Course title	**An Introduction to ESL Research**
Category (Mention the appropriate category (a/b/c) in the course description.)	**b. Existing course with revision. 30 percentage of revision**
Course code	MAELERMC698
Semester	III
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Wednesdays: 2pm to 4pm; Fridays: 11am-1pm
Name of the teacher/s	Lina Mukhopadhyay
Course description	This course will provide an opportunity for participants to advance their understanding of conducting research in **instructed** second language acquisition and learning (ISAL). They would examine purposes and types of research, research variables, research questions and hypotheses, and the methodological details of quantitative, qualitative and mixed methods of research. The course will also help the participants to critically review research, use technology based analysis to apply methods of research of instructed ESL learning. It will align the research methods to various models of second/foreign language development such as cognitive, socio-cognitive paradigms, and communicative and affective factors.

Course objectives (COs)   **POs and LOs**

CO1 To define, describe, compare and contrast processes of research within quantitative, qualitative and mixed method paradigms. — **PO3, PO10**: domain specific, skill enhancement

CO2 To apply methods of data collection, collation, coding and analysis using statistical measures, technological tools and criteria for quantitative and qualitative assessment of ESL data. — **PO10**: domain specific, skill enhancement

CO3 To evaluate by critiquing and reviewing research articles in the domain of ELT. — **PO3, PO10**: domain specific, skill enhancement, value

CO4 To write (create) brief data based reports (quantitative and qualitative) following the standard method of research writing and ethics of research as specified in 7th APA style sheet. — **PO10, PO13**: domain, skill enhancement, value added, employability quotient

Course delivery	Lecture: 50% Experiential learning: 40% Seminar: 10%
Evaluation scheme	Internal (modes of evaluation): Three assessments (best of two will be taken) End-semester (mode of evaluation): Classroom presentation and a take-home assessment *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** Mackey, A., & Gass, S. M. (2022). *Second language research: Methodology and design* (3rd ed.). Routledge. Publication Manual of the American Psychological Association, 7th Edition: http://www.apastyle.org/manual/index.aspx **Additional reading** Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: a practical introduction*. Palgrave Macmillan. Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Equinox. Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press.

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

(1 August – 14 December 2024)

Course Title	**Language through Literature**
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 **reading, writing, listening, speaking** and **dictionary skills** 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	Grellet, Francoise. (2009).*Writing for Advanced Learners of English*. CUP. Greenall, Simon and Swan, Michael.(2007).*Effective Reading*. CUP. Hedge, Tricia.(2017). *Writing*. OUP. Jordan, R. R. (1997). *English for Academic Purposes: A guide and resource book for teachers.* CUP. Flowerdew, John. (1994). *Academic Listening*: Research

Perspectives. CUP.

Mahanand, Anand.(2012). *English for Academic and Professional Skills*. Delhi: Tata McGraw-Hill.

---.(2015). *Learning to Learn: Study Skills in English*. Viva Books.

Raimes, Ann. (1983). *Techniques in Teaching Writing*. OUP.

Wallace, Michael. J. (2001). *Study Skills in English*. CUP.

Waters, Mary and Alan Waters. (1995). *Study Tasks in English*. CUP.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
COURSE DESCRIPTION – MAELEC600
(01 August – 14 December 2024)

Course title	**English Language Teaching in Multilingual Contexts**
Category (Mention the appropriate category (a/b/c) in the course description.)	**b.** Existing course with approximately 10% revision to include more recent discussions on **i.** multilingual education and ELT **ii.** interdisciplinary perspectives on language learning, language rights, contact, and policies
Course code	MAELEC600
Semester	III
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday 2pm to 4pm & Friday 11am to 1pm
Name of the teacher/s	Dr. Asma Rasheed
Course description	**i)** *A brief overview of the course* The course will offer an introduction to contemporary issues, practices and research related to the role and teaching of English in multilingual contexts. It will look at the global contexts in which multilingual education models emerged and engage with some basic concepts and debates on multilingualism and ELT. The course will examine the case of multilingualism and ELT in India. It will do so in the light of the experiences/role of English in multilingual countries/contexts, and the relationship between

