



**Postgraduate Diploma in Materials
Development (PGDMD)
Handbook**



POSTGRADUATE DIPLOMA IN MATERIALS DEVELOPMENT (PGDMD)

HANDBOOK

2025-2026

DISCLAIMER

This Handbook is only for the information of our students, and does not constitute a legal document. While all efforts have been made to make the information in this Handbook as authentic as possible, the University is not responsible for any inadvertent errors that may have crept into the document.

ADVICE TO STUDENTS

Some of the courses mentioned in the document may or may not be offered in a particular academic year / semester. We advise you to consult the Coordinator of the Programme at the beginning of every semester for courses on offer.

Table of Contents

| | |
|---|----|
| Introduction | 1 |
| About EFL University | 1 |
| Message from the Vice Chancellor | 3 |
| Academic Calendar | 5 |
| Postgraduate Diploma in Materials Development (PGDMD) | 7 |
| Description of the Programme | 7 |
| Duration | 7 |
| Curricular Scheme of the Programme | 7 |
| Detailed Course Descriptions | 9 |
| Attendance Requirement | 33 |
| Supplementary/Grade Improvement Examination | 35 |
| Grievance Redressal Mechanism | 37 |

Introduction

This Handbook provides detailed information regarding the academic requirements and course content pertinent to the Postgraduate Diploma in Materials Development (PGDMD) programme at the University. Its purpose is to inform the students of the guidelines and milestones relevant to successful completion of their diploma programme and is to be used in conjunction with the University's Academic Ordinances which describe policies and procedures for all programmes.

The Handbook lists the courses offered in the PGDMD and details the course curriculum, the procedures and the policies that govern the students. Students are required to follow the University's policies described in this Handbook and in the University Ordinances. This includes following registration, deadlines, attendance, maintaining adequate grades for promotion. In the event any information presented in this Handbook changes during the academic year, Students will be notified of the same.

We hope this Handbook is of good use to you. We wish you a rewarding experience during your programme at the EFL University.

About EFL University

The English and Foreign Languages University (EFLU) (formerly, the Central Institute of English and Foreign Languages [CIEFL]) was created by an Act of Parliament and came into being on 03 August 2007. The EFL University continues to build upon the achievements of the CIEFL and expand its activities on the national and global stage. Its mandate is to advance and disseminate "instructional, research, and extension facilities in the teaching of English and Foreign Languages and Literatures in India" as well as "to take appropriate measures for inter-disciplinary studies and research in Literary and Cultural Studies, and to develop critical inter-cultural understanding of civilizations" (as mentioned in the Act).

Headquartered in Hyderabad, the University has two regional Campuses, one in Shillong and the other in Lucknow, to cater to the needs of language teachers, researchers, and language enthusiasts in the Northeast and the North. One of the primary mandates of the EFLU is improving the standards of the teaching of English and major foreign languages, conceiving and developing effective teaching methods and techniques for the Indian classroom, and designing teaching-learning materials, and tools of evaluation. The University has its share of excellence in academic research, industry interface, placements infrastructural facilities, and institutional outreach.

The objectives of the University, as stated in the Act (2006) (No.7of 2007) are:

- to disseminate and advance knowledge by providing instructional, research, and extension facilities in the teaching of English and foreign languages and literature in India;
- to train language teachers in methods and approaches appropriate to the Indian context;
- to provide expertise in language and teacher education to foreign professionals;
- to evolve indigenous ways of testing language proficiency;
- to make provisions for innovative teaching-learning materials in both print and electronic media;
- to take appropriate measures for inter-disciplinary studies and research in literary and cultural studies; and
- to develop critical inter-cultural understanding of the civilizations.

From the Vice Chancellor's Desk

On behalf of the EFL University, I extend a warm and enthusiastic welcome to you as you embark on an exciting journey into higher education. Congratulations on taking this significant step towards achieving your academic and personal goals!

At the University, we believe that every student is a unique individual with boundless potential. As you become a part of our diverse community, you will find countless opportunities to gain experience, grow, and make lasting memories. We assure you that this will be an enriching and transformative chapter of your life.

As you set foot on our Campus, you will be surrounded by dedicated faculty, supportive staff, and fellow students who share a passion for knowledge and discovery. Together, we create an inclusive and dynamic environment that fosters intellectual curiosity, creativity, and critical thinking.

I present to you the Handbook for Postgraduate Diploma in Materials Development (PGDMD) programme, which includes important resources and information to help ensure that your experience is both rewarding and successful. You are responsible for knowledge of the policies and regulations included in the Handbook, so please be sure to carefully read and reference this resource as you navigate your time at the University.

If you have questions or need assistance, we will be happy to assist you. My best wishes to you for a fulfilling and rewarding academic and personal experiences at the EFL University.

Prof. N. Nagaraju
Vice Chancellor

SCHOOLS AND DEPARTMENTS

School of English Language Education

Department of English as Second Language Studies
Department of Materials Development, Testing and Evaluation
Department of Training and Development
Department of Education
Department of English Language Teaching

School of Language Sciences

Department of Phonetics and Spoken English
Department of Linguistics and Contemporary English
Department of Computational Linguistics
Department of Linguistics and Phonetics

School of Literary Studies

Department of English Literature
Department of Indian and World Literatures
Department of Comparative Literature and India Studies
Department of Hindi
Department of Translation Studies
Department of Literatures in English

School of Interdisciplinary Studies

Department of Aesthetics and Philosophy
Department of Cultural Studies
Department of Communication
Department of Film Studies

School of Arab and Asian Studies

Department of Arab Studies
Department of Asian Languages

School of European Languages

Department of Germanic Studies
Department of French and Francophone Studies
Department of Hispanic and Italian Studies
Department of Russian Studies

Academic Calendar

The PGDMD programme is spread over two semesters and the academic calendar is as follows

October 2025 - March 2026 (Semester I)

April 2026 - September 2026 (Semester II)

| Event | Date (s) |
|---|---------------------------------------|
| Opening day | 28 October 2025 |
| Orientation Programme for the students of Semester-I | 28 October 2025 |
| Commencement of classes for all the Programmes | 29 October 2025 |
| First internal assessment | 24-28 November 2025 |
| Second internal assessment | 19-24 January 2026 |
| Third internal assessment | 23-27 February 2026 |
| Winter Vacation | 4 December 2025-1 January 2026 |
| Reopening | 2 January 2026 |
| Last day of instruction | 12 March 2026 |
| Submission of No Dues to COE's office | 13 March 2026 |
| Submission of attendance to COE's office | 13 March 2026 |
| Submission of internal grades to the COE's Office | 13 March 2026 |
| Issue of admit passes | 13-14 March 2026 |
| Semester-end examinations | 16-21 March 2026 |
| Submission of Grades of Semester end-Examinations to the COE's Office | 25 March 2026 |
| Declaration of Results | 31 March 2026 |
| Last date for applying or Supplementary/Grade Improvement examinations | 6 April 2026 |
| Conduct of Supplementary/Grade Improvement examinations | 10-16 April 2026 |
| Declaration of result of the Supplementary/grade Improvement examinations | 25 April 2026 |

| | |
|--|---|
| Winter Vacation (for teachers and students) | 4 December 2025 - 1 January 2026 |
| Reopening (for teachers and students) | 2 January 2026 |

April–September 2026 (Semester II)

| Event | Date(s) |
|--|------------------------------|
| Commencement of Classes | 1 April 2026 |
| Last date for payment of Semester fee | 10 April 2026 |
| First internal assessment | 27April I- 2May 2026 |
| Second internal assessment | 6-11July 2026 |
| Summer vacation for Students | 4 May to 21 June 2026 |
| Reopening for Students | 22 June 2026 |
| Third internal assessment | 3-8 August 2026 |
| Last day of instruction | 8 September 2026 |
| Submission of No Dues to COE's office | 9 September 2026 |
| Submission of attendance to COE's office | 9 September 2026 |
| Submission of internal grades to the COE's Office | 10 September 2026 |
| Issue of admit passes | 11-13 September 2026 |
| Semester-end examinations | 14-19 September 2026 |
| Submission of Grades of Semester end -Examinations to the COE's Office | 26 September 2026 |
| Declaration of Results | 30 September 2026 |
| Last date for applying for Supplementary/Grade Improvement examinations | 1-3 October 2026 |
| Conduct of Supplementary/Grade Improvement examinations | 7 October 2026 |
| Declaration of results of the Supplementary/grade Improvement examinations | 9-14 October 2026 |
| | 24 October 2026 |
| Summer vacation (for students) | 4 May to 21 June 2026 |
| Reopening | 22 June 2026 |
| Summer vacation (for teachers) | 4 May to 7June 2026 |
| Reopening | 8 June 2026 |

Postgraduate Diploma in Materials Development (PGDMD)

Description of the Programme

The PGDMD Course is a programme that aims at providing participants with opportunities to understand and apply macro- and micro-processes involved in materials design. It seeks to equip participants with a comprehensive understanding of instructional materials—print, online, and multimedia—and lay the foundation for those pursuing a research degree involving materials design.

