skill enhancement	<b>CO5</b>	develop skills for analyzing, identifying and recognizing issues related to teaching/learning	PO6, PO7	skill enhancement	<b>CO6</b>	apply knowledge gained in the process to analyze contemporary issues in Teaching/Learning scenario	PO6	domain specific
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<b>CO6</b>	apply knowledge gained in the process to analyze contemporary issues in Teaching/Learning scenario	PO6	domain specific																								

	<table border="1"> <tr> <td><b>CO7</b></td> <td>apply data to explain psychological theorization</td> <td>PO9, PO10</td> <td>domain specific</td> </tr> <tr> <td><b>CO8</b></td> <td>apply concepts learnt to understand teaching learning processes</td> <td>PO10, PO11,</td> <td>value added</td> </tr> </table>	<b>CO7</b>	apply data to explain psychological theorization	PO9, PO10	domain specific	<b>CO8</b>	apply concepts learnt to understand teaching learning processes	PO10, PO11,	value added
<b>CO7</b>	apply data to explain psychological theorization	PO9, PO10	domain specific						
<b>CO8</b>	apply concepts learnt to understand teaching learning processes	PO10, PO11,	value added						
Course delivery	Lecture60% Data analysis 40%								
Evaluation scheme	Internal (modes of evaluation): 3 sit down tests (best 2) – 40% End-semester (mode of evaluation): 1 sit down examination 60% (open book)								
Reading list	<p><b>Essential reading:</b> Stephen F Davis, William Buskist (2008) <i>21<sup>st</sup> Century Psychology</i>. Sage Press.</p> <p><b>Additional reading</b></p> <ol style="list-style-type: none"> <li>1. Abraham P Sterling (1982) <i>Psychology Made Simple</i>. Willian Heinmann Professional Publishing Ltd.</li> <li>2. Andrea H Goldstein (2011).<i>Creative concepts in Psychology</i>. Mc Graw Hill.</li> </ol>								

8.

Course title	<b>Teaching Oral Communication</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	d. Existing course without changes
Course code	MAELEC572
Semester	1 and 3
Number of credits	5
Maximum intake	15 (on first-come-first-served-basis <b>for MA courses only</b> )
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"> <li>iv) A brief overview of the course</li> <li>v) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</li> <li>vi) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</li> </ul>
Course delivery	Lecture/Seminar/Experiential learning. <b>All 3 strategies will be used throughout the course.</b>

Evaluation scheme	Internal (modes of evaluation): 50 marks; quizzes, tests, take home assignments End-semester (mode of evaluation):50 marks; term paper and book review/ Viva Voce *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
Reading list	Essential reading Additional reading

### 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*.SystemVolume55, 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*.SystemVolume 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).

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MAELEC500
Semester	1 & 3
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Monday 2-4; Wednesday 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><b>Course Description</b></p> <p>India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices.</p> <p>The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups.</p> <p>ii) <b>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</b></p> <p>1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1)</p> <p>2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4)</p> <p>3. Analyze the existing practices of English Language Teaching (PO 8)</p> <p>4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10)</p> <p><b>Learning outcomes* attached in a table below</b></p> <p>a) domain specific outcomes b) value additionc) skill-enhancement d) employability quotientiii) Learning outcomes—</p> <p>a. Domain specific outcomes : PO1, PO 2 &amp; PO3</p> <p>b. Value addition : PO13 &amp; PO14</p> <p>c. Skill-enhancement : PO4&amp;PO 8</p> <p>d. Employability quotient : PO 11 PO 12</p>

Course delivery	Lecture/Seminar/Experiential learning – All the three
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><b>Essential readings:</b></p> <ol style="list-style-type: none"> <li>1. Agnihotri, R, et al. (2010). "Multilinguality and Teaching of English in India."</li> <li>2. Howatt, A. P. R. Howatt, &amp; Smith, R. (2014). "The history of teaching English as a foreign language, from a British and European perspective."</li> <li>3. Ilaiah, K (2011). "Dalits and English."</li> <li>4. Kachru, B. (1986). "World Englishes and culture wars."</li> <li>5. Krishnaswamy, N., &amp; Krishnaswamy L. (2006). The story of English in India. Foundation Books.</li> <li>6. Kumaravadivelu, B. (2002). "From coloniality to globality: (Re)visioning English language education in India".</li> <li>7. Lange, C. (2010). "'Hindi never, English ever": Language nationalism and linguistic conflicts in India."</li> <li>8. Mohanty, A.K. (2017). "Multilingualism, education, English and development: Whose development?"</li> <li>9. Mukherjee, J. (2010). "The development of English in India."</li> <li>10. Padwad, A. (2012). "Towards understanding rural ELT."</li> <li>11. Pennycook, A. (2000) "The social politics and the cultural politics of language classrooms."</li> <li>12. Ravinder, G. (2013). "Some aspects of pre-service and in-service teacher training in India."</li> <li>13. Sriprakash, A. (2011) "Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India."</li> <li>14. Reddy, D. (2013). "To teach or not to teach grammar."</li> </ol> <p><b>Additional readings:</b></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. Phillipson, R. (2009/2011). "The tension between linguistic diversity and dominant English."</li> </ol>