	language learning, linguistic human rights, language planning and language in education policies.
	ii) *Objectives of the course in terms of Programme Specific Outcomes* (PSO of the Programme under which the course is being offered) At the end of the Course, students will be able to **a.** acquire knowledge of pedagogical methods and theories of learning in ESL /EFL contexts **b.** gain awareness of multilingual education practices in English classrooms **iii)** *Learning outcomes—* **a.** *Domain specific outcomes* : PO1 & PO3 **b.** *Value addition* : PO13 & PO14 **c.** *Skill-enhancement* : PO4 **d.** *Employability quotient* : PO11 (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	~~Lecture~~/**Seminar**/~~Experiential learning~~ (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation) : 40% End-semester (mode of evaluation) : 60% **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** (*tentative*) **1.** Agnihotri, R. (2010). "Multilinguality and the teaching of English in India." **2.** Bruner, J. (1985). "Vygotsky: A historical and conceptual perspective." **3.** Cummins, J. (2000). "Language proficiency in academic contexts." **4.** Franceschini, R. (2011). "Multilingualism and multicompetence: A conceptual view." **5.** Garcia, O. (2009). "Education, multilingualism and translanguaging in the 21st Century." **6.** hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* **7.** Jingran, D. (2009). "Hundreds of home languages in the country and many in most classrooms: Coping with diversity." **8.** Mohanty, AK. (2009). "Multilingual education: A bridge too far?" **9.** Phillipson, R. & Skutnabb-Kangas, T. (1997). "Linguistic human rights and English in Europe." **10.** Ramanathan, V. (2007). "Rethinking language planning and policy from the ground up: Refashioning institutional realities and human lives."

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Fundamental Concepts of Digital Literacy**
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Course code	**MAELEC521**
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	Include the following in the course description 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 (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.

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 21st 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 21st 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 torealise 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 words. 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.
12. **MA Linguistics, Cafeteria & Computational Linguistics – Semester I & III - Course Descriptions**
13. **(1 August – 14 December 2024)**
14.

Course Title	**Language through Literature**
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:	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.
Course Delivery	Through lectures, Practice, Presentations and Projects
Evaluation Scheme	Sessional (Written Assignment, Presentations) : 40% Final: 60%

Reading List	
	Basnett, Susan and Peter Grundy.(1993). *Language through Literature*. Longman.
	Brumfit, Christopher.(1985) *Language and Literature Teaching: From Practice to Principle.* Oxford.
	Brumfit, Christopher and Ronald Carter.(!987) Eds. *Literature and Language Teaching.* OUP.
	CIEFL (1993).*Language through Literature*. OUP.
	Collie, Joan and Stephen Slater. (1987).*Literature in the Language Classroom*. Cambridge.
	Lazar, Gillian. (2008). *Literature and Language Teaching: A Guide for Teachers and Teacher Trainers.* Cambridge.
	Mahanand, Anand.(2020). *Literature for Language Skills.* Yes Dee Publishing Private Limited.
	Maley, Alan(1990). *Literature.* OUP.
	Maley, A. and Duff, Alan.(1990). *The Inward Ear: Poetry in the Language Classroom.* Cambridge.
	Maley, A. and Moulding, Sandra.(2001). *Poem into Poem: Reading and Writing Poems with Students of English.* Cambridge.
	Walker, Richard.(1987). *Language for Literature*. London: Collins Educational.
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	TEACHING ENGLISH TO YOUNG LEARNERS

Category	Existing course with (30%) revision (highlighted in the readings and assessment tasks).
Course code	MA ELE C 610
Semester	III
Number of credits	5
Maximum intake	30
Day/Time	Monday 2-4 p. m. Wednesday 11a.m.-1p.m.
Name of the teacher	K. Padmini Shankar
Course description	A brief overview of the course Teaching English toYoung Learners This course aims to equip participants with the necessary knowledge and skills to effectively teach English to young learners (ages 7-12) by providing both theoretical insights and practical experiences. Teaching languages to children needs – in addition to all the skills of a good primary teacher in managing children and keeping them on task – knowledge of how children learn. The course offers inputs on teaching of LSRW, grammar and vocabulary to young learners (7-12 years of age). Beginning with an understanding of how children learn, the course builds participants' knowledge on selection of materials, designing of tasks, classroom environment and assessment for young learners. It will discuss the techniques and methods of teaching young learners with a special focus on the role of songs, drama and technology in the young learner classroom. The course will also orient participants to research issues in the area of teaching young learners. The aim is to enable the participants to mould themselves into the language teachers that their young learners would love to learn from. Objectives of the course By the end of this course, students will be able to: 1. Knowledge and Understanding: o CO1: Understand the cognitive and social processes of how children learn languages, with a particular