Duration

Two semesters

Curricular Scheme of the Programme

The following are the areas in which courses will be offered in the two semesters:

Semester 1 and II

(Note: All courses listed under Semester II may not be on offer in a particular semester.)

| Sl No | Semester | Area in which a course can be offered | Compulsory / Optional | Credits |
|-------|--|---|-----------------------|-----------|
| 1. | I | Curriculum and Syllabus Design | Compulsory | 4 |
| 2. | | Principles of Second Language Acquisition and Development of Materials | Compulsory | 4 |
| 3. | | Bi-/Multi-lingualism and Material Design | Compulsory | 4 |
| 4. | | Task-based Materials | Compulsory | 4 |
| 5. | | One course that is multidisciplinary in nature to be pursued on the SWAYAM platform | | 4 |
| | | TOTAL | | 20 |
| 6. | II One compulsory; two optional course and a project | Designing Language Assessment | Compulsory | 4 |
| 7. | | Project | Compulsory | 8 |
| 8. | | Supplementing Materials | *Optional | 4 |
| 9. | | Adapting ELT Materials | *Optional | 4 |
| 10. | | Multimedia Materials(Online, MOOCS, SWAYAM) | *Optional | 4 |
| 11. | | ESP Materials | *Optional | 4 |
| 12. | | Editing and Publishing | *Optional | 4 |
| 13. | | Developing Materials for Young Learners | *Optional | 4 |
| | | TOTAL | | 20 |
| | | Grand total (I and II Semesters): 20+20 | | 40 |

| Element / Dimension | PSO | Description |
|--|------------|---|
| KNOWLEDGE AND UNDERSTANDING | PO1 | understand the role and importance of curricula, syllabi, and their impact on the design of instructional materials |
| | PO2 | acquire knowledge of pedagogical methods and theories of learning in ESL/EFL/ESP contexts and their implications on the design of instructional materials, print and online |
| | PO3 | understand theoretical constructs of bi-and multilingualism and materials development |
| SKILLSRELATED TO ONE'S SPECIALIZATION | PO4 | acquire skills to design print, online, and multimedia ESL/EFL materials for classroom use |
| | PO5 | develop skills require do develop ESP materials |
| | PO6 | acquires kills for learning outcome-based language assessment and evaluation |
| APPLICATION OF KNOWLEDGE AND SKILLS | PO7 | select and apply methods, materials, and tools of assessment for classroom teaching |
| | PO8 | design multi modal materials for language learning |
| | PO9 | apply knowledge of theoretical constructs of ESL/EFL learning to develop print/online/multimedia/ESP materials |
| GENERIC LEARNING OUTCOMES | PO10 | communicate conceptual knowledge effectively in oral, written and digital forms |
| | PO11 | collaborate for teaching, training, and content creation using AI |
| | PO12 | develop multidisciplinary critical thinking skills to become a self-directed learner |
| | PO13 | embrace and practice constitutional, humanistic, and ethical values in one's life |

Detailed course descriptions

Semester I

PGDMD

Course description

PGDMDC651 Curriculum and Syllabus Design

This course explores the theories and principles behind language program development, focusing on curriculum design, syllabus structuring, and instructional materials. It examines how syllabi guide material development and emphasizes the role of instructional resources in effective language teaching. Through readings, discussions, and hands-on activities, the course balances theoretical knowledge with practical problem-solving, equipping participants with essential skills for curriculum and materials development.

Objectives of the course in terms of Programme Specific Outcomes (PSOs)

This course aims to:

- familiarize participants with the principles and theories of curriculum development,
- apprise participants of various types of syllabi in English Language Teaching (ELT),
- enable participants to analyze various curriculum models and their application in different educational contexts, and

These objectives align with Programme Specific Objectives (PSOs) 1 and 2

Learning outcomes- a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employ ability quotient

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

A) Domain-Specific Outcomes

1. Define and explain key concepts related to curriculum, syllabus, and instructional materials in ELT.
2. Analyze various curriculum theories and their influence on language course design.
3. Compare different syllabus types and their role in structuring language instruction.
4. Develop a structured syllabus that aligns with educational goals, and learner needs.
5. Apply second language eLearning principles in syllabus design.
6. integrate gender-sensitive, culturally responsive approaches in ELT syllabus.

B) Value Addition

2. Critically analyze existing curricular frameworks and identify opportunities for value addition by integrating instructional strategies, and technology-enhanced tools that enrich the learning experience, foster student engagement, and address diverse student needs.

C) Skill Enhancement

1. Develop a syllabus that aligns with educational goals, learner needs, and assessment strategies.

D) Employability Quotient

1. Demonstrate the ability to design language curriculum and syllabus in diverse educational settings.

Course delivery

Lecture/Seminar/Experiential learning

Course content

Module1: Introduction to Curriculum and Syllabus (Lecture-cum-discussion)

- Definitions of curriculum and syllabus
- Historical perspectives in ELT curriculum development
- Factors influencing curriculum planning (educational policies, learner needs, institutional goals)
- Emergence of a curriculum approach in language teaching

Module 2: Theories and Models of Curriculum Design (Discussion)

- Product-and process-oriented curriculum models
- Key ELT syllabus types
- Designing objectives and outcomes for curriculum planning

Module 3: Needs analysis

- Contextual analysis: examining the broader socio-cultural, economic, and educational contexts
- Learner profile analysis
- Data collection using surveys through questionnaires, interviews, observations
- Develop actionable recommendations based on the analysis of data collection through various tools

Module 4: Course Planning and Syllabus Design (Experiential learning)

- Defining course objectives and learning outcomes
- Organizing content and instructional strategies that includes diverse learning needs
- Syllabus structure, design, and resource integration (incorporate supplementary materials that support the course content and instructional strategies)
- Assessment design (strategies for creating valid assessment instruments, formative and summative, that measure achievement of learning outcomes; assessments aligned with course goals)

Evaluation scheme

Internal Assessment: 50%

- i) Class participation: 10%
- ii) Sit-down test, and presentations :20%
- iii) Design of syllabus appropriate to suit the needs of a target group: 20%

End-semester Assessment: 50%

Project: Participants will design syllabus for a language course.

Reading list**Essential reading**

- 1) Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle&Heinle.
- 2) Dubin, F., & Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. Cambridge University Press.
- 3) Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- 4) Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle&Heinle.
- 5) Harwood, N. (2014). *English language teaching textbooks: Content, consumption, production*. Palgrave Macmillan.
- 6) Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post method*. Routledge.
- 7) Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- 8) McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. Bloomsbury.
- 9) Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh University Press.
- 10) Nation, I. S. P., & Macalister, J. (2020). *Language curriculum design* (2nd ed.). Routledge.
- 11) Nunan, D. (1988). *Syllabus design*. Oxford University Press.
- 12) Richards, J. C. (2017). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press.
- 13) Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- 14) Rochmawati, P. (2021). *English curriculum and material development*. Stain Po Press.
- 15) Tomlinson, B. (2017). *Developing materials for language teaching* (2nd ed.). Bloomsbury.

Additional Reading

- 16) Anderson, J. (2020). The TATE model: A curriculum design framework for language teaching. *ELT Journal*, 74(2), 175–184. <https://doi.org/10.1093/elt/ccaa005>
- 17) Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- 18) Bell, D. M. (2003). Method and post method: Are they really so incompatible? *TESOL Quarterly*, 37(2), 325–336.
- 19) Breen, M. and Littlejohn, A. (Eds.) 2000. *Classroom decision-making: Negotiation and process syllabuses in practice*. Cambridge: CUP.

- 20) Clarke, D.F.1989.Communicative theory and its influence on materials production. *Language Teaching*, 22, 2, 73-86.
- 21) Cunningsworth,A.(1995).*Choosing your coursebook*. Macmillan Heinemann.
- 22) Graves,K.,&Garton,S.(2017).*Curriculum development in language teaching: Innovations and challenges*. Palgrave Macmillan.
- 23) Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- 24) McDonough,J.,Shaw,C.,& Masuhara,H.(2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.
- 25) Nation,P.,&Webb,S.(2011).*Researching and analyzing vocabulary*. Heinle&Heinle.

PGDMD

Course description

Objectives of the course in terms of Programme Specific Outcomes (PSOs)

Learning outcomes-
 a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employ ability quotient

PGDMDC652 Task-based Materials

A brief overview of the course

This course appraises participants of the principles of task-based language teaching (TBLT). It focuses on using authentic and meaningful tasks based on task-centered learning. The course emphasizes the steps and strategies needed for process-based tasks. It further aims at helping participants develop materials for ESL learners at various proficiency levels, based on the principles of TBLT.

Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

Course Objectives: The course helps the learners to

- i) Understand the principles of TBLT(PO3)
- ii) Analyse materials designed on the principles of TBLT(PO6,PO7)
- iii) Design and develop task-based materials, both print and electronic media (PO8, PO9)
- iv) Engage in collaborative learning experiences (PO10,PO 11)

Learning Outcomes: By the end of the course, learners will be able to

(A) Domain-specific outcomes

1. Comprehend the underlying principles of task-based materials
2. Analyze various tasks and activities for preparing task- based materials
3. Choose appropriate materials, based on their theoretical knowledge, to design tasks
4. Design task-based materials that cater to learner needs

(B) Skill enhancement

5. Understand intellectual property rights; use digital tools and resources to design task-based materials
6. Engage in collaborative learning experiences for higher order thinking
7. Discover self-directed practices for analytical and problem-solving strategies

(C) Employability quotient

8. Design inter active materials for language development
9. Work as language teachers/trainers, content developers, and consultants
10. Conduct research on task-based curricula.

Course delivery

Lecture/Seminar/Experiential learning

- Comprehend the underlying principles and practices of task-based materials in the classroom. (Lecture mode)
- Examine the efficacy of digital resources and activities designed to develop task-based materials for multiple language skills (Experiential learning)
- Design authentic materials through self-directed approach and self-reflective practices (Experiential learning)
- Engage in the task design through, discussions, presentations and peer assessment. (Seminar)

Course content

Module 1 Principles of Task Based Language Teaching (TBLT)

- Task-based Language Teaching (TBLT) -key concepts and issues
- Role of tasks in second language learning and teaching
- Task types: target and pedagogic tasks

Module 2 TBLT and Materials Design

- Task-based (task-based and task-supported) approaches in the syllabus design
- Theoretical and practical rationales underlying task-based materials
- The Triadic Componential Framework for Task Classification and SSARC model of pedagogic task sequencing

Module 3 Technology in Task-based Materials

- Technology in task-based materials-advantages and challenges
- Authentic materials, digital tools and resources
- Ethical considerations and privacy issues

Module 4 Task-Based Materials Development

- Task-based materials: print and digital
- Peer evaluation of materials

Evaluation scheme

Internal Assessment: 40%

Application-based test (individual assessment)-Three mid-term assessments

Final Assessment (60%): End semester examination

Seminar presentation – 30 marks (best of two lessons)
 Lesson planning and analysis-10 marks (pair assessment)
 Peer assessment – 10 marks
 Self-reflective assessment–10marks
 iii) Design of syllabus appropriate to suit the needs of a target group: 20%

Reading list

Essential reading

- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36-42. Retrieved from [Oxford Academic] (<https://academic.oup.com/eltj/article/51/1/36/417034>).
- Ellis, R. (2017). Position paper: Moving task-based language teaching forward. *Language Teaching*, 50(4), 507–526. doi:10.1017/S0261444817000179
- González-Lloret, M. (2017). Technology for task-based language teaching. *The handbook of technology and second language teaching and learning*, 234-247.
- Long, M. H. (1990). *Task, group, and task-group interactions*. ERIC. <https://eric.ed.gov/?id=ED366184>.
- Norris, J.M. (2009). Task-Based Teaching and Testing. In M.H.Long & C.J.Doughty (Eds.), *The Handbook of Language Teaching* (pp. 578-594). Wiley-Blackwell. <https://doi.org/10.1002/9781444315783.ch30>
- Moore, P., & Lorenzo, F. (2015). Task-based learning and content and language integrated learning materials design: process and product. *The Language Learning Journal*, 43(3), 334-357.
- Reinders, H., & White, C. (2010). The theory and practice of technology in materials development and task design. *English language teaching materials: Theory and practice*, 58-80.
- Robinson, P. (2007b). Criteria for classifying and sequencing pedagogic tasks. In M. P. Garcia Mayo (Ed.), *Investigating tasks in formal language learning* (pp. 7–27). Clevedon, UK: Multilingual Matters.
- Robinson, P. (2010). Situating and distributing cognition across task demands: The SSARC model of pedagogic task sequencing. In M. Putz & L. Scola (Eds.), *Cognitive processing in second language acquisition*.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Basingstoke: Palgrave Macmillan.
- Skehan, P. (1996). A frame work for implementation of task-based instruction. *Applied Linguistics*, 17, 38-62.
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching*. Bloomsbury Publishing.

Additional Reading

- Ellis, R. (2024). *Task-based and task-supported language teaching: Key constructs in language teaching*. *International Journal of TESOL Studies*, 6(4), 1-13. <https://doi.org/10.58304/ijts.20240401>.

- Ellis,R.(2013).Task-based language teaching: Responding to the critics. University of Sydney Papers in *TESOL*, 8, 1-27.
- Lai, C., & Li, G. (2011). Technology and task-based languageteaching:Acriticalreview. *CALICOjournal*,28(2), 498-521.
- LongMH.In Defense of Tasks and TBLT:Non issues and Real Issues. *Annual Review of Applied Linguistics*. 2016;36:5-33. doi:10.1017/S0267190515000057
- Long,M.(2015).*Second language acquisition and task-based language teaching*. Malden,MA:Wiley-Blackwell.
- Oxford,R.L.(2006).Task-based language teaching and learning: An overview. *Asian EFL journal*, 8(3).
- Révész, A. (2011). Task complexity, focus on L2 constructions, and individual differences: A classroom-basedstudy. *TheModernLanguageJournal*,95,162–81.
- Skehan,P.(1998).Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268-86.
- Tomlinson,B.(2011).*Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Tomlinson, B. (2020). *Is materials development progressing? Future perspectives and challenges of materials development: In honor of Brian Tomlinson's contribution to materials development research*. *Language Teaching Research Quarterly*, 15, 1-20.
<https://files.eric.ed.gov/fulltext/EJ1270211.pdf>.

PGDMD

PGDMDC653 Principles of Second Language Acquisition and Development of Materials

Course description

Designed for students who are interested in pursuing a career as teachers, textbook writers and publishers, this course offers an in-depth understanding of the relationship between second language acquisition (SLA) and materials design. The course is broadly divided into two parts. Part1, which is more theoretical in nature, examines theories of SLA, and materials development. Part 2, which is practical in nature, provides experience in evaluating, designing, and developing materials, both print and digital, to suit a variety of learner needs. By the end of the course, students will be equipped with theoretical and practical knowledge of designing materials that are responsive to the linguistic, social and cultural needs of second language learners. The knowledge and skills gained through this course will help them make informed decisions as materials developers and teachers.

The course aims to:

- Equip participants with a theoretical understanding of the principles of SLA and materials design.
- Help them transfer this knowledge in the design and development of materials for ESL learners.