focus on English (aligns with PO1, PO2, PO3).
- o CO2: Gain knowledge on the selection and use of appropriate materials for teaching young learners (aligns with PO2, PO4).
2. Skills related to one's Specialization:
- o CO3: Develop skills to design engaging and effective tasks for teaching listening, speaking, reading, and writing (LSRW), as well as grammar and vocabulary to young learners (aligns with PO5).
- o CO4: Employ techniques and methods tailored to young learners, incorporating songs, drama, and technology into the classroom (aligns with PO5, PO6).
3. Application of Knowledge and Skills:
- o CO5: Create a positive and conducive classroom environment that supports young learners' language development (aligns with PO8).
- o CO6: Apply knowledge of assessment techniques to evaluate and support young learners' progress (aligns with PO7, PO8).
4. Generic Learning Outcomes:
- o CO7: Communicate teaching strategies and conceptual knowledge effectively in oral, written, and digital forms, fostering professional development (aligns with PO11).
- o CO8: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners (aligns with PO12).
- o CO9: Develop critical thinking and problem-solving skills to address challenges in teaching young learners, becoming self-directed educators (aligns with PO13).
- o 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:
- o LO1: Understand and critically analyze how children (ages 7-12) learn languages, particularly English, incorporating cognitive and social processes. *(a)*
- o LO2: Evaluate and select appropriate materials for

	teaching LSRW (listening, speaking, reading, and writing), grammar, and vocabulary to young learners. *(a)*
	2. Value Addition: o LO3: Develop a reflective practice to continually improve teaching methods and adapt to the diverse needs of young learners. *(b)* o LO4: Foster a positive attitude towards ethical and humanistic teaching practices, ensuring a respectful and supportive learning environment for young learners. *(b)* 3. Skill-Enhancement: o LO5: Design and implement engaging and effective tasks and activities for teaching LSRW, grammar, and vocabulary to young learners. *(c)* o LO6: Incorporate songs, drama, and technology into the classroom to enhance young learners' engagement and learning outcomes. *(c)* o LO7: Create and manage a positive and conducive classroom environment that supports young learners' language development. *(c)* 4. Employability Quotient: o LO8: Communicate teaching strategies and conceptual knowledge effectively in oral, written, and digital forms, enhancing professional communication skills. *(d)* o LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners, demonstrating teamwork and leadership skills. *(d)* o LO10: Apply knowledge of assessment techniques to evaluate and support young learners' progress, showcasing the ability to integrate theory with practice. *(d)* o LO11: Develop critical thinking and problem-solving skills to address challenges in teaching young learners, enhancing adaptability and lifelong learning capabilities. *(d)*
Course delivery	The course objectives and the learning outcomes will be achieved through a combination of lectures, discussions, activities, and hands-on practice designed to prepare students for the real-world challenges of teaching English to young learners.

Evaluation scheme	Internal assessment: 1.template for task analysis 2. task analysis based on a template 3. task design 4. materials selection and design 5.<mark>field trip to observe TEYL class</mark> 6. <mark>Classroom Observation Report</mark> End-semester assessment: 1.<mark> Preparation of a teaching manual</mark> 2. <mark>Designing and conducting a training workshop</mark> 3. Lesson design and lesson analysis
Reading list	Essential Readings 1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press. 2. Pinter, A. (2011). *Children Learning Second Languages*. Palgrave Macmillan. 3. Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. Penguin. 4. Slattery, M., & Willis, J. (2001). *English for Primary Teachers: A Handbook of Activities & Classroom Language*. Oxford University Press. 5. Moon, J. (2005). *Children Learning English: A Guidebook for English Language Teachers*. Macmillan Education. 6. Nikolov, M. (2009). *The Age Factor and Early Language Learning*. De Gruyter Mouton. 7. Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman. 8. Ellis, G., & Brewster, J. (2014). *Tell it Again! The New Storytelling Handbook for Primary Teachers*. British Council. 9. Read, C. (2007). *500 Activities for the Primary Classroom*. Macmillan Education. 10. <mark>Curtain, H., & Dahlberg, C. A. (2016). *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Pearson.</mark> 11. <mark>Mourão, S., & Lourenço, M. (2015). *Early Years Second Language Education: International Perspectives on Theories and Practice*. Routledge.</mark> 12. <mark>Ghosn, I. K. (2013). *Storybridge to Second Language Literacy: The Theory, Research, and Practice of Teaching English with Children's Literature*. Information Age</mark>