Objective of the course in terms of Programme Specific Outcomes (PSOs)

Learning outcomes-
a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employ ability quotient

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

(A) Domain-specific outcomes

- Understand the theories and principles of second language acquisition, and materials development (PO2, PO3)
- Understand the relevance of the theories of SLA to materials design (PO2, PO3)
- Analyze existing materials and their fit with theories of SLA and materials development (PO7)

(B) Value addition

- Design print and technology-driven materials to develop language skills, diversity and inclusivity (PO4, 5 & 8)

(C) Skill enhancement

- Analyze the linguistic, social and cultural implications of design choices in language learning materials (PO7); LO (c -)
- Reflect critically none's own materials development process and theoretical orientations

(D) Employability quotient

- Develop materials that promote effective language acquisition (PO4, 5& 8)

Lecture/Seminar/Experiential learning/Video-based lesson

Course delivery

Course content

Module 1: Foundations of Second Language Acquisition

- Theories of language acquisition
- Stages of language development
- Factors influencing language acquisition (e.g., age, motivation, learning strategies)
- The role of input and output in language learning

Modules 2&3: SLA and Materials Design

- Principles of effective materials design
- Understanding the relationship between SLA theory & materials development
- Materials design driven by SLA theory: case studies (language skills)
- Developing materials for effective SLA:
 - LSRW skills, grammar, vocabulary
 - Integrating authentic materials and digital technology
 - Ensuring inclusivity and diversity

Module 4: Assessment and Evaluation of materials

- Alignment with learning objectives
- Piloting and revising materials through peer/teacher feedback
- Reflecting on the design process

Evaluation scheme**Internal assessment: 50%**

- Class test: 10%
- Presentations: 10%
- Designing and trialling materials: 30%

End-semester Assessment: 50%

- Project: design and development of materials: 35%
- e-portfolio: 10%
- Reflective journal: 5%

Reading List**Essential reading**

- 1) Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- 2) Larsen-Freeman, D. (2018). *Looking ahead: Future directions in, and future research into, second language acquisition*. *Foreign Language Annals*, 51(1), 55-72
- 3) Lightbown, P., and Spada, N. (2006). *How languages are learned* (3rd Ed.). OUP.
- 4) Tomlinson, B. (2016). *SLA Research and Materials Development for Language Learning*. Routledge.
- 5) Williams, J., & Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 139-155). Cambridge: Cambridge University Press.

Additional reading

- 1) Dulay, H.C., & Burt, M.K. (1974). Natural sequences in child second language acquisition. *Language Learning*, 24, 37-53.
- 2) Dulay, H.C., & Burt, M.K. (1974). Errors and Strategies in Child Second Language Acquisition. *TESOL Quarterly* 8(2)
- 3) DOI:10.2307/3585536
- 4) Maley, A., & Peachey, N. (Eds.). (2017). *Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals*. British Council.
- 5) McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching* (2nd ed.). Edinburgh University Press.
- 6) Mukundan, J., & Nimehchisalem, V. (2015). Refinement of the English Language Teaching Textbook Evaluation Checklist. *Pertanika Journal of Social Sciences & Humanities*, 23(4), 761- 780.
- 7) Tomlinson, B. (Ed.). (2022). *Developing Materials for Language Teaching* (3rd ed.). Bloomsbury Academic.
- 8) Tomlinson, B., & Masuhara, H. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. Wiley Blackwell.

PGDMD

PGDMDC654 Bi-/Multilingualism and Material Design

Course description

This course offers research-driven insights into bi-/multilingualism from various perspectives. The course first takes students through a guided exploration of the issues around bi-/multilingualism to provide the theoretical foundation. It further aims to foster students' understanding and awareness of key considerations in developing bi-/multilingual materials.

The course helps participants to:

- Understand theoretical constructs of bi-and multilingualism and materials development (**PO3**),
- acquire skills to design print, online, and multimedia ESL materials for classroom use (**PO4**), and
- design multi modal materials for language learning (**PO8**).

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

Learning Outcomes

A) Domain-Specific Outcomes

- Use basic terms relating to bi-/multilingualism
- Compare different types of bi-/multilingual development
- Understand approaches to bi-/multilingual education

B) Value Addition

- Conceptualise and design bi-/multilingual materials for a specific group of learners
- Observe and analyse bi-/multilingualism in practice through surveys, classroom observation, etc.

C) Skill Enhancement

- Select and use digital and visual resources to develop bi-/multilingual materials
- Write well-structured materials development project reports

D) Employability Quotient

- Develop activities and materials to support multilingualism at various levels

Module 1: Bi-/Multilingualism: Key Concepts [Lecture]

Course content

- Dimensions of multilingualism: linguistic, and pedagogical
- Linguistic aspects of multilingualism: Forms of multilingual development
- Development of linguistic subsystems
- Pedagogical aspects of multilingualism: Language-sensitive pedagogies in multilingual classrooms
- Teaching approaches tailored to various multilingual settings, pedagogical translanguaging

Module2: Bi-/Multilingualism Practices in the Classroom [Seminar and Video-Based Lesson]

- Bi-/multilingual education
- Understanding the teaching of language skills and elements bi-/multilingually: Strategies and challenges

Module 3: Principles of Developing Bi-/Multilingual Materials [Reading and Discussion]

- Principles of developing bi-/multilingual materials
- Digital and visual resources to develop bi-/multilingual classroom materials
- Multimodal language learning tools for bi-/multilingual materials

Module 4: Bi-/Multilingual Materials Development [Experiential Learning]

- Design and development to multilingual materials
- Adapting materials for bi-/multilingual classrooms

Course delivery Lecture/Seminar/Experiential learning/Video-based lesson

Evaluation scheme **Internal (modes of evaluation): 50%**

- Class test–20%
- Mid-term application tasks–20%
- In-class presentation–10%

End-semester (mode of evaluation):50%

- Materials development project–40%
- Portfolio–10%

Reading list

Essential reading

- 1) Alday, E.I. 2013. Materials development for multilingual education. In Carol A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. pp. 3930 – 3935. Blackwell Publishing Ltd. <https://doi.org/10.1002/9781405198431.wbeal0748>
- 2) Cummins, J. 2007. Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics (CJAL)* 10.2, 221–240.
- 3) Deller, S., and Rinvulcri, M. 2007. *Using the Mother Tongue: Making the Most of the Learner's Language* (Indian ed.). Viva Books Private Limited.
- 4) Harwood, N. (Ed.). 2010. *English Language Teaching Materials: Theory and Practice*. Cambridge University Press.
- 5) Jhingran, D. 2024. Multilingual education in practice: A reality check. *Language and Language Teaching*, Issue No. 25, 131 – 143.
- 6) Judge, I. 2012. Using bilingual materials in the English classroom. In A.L. Khanna and Anju Sahgal Gupta (Eds.), *Essential Readings for Teachers of English: From Research Insights to Classroom Practices*. pp. 33 -48. Orient BlackSwan.
- 7) Mahboob, A. and Jain, R. 2017. Bilingual education in India and Pakistan. In O. Garcia et al. (Eds.). *Bilingual and Multilingual Education, Encyclopedia of Language and Education* (3rd ed.), pp.

- 233–246. Springer. DOI10.1007/978-3-319-02258-1_15
- 8) Mohanty, A.K. 2013. Multilingual education in India. In Carol A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. pp. 1- 7. Blackwell Publishing Ltd. DOI: 10.1002/9781405198431.wbeal0786
 - 9) Pathak, M. (in press). Materials Development for Multilingual Classrooms: Principles, Procedure, and Practice.
 - 10) Pathak, M. 2021. Bilingual lessons for ESL school teachers in low resource contexts. *Fortell*. Issue 42, January. pp. 137 – 148.
 - 11) Reinders, H. and White, C. 2010. The theory and practice of technology in materials development and task design. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 58 – 80. Cambridge University Press.
 - 12) Seals, C.A. et al. 2020. Creating translanguaging teaching resources based on translanguaging grammar rules and pedagogical practices. *Australian Journal of Applied Linguistics*. <https://doi.org/10.29140/ajal.v3n1.303>. 3 (1). pp.115-132.
 - 13) Tomlinson, B. 2010. Principles of effective materials development. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 81 – 108. Cambridge University Press.

Additional reading

- 1) Baker, C. and S. P. Jones.1998. *Encyclopedia of Bilingualism and Bilingual Education*. Multilingual Matters Ltd.
- 2) ePathshala P11_Module28_Multilingualism and Language Teaching.
- 3) ePathshala P11_Module4_Bi-/Multilingualism and Language Learning.
- 4) Kerr, P. 2019. *The use of L1 in English language teaching*. Part of the Cambridge Papers in ELT series. [pdf]. Cambridge University Press.
- 5) Mishra, M. K. and Mahanand, A. (Eds.) 2017. *Multilingual Education in India: The Case for English*. Viva Books Private Limited.
- 6) Mohanty, A. K. 1990. Psychological Consequences of Mother Tongue Maintenance and Multilingualism in India. In D. P. Pattanayak (Ed.). *Multilingualism in India* (pp.54-66), Clevedon. Multilingual Matters Ltd.
- 7) Mohanty, A. K. 1994. *Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication*. Central Institute of Indian Languages.
- 8) Pattanayak, D.P. 1986. Education a use of the mother tongue. In B. Spolsky (Ed.). *Language and Education in Multilingual Settings* (pp.5-15). Multilingual Matters.
- 9) Pattanayak, D.P. 1986. On Being and Becoming Bilingual in India. In Fishman et al. (Eds.). *The Fergusonian Impact: Vol. 2: Sociolinguistic and the Sociology of Language* (pp. 279-293). Mouton de Gruyter.
- 10) Raza, K., Coombe, C., and Reynolds, D. (Eds.). 2023. *Handbook of Multilingual TESOL in Practice*. Springer.
- 11) Thomas, E.M., Siôn, C.G., Jones, B., Dafydd, M., Lloyd-Williams, S. W., Tomos, Rh., Lowri Jones, L. M., Jones, D., Maelor, G., Evans, Rh. a Caulfield, G. 2022. *Translanguaging: A Quick*

reference guide for educators. National Collaborative Resources: Aberystwyth University and Bangor University.

- 12) Verma, S.K. 1994. *Asociolinguist's view of multilingualism in India*. Lecture 1, H M Patel Memorial Lecture Series, August 26. CIEFL, Hyderabad.

Web Resources

- 1) <https://www.youtube.com/watch?v=wphP0sz5QQc> 37.08 mins. Bi/Multilingualism and Teaching in Indian Context, Session 1 Introduction Learning L1 And L2
- 2) <https://www.youtube.com/watch?v=Su84zBPcCM38> 38.13 mins. Features of Bilingualism and Multilingualism: Some Basic Ideas, Session 2
- 3) <https://www.youtube.com/watch?v=bEG6o928wmw> 27.32 mins. Defining Multilingual and Indian Bilingual
- 4) <https://www.youtube.com/watch?v=SzLXlphoFis> 21:55 mins. Prof. Ramakant Agnihotri on Multilingual Education
- 5) <https://www.youtube.com/watch?v=iaPOW3ZYDIk> 7:21 mins. Speaking, Reading, Writing in a Multilingual Classroom
- 6) <https://www.youtube.com/watch?v=TpPa7MZC4O0> 12.29 mins. Cross-language Connections in the Classroom
- 7) <https://www.youtube.com/watch?v=ZAnGU8jy4o> 12.21 mins. Ofelia Garcia on Translanguaging

Semester II

PGDMD

PGDMDC655 Designing Language Assessment

Course Description

This course offers an in-depth exploration of the theoretical principles and practical applications of materials development for language assessment. Students will examine various assessment frameworks, investigate the creation and adaptation of assessment materials across different language skills, and critically analyze the effectiveness of existing assessment tools. The course emphasizes the importance of validity, reliability, and ethical considerations in language assessment design while providing hands-on experience in developing assessment materials for diverse language learning contexts.

This course aims at enabling students to

- understand the foundational theories and models of language assessment;
- analyze and critique existing language testing materials and methodologies;
- design and evaluate assessment tools that align with specific language learning outcomes; and
- integrate insights from cognitive and socio-cultural perspectives in developing authentic assessment practices.

Learning outcomes

At the end of the course, students will be able to:

(A) Domain specific:

- Demonstrate comprehensive understanding of theoretical frameworks underlying language assessment
 - Critically analyze the effectiveness of assessment materials based on established criteria
 - develop valid and reliable context-specific assessment materials for various language skills and diverse language learning environments
 - apply principles of assessment design to diverse linguistic and cultural contexts
- (B) Value addition:**
- Develop ethical approaches to language assessment that prioritize fairness and accessibility.
 - Cultivate sensitivity toward sociocultural factors affecting language assessment.
- (C) Skill enhancement:**
- Enhance skills in material design, item writing, and test construction.
 - Develop analytical skills for interpreting assessment results and providing feedback.
 - Improve digital literacy for creating and administering online assessments.
 - Master technical skills in creating digital assessment tools
 - Develop analytical skills for evaluating assessment materials
 - Enhance ability to adapt assessment materials to specific learner needs
- (D) Employability quotient:**
- Gain expertise in assessment material design for educational institutions
 - Develop professional assessment development skills applicable to publishing houses
 - Build consultancy capabilities for language testing organizations
 - Prepare for roles in educational research, curriculum development, and language testing industries by applying innovative assessment strategies.

Course content

Module1: Foundations of Language Assessment (Interactive lectures and multimedia presentations)

- Major Theoretical Frameworks in Language Assessment
- Assessment Literacy for Language Teachers
- Distinction Between Testing, Assessment, and Evaluation
- Principles of Validity and Reliability in Language Assessment
- Ethics and Fairness in Language Assessment
- Washback Effects and Consequential Validity
- Socio-political Dimensions of Language Assessment

Module 2: Designing Assessment Materials (Hands-on experience)

- Defining Constructs and Specifications for Assessment Materials
- Task and Item Writing Techniques
- Creating Effective Rubrics and Rating Scales
- Developing Assessment Materials for Different Language Skills

- Integrating Skills in Assessment Materials
- Aligning assessment materials with learning outcomes and curricula
- Adapting materials for diverse learner populations (e.g., age, proficiency levels)

Module 3: Evaluation and Validation of Assessment Tools

(Discussion; peer feedback and collaborative learning)

- Methods for evaluating and validating language assessment materials to ensure their effectiveness
- Psychometric theories and statistical analysis in test evaluation
- Interpreting and Communicating Assessment Results
- Using assessment results to improve teaching and learning

Module 4: Technology in Language Assessment (discussion; peer feedback and collaborative learning)

- Overview of digital tools for assessment design and delivery
- Creating computer-based and online language tests
- Using AI and automated scoring systems
- Evaluating the effectiveness of technology-enhanced assessments

Course delivery

Lecture/Seminar/Experiential learning/Video-based lesson

Evaluation scheme

Internal (modes of evaluation): 40%

- Material analysis portfolio (10%): Critical evaluation of existing assessment materials
- Assessment design project (20%): Development of original assessment materials
- Seminar presentation (10%): Presentation and defense of assessment design principles

End-semester: 60%

- Written examination: Essay-based assessment focusing on theoretical principles and practical applications of language assessment material design

Reading list

Essential Reading

Foundations of Language Assessment:

- 1) Bachman, L.F., & Palmer, A.S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford University Press.
 - 2) Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education.
 - 3) Fulcher, G., & Davidson, F. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Routledge.
- Designing Assessment Materials:
- 1) Alderson, J.C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge University Press.
 - 2) Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.
 - 3) Weir, C.J. (2005). *Language Testing and Validation: An Evidence-Based Approach*. Palgrave Macmillan.

- 1) Chapelle, C. A., & Voss, E. (2016). *Evaluation of Language Tests Through Validation Research*. Routledge.
 - 2) Winke, P., & Isbell, D. R. (2017). *Computer-Assisted Language Learning: Diversity in Research and Practice*. Cambridge University Press.
 - 3) Ockey, G. J., & Wagner, E. (2018). *Assessing L2 Listening: Moving Towards Authenticity*. John Benjamins.
- Evaluating and Interpreting Assessment Results:
- 1) McNamara, T. (2000). *Language Testing*. Oxford University Press.
 - 2) Kane, M. T. (2013). Validating the Interpretations and Uses of Test Scores. *Journal of Educational Measurement*, 50(1), 1-73.
 - 3) Brown, J. D. (2005). *Testing in Language Programs: A Comprehensive Guide to English Language Assessment* (2nd ed.). McGraw-Hill.