<mark>Publishing.</mark>

Additional Readings

1. Hasselgreen, A. (2005). *Young Learners and Assessment: International Perspectives*. Council of Europe Publishing.
2. Rixon, S. (2013). *British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide*. British Council.
3. Bland, J. (2013). *Children's Literature and Learner Empowerment: Children and Teenagers in English Language Education*. Bloomsbury.
4. Garton, S., & Copland, F. (2018). *The Routledge Handbook of Teaching English to Young Learners*. Routledge.
5. <mark>Linnell, J. (2021). *Teaching Languages to Young Learners Through Puppetry*. Routledge.</mark>
6. Smith, R. (2013). *Teaching English as a Foreign Language, 1936–1961: Foundations of ELT*. Routledge.
7. Phillips, S. (1993). *Young Learners*. Oxford University Press.
8. <mark>Lundberg, G. (2019). *Teaching and Learning English in the Primary School: Interlanguage Pragmatics in the EFL Context*. Springer.</mark>

COURSE DESCRIPTION

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 **for MA courses only**)
Day/Time	Tuesday 11-1&Wednesday 2 -4
Name of the teacher/s	Dr Sheba Victor
Course description	This course is designed for prospective teachers of English and involves the

	theories and processes of Reading. It addresses essential questions such as:

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?

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.
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 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.

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.

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.

By the end of the course participants will be able to:

1. Demonstrate knowledge of theories and practices of reading
2. Know the stages and objectives of teaching and assessing reading
3. Understand the significance of reading and its relationship with other language skills
4. Analyze the process of using various comprehension questions that cover a range of reading subskills
5. Learn ways of selecting a range of texts based on learner levels, needs and interests |
| Course delivery | Reading articles, watching films, participation in discussions, project work and presentations.
Assessment Method:
Short tests and quizzes
Compilation of Personal Reading Practices
Practical execution of reading strategies
Practice Comprehension Questions
Designing tasks for various stages of reading.
Presentation (Group and Individual)
Project work On Issues of Reading |

Evaluation scheme	Internals: **40%**; Finals: **60%**
Reading list	Essential reading Ausubel, D.P. 1963. The Psychology of Meaningful Verbal Learning. New York:Bruner& Stratton. Dreyer, C. 1998. Improving Students" Reading Comprehension by Means Strategy Instruction, Journal of Language Teaching, 32:18-29. Greenwood J. 1988 Class Readers (OUP) Grabe,W.(2009).*Readinginasecondlanguage*.NewYork,NY:CambridgeUniversityPress. Grellet, F. (1981) *Developing Reading Skills* (CUP) Krashen, S. (1993) *The power of reading* (Englewood, Colorado: Libraries Unlimited) Nuttall, C.1996 Teaching Language Skills in a Foreign Language, new edition (Heinemann) Sweet A.P &Snow, C.E.2003.Rethinking Reading Comprehension. New York: Guilford. Taylor, B.M., Pearson, P.D., Peterson, D. & Rodriguez, M.C. 2002. *Looking Inside Classrooms Reflecting On The „How" As Well As The „What" In Effective Reading Instruction*, The Reading Teacher, 6(3):270-279.

MA TESL Semester I& III - Course Descriptions

(1 August – 14 December 2024)

Course Title	**Teaching Vocabulary**

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
	    1. Vocabulary strategies and methods
	    2. Vocabulary instruction, emphasizing both theoretical frameworks and practical applications.