Additional Reading

Foundations of Language Assessment:

- 1) Shohamy, E. (2001). *The Power of Tests: A Critical Perspective on the Uses of Language Tests*. Pearson Education.
- 2) Spolsky, B. (1995). *Measured Words: The Development of Objective Language Testing*. Oxford University Press.
- 3) Kunnan, A. J. (Ed.). (2014). *Companion to Language Assessment*. Wiley-Blackwell.

Designing Assessment Materials:

- 1) Davidson, F., & Lynch, B. K. (2002). *Testcraft: A Teacher's Guide to Writing and Using Language Test Specifications*. Yale University Press.
- 2) Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action*. Routledge.
- 3) Purpura, J. E. (2016). *Assessing Grammar*. Cambridge University Press.

Technology in Language Assessment:

- 1) Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.
- 2) Chapelle, C. A., & Douglas, D. (2006). *Assessing Language Through Computer Technology*. Cambridge University Press.
- 3) Jamieson, J., & Chapelle, C. A. (2010). Evaluating CALL Use Across Multiple Contexts. *System*, 38(3), 357-369.

Evaluating and Interpreting Assessment Results:

- 1) Bachman, L. F. (2004). *Statistical Analyses for Language Assessment*. Cambridge University Press.
- 2) Chalhoub-Deville, M., & Deville, C. (2005). A Look Back at and Forward to What Language Testers Measure. *Language Testing*, 22(3), 301-322.
- 3) Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 13-103). Macmillan.

Emerging Trends and Special Topics:

- 1) Taylor, L. (Ed.). (2013). *Examining Speaking: Research and*

Practice in Assessing Second Language Speaking. Cambridge University Press.

- 2) Knoch, U., & Macqueen, S. (2020). *Assessing English for Professional Purposes: Language and the Workplace*. Routledge.
- 3) Harding, L., & Kremmel, B. (2016). *Teacher Assessment Literacy and Professional Development*. *Language Assessment Quarterly*, 13(4), 321-327.

Suggested Journals for Further Reading

- 1) *Language Testing* (SAGE Publications)
- 2) *Language Assessment Quarterly* (Taylor & Francis)
- 3) *Assessing Writing* (Elsevier)
- 4) *TESOL Quarterly* (Wiley-Blackwell)
- 5) *Computer-Assisted Language Learning* (Taylor & Francis)

PGDMD

PGDMDE677 Developing Materials for Young Learners

Course Description

This course is designed to introduce the participants to the development and use of age-appropriate materials for young learners. Students will examine the theoretical foundations of early childhood education and apply best practices in creating engaging, developmentally appropriate materials. Participants will analyze how effective materials can support language acquisition while promoting cultural awareness, critical thinking, and creative expression. Participants will create portfolios by integrating visual, auditory, and interactive elements to support language and cognitive development in young learners.

The objectives of this course are to:

- Examine key theories and principles of early childhood education to understand how young children learn.
- Foster an understanding of how materials can promote inclusive, play-based, and inquiry-based learning.
- Learn how to incorporate visual, auditory, and interactive elements into materials to enhance learning experiences.
- Provide hands-on experience in developing materials that align with early learning goals; and are engaging, culturally responsive, and accessible resources for diverse learners.

Learning outcomes

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

- **Understand Developmental Needs:** Identify the cognitive, social, emotional, and physical needs of young learners and how materials can support these areas.
- **Design Effective Materials:** Create age-appropriate, engaging, and educational materials for language development, sensory play, and creative expression.
- **Promote Inclusivity:** Design materials to meet the needs of children with diverse abilities, backgrounds, and learning styles.
- **Integrate Play-Based Learning:** Use materials to facilitate play-based and inquiry-based learning experiences that encourage curiosity and exploration.

- Apply Multicultural Practices: Incorporate culturally responsive Practices in to material design to reflect and respect the diversity of young learners.
- Support Early Learning Goals: Align material creation with early childhood education standards and frameworks.

(A) Domain-Specific Outcomes

- Participants will understand key early childhood learning theories and apply these principles to critically evaluate existing instructional materials for young learners.

(B) Value Addition

- Students will demonstrate the ability to enhance standard instructional materials by integrating innovative multimedia elements and interactive activities, thereby increasing learner engagement and promoting deeper understanding.

(C) Skill Enhancement

- Students will enhance their technical and creative skills in designing and refining instructional materials using digital tools and multimedia integration. They will be able to apply these skills to create engaging, developmentally appropriate resources that effectively support the learning needs of young learners.

(D) Employability Quotient

- This course equips participants to work in diverse educational settings, innovative EdTech roles, or entrepreneurial ventures, positioning them as competitive candidates in a niche but growing field. By focusing on creativity, inclusivity, and practical design skills, graduates will stand out in roles that bridge education, design, and child development.

Course content

Module 1: Theoretical Foundations and Needs Analysis

- Overview of early childhood learning theories
- Needs assessment: developmental and educational needs of young learners such as cognitive, language, and social-emotional aspects

Module 2: Foundations of Materials for Young Learners

- The role of materials in young learners/early childhood (cognitive, social, cultural, emotional, physical)
- Theories of play-based learning and constructivism (Piaget, Vygotsky) and materials
- Implications of theories for materials design

Module 3: Evaluation and Adaptation of instructional materials

- Evaluation of Materials—evaluation criteria/frameworks for assessing the quality, engagement, and appropriateness of materials for young learners
- Adapting materials for multilingual learners
- Integrating technology in adapting instructional materials

Module 4: Design and Development of Materials

- Principles of Materials Development—characteristics of effective, engaging, and developmentally appropriate materials
- Creating multisensory learning resources—tactile and kinesthetic materials development; audio materials, visual aids and picture-based resources
- Using Digital and Multimedia resources
- Designing materials that reflect local cultures and community values

Course delivery Evaluation scheme

Lecture/Seminar/Experiential learning/Video-based lesson

Internal Assessment: 50%

- i) Class participation: 10%
- ii) Sit-down test, and presentations and: 20%
- iii) Design of syllabus appropriate to suit the needs of a target group: 20%

End-semester Assessment: 50%

Project: Participants will design syllabus for a course and develop instructional materials based on it.

Reading List

Essential reading

- 1) Brown, J. D. (1995). The elements of language curriculum: A systematic approach to program development. Heinle&Heinle.
- 2) Dubin, F., & Olshtain, E. (1986). Course design: Developing programs and materials for language learning. Cambridge University Press.
- 3) Gosh, Irma. (2013). language learning for young learners. B. Tomlinson (Ed.). Applied Linguistics and Materials Development. Bloomsbury Academic. 61-74.
- 4) Muhlisch Oegeyik. (2012). Teaching English to Young Learners: An Activity-based Guide for Prospective Teachers
- 5) Teachers. Baskı, Ertem Matbaası Ankara
- 6) Kumar, Krishna. (2004). The Child's Language and the Teacher. NBT.
- 7) Pandya, K, Jigisha Shastri and Vrinda Datta. (2024). Teaching the Young. Orient Blackswan.
- 8) Tomlinson, B. (1998). Materials Development and Language Teaching. Cambridge University Press.
- 9) Tomlinson, B. (2003). Developing Materials for Language Teaching. Continuum.
- 10) Tomlinson, B. (2007). The value of recasts during meaning focused communication. In B. Tomlinson (Ed.). Language acquisition and development. Studies of learners of first and other languages (141-161). Continuum.

Additional Reading

- 1) Anderson, J. (2020). The TATE model: A curriculum design framework for language teaching. *ELT Journal*, 74(2), 175–184. <https://doi.org/10.1093/elt/ccaa005>
- 2) Basturkmen, H. (2010). Developing courses in English for specific purposes. Palgrave Macmillan.
- 3) Bell, D.M. (2003). Method and post method: Are they really so incompatible? *TESOL Quarterly*, 37(2), 325–336.
- 4) Breen, M. and Littlejohn, A. (Eds.) 2000. Classroom decision-

making: Negotiation and process syllabuses in practice. CUP.

- 5) Clarke, D.F. 1989. Communicative theory and its influence on materials production. *Language Teaching*, 22, 2, 73-86.
- 6) Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann.
- 7) Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- 8) Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- 9) Harwood, N. (2014). *English language teaching textbooks: Content, consumption, production*. Palgrave Macmillan.
- 10) Kumaravadivelu, B. (2006). *Understanding language teaching: From method to post method*. Routledge.
- 11) McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. Bloomsbury.
- 12) Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh University Press.
- 13) Graves, K., & Garton, S. (2017). *Curriculum development in language teaching: Innovations and challenges*. Palgrave Macmillan.
- 14) Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- 15) McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). Wiley-Blackwell.

PGDMD

PGDMDE675 Adapting ELT Materials

Course Description

Materials evaluation is the process of assessing learning resources based on their appeal, credibility, validity, reliability, ability to motivate learners, and contribution to both teaching and learning. It also considers how learners and teachers perceive the value of the materials and how flexible and adaptable they are in various contexts. Although teachers typically work with pre-designed coursebooks, they often need to adapt materials to suit the individualised needs of their students. The adaptation can be either pre-planned or spontaneous and is a key aspect of effective classroom practice. It reflects a creative and reflective dialogue between the teacher and the materials, making it an essential area of study in ELT. This course aims at creating an awareness amongst the participants of the various reasons for adapting materials can be beneficial when considering how best to use materials for the classroom.

Objectives of the course

In the light of the above discussion, at the end of the course participants will

- Be familiar with the theoretical aspects of designing instructional materials;
- Analyse text books to identify the claims made by the books by

| | |
|--------------------------|---|
| | <ul style="list-style-type: none"> Applying checklists; • Understand how to evaluate language teaching materials using checklists for evaluating materials; • Engage in a systematic adaptation of activities following techniques of adaptation, and • Publish their work. |
| Learning outcomes | <p>By the end of this course, students will be able to:</p> <p>(A) Domain-Specific Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of theoretical foundations in ELT materials evaluation and adaptation. • Critically analyze ELT textbooks using check lists and evaluation frameworks relevant to second language acquisition and pedagogy. • Apply principles of SLA and pedagogy to evaluate and adapt, instructional materials that align with learners' linguistic and contextual needs. <p>(B) Value addition outcomes</p> <ul style="list-style-type: none"> • Recognize the importance of context-sensitive material adaptation, encouraging culturally and linguistically responsive pedagogy. • Understand the teacher's role as a material developer and critical evaluator, promoting autonomy and informed decision-making in the classroom. <p>(C) Skill enhancement outcomes</p> <ul style="list-style-type: none"> • Adapt ELT materials to address diverse learner profiles, proficiency levels, and learning objectives. • Collaborate in peer-review and feedback processes, promoting teamwork and communication skills in professional settings. <p>(D) Employability Outcomes</p> <ul style="list-style-type: none"> • Build a portfolio of adapted and original materials, showcasing design skills for job interviews or teaching positions. • Strengthen curriculum development and instructional design capabilities, valuable for roles such as ELT practitioner or, materials writer, • Demonstrate innovation and problem-solving in real-time classroom scenarios through the spontaneous adaptation of materials. • |
| Course delivery | <p>Module1: Analysing coursebooks (Presentation and Discussion)</p> <ul style="list-style-type: none"> • Methods and materials • Uses of a coursebook • Purposes of material analysis • Analysis checklists |

Module 2: Evaluating activities in a coursebook (Discussion and Experiential learning)

- Checklists of material evaluation
- Evaluating activities that aim at developing language skills and elements

Module 3: Objectives and techniques of adapting materials (Discussion and application—experiential learning)

- Rationale for adapting materials
- Types of adaptation
- Techniques of adaptation

Module 4: Adapting Materials (practical component)

- Hands-on adaption of coursebook units
- Peer review and feedback on adapted materials
- Development of materials adaptation portfolio
- Reflective practice and justification of adaptations

Internal Assessment: 50%

- i) Class participation—10%
- ii) Coursebook evaluation report—15%
- iii) Adaptation of tasks—15%
- iv) Reflective journal—10%

End-semester Assessment: 50%

Project—participants adapt instructional materials and submit a written report in about 2000 words.

Reading List

Essential reading

- Carter, R. (2020). Adapting teaching materials for diverse learners: Strategies and case studies. *TESOL Journal*, 11(2), 245–261.
- Cunningsworth, A. (1995). *Choosing your Coursebook*. Oxford: Heinemann.
- _____ (1996). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann
- Lee, S. K., & Huang, H. T. (2019). Using authentic materials to develop content knowledge in English language learners: A review. *Language Teaching Research*, 23(4), 423–442.
- McDonough, Jo and Shaw Christopher. (2004). *Materials and Methods in ELT*. Blackwell Publishing
- Harwood Nigel (Ed.). (2010). *English Language Teaching Materials*. Cambridge: Cambridge University Press.
- Tomlinson, Brian. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- _____ (Ed.). (2009). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- _____ (Ed.). (2010). *English Language Learning Materials: A Critical Review*. London: Continuum.
- _____ (2012). *Materials development in language teaching*. Cambridge University Press.

Additional reading

- Belova, E., & Sharifian, A. (2021). Teachers' perspectives on adapting materials in the language classroom. *Journal of Language and Education*, 7(1), 22–34.
- Chapman, A., & Donato, R. (Eds.). (2018). *An update on language teaching materials: Perspectives on program design and evaluation*. Routledge.
- Norris, J.M. (2017). Task-based language teaching and materials adaptation: Recent trends and future directions. *Language Teaching*, 50(2), 253–269.
- Richards, J. C., & Renandya, W. A. (Eds.). (2019). *Methodology in language teaching: A reflective approach* (2nd ed.). Cambridge University Press.
- Tomlinson, B., Masuhara, H. (Eds.) (2011) *Research for Materials Development in Language Learning: Evidence for Best Practice*. London: Continuum.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Walker, P., & Harmer, J. (2022). Approaches to adapting instructional materials in language teaching. *ELT Journal*, 76(3), 289–303.

PGDMD

PGDMDC699 Project

In the second semester of the Postgraduate Diploma in Materials Development (PGDMD) programme, students are required to complete a dissertation. This project introduces students to independent research and requires them to produce original teaching materials of their choice suitable for learners of a certain level, under the supervision of a member of faculty. The topic must be directly related and relevant to the field of materials development enhancing English language abilities.

Supervision

Students must select a topic that is related to the domain of materials development and work with a member of faculty from the School of English Language Education, based on the teacher's expertise and willingness to guide the project. A completed dissertation form, including a tentative title, must be submitted in the office of the Controller of Examinations by the deadline announced during course registration.

Supervision meetings and attendance

Since the dissertation is equivalent to a taught course on the programme, students have to meet their supervisors for at least 4 hours every week of the semester. The attendance sheet, duly signed by the Supervisor, submitted at the end of every month in the Office of the Controller of Examinations (attendance sheets are available in the Office of the CoE). It is therefore recommended that the student meet the supervisor on a regular basis.

Submission and evaluation

Upon completion, two bound copies of the dissertation must be submitted in the Office of the Controller of Examinations. The dissertation will be evaluated by the supervisor and an external examiner (who is familiar with upon by the area of work) recommended by the Department. The final grade, as agreed by both examiners, will be submitted to the Office of the Controller of Examinations.

**Dissertation
format and
structure**

The dissertation should be 7,000-8,000 words (approximately 25 – 30 pages) and must include the following, in this order:

Title Page
Declaration Page
Acknowledgements
Certification Page
Abstract
Table of Contents
Chapters (Main Body)
Appendices (if any)
List of Reference/Bibliography (APA style)

**Formatting
guidelines**

Font: Times New Roman, 12-point
Spacing: 1.5 line spacing
Paper and Margins: A4 paper size with 1.5 inch left margin and 1-inch margins on the right, top, and bottom.
Pagination: Number all pages except the title page, table of contents, declaration, acknowledgements, and certification
Printing: Print on one side of the page only

1.65 cm Plagiarism
Placheck

Attendance requirement

Students are required to attend all lectures, tutorials, language laboratory sessions, etc. A student shall be deemed to have pursued a regular course of study provided that he/she has attended at least 75% of the classes held in each course and has completed all class/periodical/ continuous assessment/ sessional tests, assignments, and practicals as prescribed by the School(s)/ Department(s)/ Programme Committee(s) concerned.