Course Code	**MAELEC524**
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:	**i).**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.
	
	ii)*Objectives of the course in terms of Programme SpecificOutcomes* (PSO of the Programme under which the course isbeing offered)
	At the end of the course, studetns will be able to
	   a. Understand the role of vocabulary in language development and academic success.
	   b. Apply a variety of instructional strategies to teach vocabulary effectively.
	   c. Assess and evaluate students' vocabulary knowledge using various methods.
	
	iii)*Learning outcomes—*
	
	a. Domain specific outcomes : PO1 & PO3
	b. Value addition : PO3 & PO14
	c. Skill-enhancement : PO5& PO7
	d. Employability quotient : PO10
	
	(Please highlight the portion that subscribes to a/b/c/d)

Course Delivery	**Lecture/Seminar**/Experiential learning (highlight the portion in thecourse description that lends itself to these)
Evaluation Scheme	Internal (modes of evaluation) : 40% End-semester (mode of evaluation) : 60% *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	1. **Graves, M. F. (2016).** *The Vocabulary Book: Learning and Instruction*. Teachers College Press. 2. **Beck, I. L., McKeown, M. G., &Kucan, L. (2013).** *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford Press. 3. **Nation, I. S. P. (2013).** *Learning Vocabulary in Another Language*. Cambridge University Press. 4. **Coxhead, A. (2011).** *New Ways in Teaching Vocabulary*. TESOL Press. 5. **Stahl, S. A., & Nagy, W. E. (2006).** *Teaching Word Meanings*. Lawrence Erlbaum Associates. 6. **Blachowicz, C. L. Z., & Fisher, P. (2014).** *Teaching Vocabulary in All Classrooms*. Pearson. 7. **Nagy, W. E., & Scott, J. A. (2000).** *Vocabulary Processes*. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (Vol. 3, pp. 269-284). Lawrence Erlbaum Associates. 8. **Hirsch, E. D. (2003).** *Reading Comprehension Requires Knowledge—of Words and the World*. American Educator, 27(1), 10-13, 16-22, 28-29. 9. **August, D., Carlo, M., Dressler, C., & Snow, C. (2005).** *The Critical Role of Vocabulary Development for English Language Learners*. Learning Disabilities Research & Practice, 20(1), 50-57. 10. **Marzano, R. J. (2004).** *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. ASCD.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

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 **for MA courses only**)
Day/Time	Monday 2-4; Wednesday 11-1
Name of the teacher/s	Dr. Madhumeeta Sinha

Course description	Include the following in the course description
	
	    i) A brief overview of the course
	            Course Description
	            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.
	            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.
	
	    ii) **Objectives of the course in terms of Programme Specific Outcomes** (PSO of the Programme under which the course is being offered)
	            1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1)
	2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4)
	3. Analyze the existing practices of English Language Teaching (PO 8)

	4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10) **Learning outcomes* attached in a table below** a) domain specific outcomes b) value additionc) skill-enhancement d) employability quotientiii) Learning outcomes— a. Domain specific outcomes : PO1, PO 2 & PO3 b. Value addition : PO13 & PO14 c. Skill-enhancement : PO4&PO 8 d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	**Internal (modes of evaluation):** Written assignment and Presentation (40%) **End-semester (mode of evaluation):** Project/Final sit-down Exam (60%) *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 readings:** 1. Agnihotri, R, et al. (2010). "Multilinguality and Teaching of English in India." 2. Howatt, A. P. R. Howatt, & Smith, R. (2014). "The history of teaching English as a foreign language, from a British and European perspective." 3. Ilaiah, K (2011). "Dalits and English." 4. Kachru, B. (1986). "World Englishes and culture wars." 5. Krishnaswamy, N., &Krishnaswamy L. (2006). The story of English in India. Foundation Books. 6. Kumaravadivelu, B. (2002). "From coloniality to globality: (Re)visioning English language education in India". 7. Lange, C. (2010). ""Hindi never, English ever": Language nationalism and linguistic conflicts in India." 8. Mohanty, A.K. (2017). "Multilingualism, education, English and development: Whose development?" 9. Mukherjee, J. (2010). "The development of English in India." 10. Padwad, A. (2012). "Towards understanding rural ELT."

	11. Pennycook, A. (2000) "The social politics and the cultural politics of language classrooms." 12. Ravinder, G. (2013). "Some aspects of pre-service and in-service teacher training in India." 13. Sriprakash, A. (2011) "Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India." 14. Reddy, D. (2013). "To teach or not to teach grammar." Additional readings: 1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English." 2. Phillipson, R. (2009/2011). "The tension between linguistic diversity and dominant English."