Please note as per the University rules

Students who do not fulfill the attendance requirement are not eligible to appear for the semester-end examination.

Relaxation in attendance

- i. The 75% attendance requirement may be relaxed by 5% for those who participate in extra-curricular activities with the **prior permission** of the authorities concerned.
- ii. The 75% attendance requirement may be relaxed by 10% on medical grounds.
- iii. Further to these concessions, the Vice-Chancellor, on the recommendation of the Dean(s)/ Head(s) of the Department(s)/ Programme Coordinator(s), may condone the shortage in attendance not exceeding 10% for valid and convincing reasons.

Absence due to authorized participation in sports activities (at national, state and university levels) will not be treated as shortfall in attendance.

Notwithstanding any of the above, the attendance requirement may not in any case be relaxed below 60%.

Evaluation

The performance of a student on a programme will be on the basis of

- (i) continuous assessment and
- (ii) semester-end examinations

The ratio of continuous assessment to semester-end examinations will be 40:60 or 50: 50 as declared by the tutor/ programme coordinator.

Continuous assessment may comprise class tests, assignments, presentations, or response papers. There will be a minimum of three continuous assessment tests. The best two of three will be considered for the final grade.

Semester-end assessment may be in the form of as it-down, open-book, or take-home examination, or a term paper. The type of assessment for a particular course/programme will be declared by the tutor or programme coordinator at the beginning of the course/ programme.

For all programmes, the credit system is employed. For evaluating a student's performance, the following 10-point grading scale will be used.

O A+ A B+ B C D F

| <i>Range of Marks</i> | <i>CGPA Range</i> | <i>Letter grade</i> | <i>Descriptor</i> | <i>Grade Point</i> |
|-----------------------|-------------------|---------------------|-------------------|--------------------|
| 90 - 100 | 9.50 - 10.00 | O | Outstanding | 10 |
| 75- 89.99 | 8.50 - 9.49 | A+ | Excellent | 9 |
| 60 - 74.99 | 7.50 - 84.9 | A | Very Good | 8 |
| 55 - 59.99 | 6.50 – 7.49 | B+ | Good | 7 |
| 50 - 54.99 | 5.50 – 6.49 | B | Above Average | 6 |
| 45 - 49.99 | 4.50 – 5.49 | C | Average | 5 |
| 40 - 44.99 | 2.00 – 4.49 | P | Pass | 4 |
| 00 - 39.99 | 0.00 -1.99 | F | Fail | 0 |
| Absent | 0 | AB | Absent | 0 |

Formula for calculation of OGPA:

$$\frac{\text{Grade point for Course 1} + \text{Grade point for Course 2} + \text{Grade point for course 3} + \dots}{\text{Number of Courses}}$$

Promotion to the next Semester

- i. For promotion to the next semester, a student should not have a backlog of more than two Courses/papers at any given semester.
- ii. Students who accumulate a backlog of more than two Courses/papers at any point will have to exit the programme.
- iii. The maximum permissible period for clearing backlog of Courses a sex-student is as under:
 Programme Maximum Permissible Period in semesters (*from the date of admission*)
 General/OBC/all others: 3SC
 /ST/PH students: 4
- iv In all the above cases ex-students shall cease to be eligible for hostel accommodation, stipend, book allowance and library facilities beyond their regular stipulated period of admission to the programme

Supplementary/Grade Improvement Examination

Students who obtain grade **B** or below and are desirous of improving their grades in any module/ course may take a Grade Improvement/ Repeat Examination.

Supplementary examinations shall serve as repeat examinations. Supplementary examinations shall be scheduled in the 1st week of January for semester 1 and July for semester 2.

Only those students who fulfill the attendance, discipline, and academic requirements of the programme shall be allowed to exercise the option of Supplementary/ Grade Improvement/Repeat examination.

Students are required to apply to the Controller of Examinations through the Chairperson, BoS, concerned within seven days of commencement of the following semester or declaration of results whichever is later for Grade Improvement/ Repeat examination paying a fee of Rs.120/- subject to revision from time to time for each paper.

Rules of Discipline and Proper Conduct

The rules listed here shall apply to all students of the University under Article 29 of the Statutes of the EFL University. Any breach of discipline and conduct committed by a student inside or outside the EFL University Campus shall fall under the purview of these rules.

Categories of misconduct and in discipline

- All acts of violence and forms of coercion such asgheraos, dharnas, sit-ins which disrupt the normal academic and administrative functioning of the university
- Sexual harassment
- Committing forgery, defacing/destroying books/journals of the library, etc.
- Furnishing false certificates or false information
- Eve-teasing or disrespectful behavior with a girl student
- Arousing communal, caste or regional feelings or disharmony among students
- Use of abusive, defamatory, derogatory language
- Pasting of posters of an objectionable nature
- Unauthorized occupation of the hostel room/s
- Indulging in acts of gambling
- Use of the title of the University when distributing any document other than academic work outside the university
- Consuming or possessing dangerous drugs

- Non-payment of fees and other dues including mess charges
- Ragging in any form
- Refusal to obey the directions of the officers of the university
- Unauthorized collection of funds for any student's programme
- Any other act which may be considered by the Competent Authority as a violation of discipline, or misconduct

Punishments

The Competent Authority may impose punishment on any student found guilty of any of the acts of indiscipline or misconduct mentioned above.

Anti-Ragging Committee

Any form of ragging within the premises of the EFL University will be viewed seriously and dealt with swiftly and severely by the Administration (vide Ordinance 6.2, entitled "Prohibition of and Punishment for Ragging," of the English and Foreign Languages University.) Anti-ragging squads and an Anti- Ragging Committee will be empowered to take *suo moto* action or upon receiving a complaint. As per the directions of the Supreme Court of India, "if any incident of ragging comes to the notice of the authority, the concerned students shall be given liberty to explain and if his explanation is not found satisfactory, the authority would expel him from the University."

Anti-Sexual Harassment and Redressal Mechanism

The EFL University has evolved a policy against sexual harassment to create for women students on its Campuses a gender-just and secure environment (vide Ordinance 7.2, Annexure-I, entitled "Sexual Harassment", of the English and Foreign Languages University). Every Campus of the EFL University has a Complaints Committee, with representatives from all sections of the University, to address the complaints of women students and staff.

The names, addresses and phone numbers of the members of University Complaints Committee (UCC) are displayed in all prominent places in the Campus.

The complaints will be kept confidential and the Committee has the power to recommend any action(s) against the perpetrators. The Committee also takes upon itself the task of organizing various gender sensitization programmes. There is also an Appellate Committee to consider problems when the Complaints Committee's decisions are not found satisfactory.

Removal of Students from the Courses

The Dean of the School/Proctor / Dean, Student's Welfare / the Dean (Research) may recommend to the Vice Chancellor the removal of a student from a Programme/Course on the basis of unsatisfactory academic performance and / or misconduct (as defined in the Regulations) / or non- payment of fees on time.

Grievance Redressal Mechanism

All grievances within the University will be resolved through discussions and negotiations and through a Grievance-Redressal mechanism. The following are some of these:

- **Grievances with regard to the Hostels** may be referred to the Provost/Warden concerned.
- **Individual grievances** may be referred to teachers in each Department who will be appointed staff advisors.
- **Group grievances** may be resolved within the Department.
- **Miscellaneous grievances** pertaining to Library/Finance/Sports, etc. will be resolved by the Committee concerned.
- **Academic grievances of students:** Students aggrieved due to the grade awarded in a course may apply in a prescribed form along with a fee of Rs. 120/- for each course to the Head of the Department giving Reasons for his/her feeling aggrieved within one month of the notification of the results. A Committee will examine the case and the grade awarded by the Committee upon review will be final. All grievances should be submitted to the appropriate body within two weeks after the event at issue.



Printed at
The EFL University Press
Hyderabad-500 007