



THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

(A Central University established by an Act of Parliament)

Hyderabad, Telangana State, India

MA TEACHING OF ENGLISH AS A SECOND LANGUAGE (MA TESL)

Semesters I and III (September to December 2023)

Short Course Descriptions

Course Title	English for Academic Purposes (Elective)
Course Code	ELE 165
Semester	I & III
Timings	Monday 11am - 1 pm & Thursday 2pm - 4 pm
No. of Credits	5
Name of Faculty Member (s)	Prof. Anand Mahanand (AM)
Course Descriptions:	<p>The course has two objectives: one is to develop proficiency of the students in academic language skills in English such as reading, writing, listening and speaking in order to enable them to cope with their academic studies at the P.G. level and the other is to expose them to a range of useful and practical techniques and academic conventions that are required to meet the academic needs of the students. These will be taught through practice sessions and not through lectures. Students will be engaged in reading, writing and presentations and acquire the above skills.</p> <p>Learning Outcome:</p> <p>Students will be able to</p> <ul style="list-style-type: none">• read academic texts and comprehend them effectively• take notes and make notes from academic texts and summarize them effectively• write assignments, research proposals and research papers following the latest styles and conventions.• make classroom presentations, ask questions and respond to questions in seminars and conferences <p>Employability Factor: This course will help students perform better in their study during the M.A programme and contribute them to become efficient teachers and researchers.</p> <p>The method of teaching the course involves group activities, collaborative learning that will help learner develop their “interpersonal skills” and communication skills “looked for by employers (Graddol , 2010, p.104). The</p>

	<p>mode of assessment which involves presentation and submission of written assignments) will help them develop both “spoken and written skills” Graddol, 2010, p.105), skills desired by employers in a prospective employee.</p> <p>Contents</p> <p>Section I: Academic Reading</p> <ul style="list-style-type: none"> a. The Concept of Reading b. Models of Reading c. Sub-skills of Reading d. Reading Strategies e. What is Skimming? f. How to Skim? g. Scanning h. What is Scanning? i. How to Scan? j. Comprehension Practice (on the sub skills Literary appreciation, strategies of reading) <p>Section II: Academic Writing</p> <ul style="list-style-type: none"> a. Note-making from texts b. Note-taking from Lectures c. Summarizing d. Writing an Essay/Paper/Review <p>Section III: Academic Listening</p> <ul style="list-style-type: none"> a. Listening to lectures b. Comprehending (understanding the main and the subsidiary points) c. Listening Tasks (Pre-listening, Listening, Post-listening) <p>Section IV: Speaking for Academic Purposes</p> <ul style="list-style-type: none"> a. asking questions in lectures b. participation in seminar/discussions c. making oral presentations, answering ensuing questions/points d. verbalizing data, and giving oral instructions, in seminars/workshop
Evaluation Scheme	<p>Assessment:</p> <p>Sessional: 40%</p> <p>(Presentation-20 Marks+ Research paper Write up-20 Marks)</p> <p>Final: 60% (Sit- in-Exam)</p>

Course Title	Teaching Listening (Core)
Course Code	ELE 234
Semester	I & III
Timings	Monday 11am - 1 pm & Friday 2pm - 4 pm
No. of Credits	5
Name of Faculty Member (s)	Prof. M E Veda Sharan and Ms Sharada Mani
Course Descriptions:	<p>Listening is one of the most challenging of the language skills, not the least because the spoken word leaves no trace, and one has to be confident about what one has heard—it involves, more often than we may grant, “a great leap of faith” to continue on what we have heard.</p> <p>This course will address the listening skill which is as active as any of the other skills. It will range along the classroom devices that include what makes a good listener and continue on to the methods, methodologies and approaches that the teaching of listening involves. The assessment of needs, the designing of materials, the requirements of the classroom in terms of teacher- and learner involvement are some of the central issues that will be addressed. The other language skills including and grammar and vocabulary will be integrated into the course insofar as they feed into teaching the listening skill. The focus will be on developing skills for academic listening, but will not be limited to it.</p> <p>There will be a practical approach to the course which will include peer teaching of listening.</p> <p>An attempt will be made to teach listening to the differently-abled such as learners with visual issues, and others.</p> <p>The course will culminate in the teaching of how to assess listening.</p> <p>The course will draw on the different sources that listening will be based on—the electronic media, real-life in person listening, and the like.</p> <p>Select bibliography:</p> <p>Buck, G. (2001). Assessing listening. Cambridge: Cambridge University Press.</p> <p>Field, J. (2008). Listening in the Language Classroom. New York, NY: Cambridge University Press.</p> <p>Flowerdew, J., & Miller, L. (2005). Second Language Listening: Theory and Practice . New York, NY: Cambridge University Press.</p> <p>Nation, I.S. P, & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. New York, NY: Routledge.</p>

	<p>Nemtchinova, Ekaterina. Teaching Listening, Revised Edition, TESOL Press, 2020.</p> <p>Renandya, W., & Farrell, T. S. C. (2011). “Teacher, the tape is too fast”: Extensive Listening in ELT. <i>ELT Journal</i> , 65 (1), 52– 59.</p> <p>Ur, Penny (1984) Teaching Listening Comprehension. Cambridge: Cambridge University Press.</p> <p>Vandergrift, L., & Goh, C. (2012). Teaching and Learning Second Language Listening: Metacognition in Action. New York, NY: Routledge.</p> <p>There may be further additions to the reading list.</p>
Evaluation Scheme	<p>Internal Assessment: 40% marks for project/presentations.</p> <p>End-semester examination: 60% for a final end-semester examination.</p>

Course Title	Fundamental Concepts of Digital Literacy (Core)
Course Code	ELE 135
Semester	I & III
Timings	Monday 2pm – 4pm & Thursday 11am -1 pm
No. of Credits	5
Name of Faculty Member (s)	Dr. Kshema Jose (KS)
Course Descriptions:	<p>This is a basic course to help you understand the impact new technologies have on language use and language learning in order 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.</p> <p>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.</p> <p>The course is delivered in four modules, the duration of each varying from 2 or 3 weeks.</p> <p>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 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.</p> <p>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.</p> <p>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</p>

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?”

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 2.0 have the ability to realise fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism?

Open educational web 2.0 resources are analysed for elaboration of concepts of openness, collaboration and sharing and creating, and skills and benefits learners gain from using such resources. We also learn new terms borrowed from other disciplines, like artefacts and affordances to better understand user-centredness of web 2.0 tools.

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

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

- Naomi Baron. *Always On* (2008)
- Katherine Hayles. “Electronic Literature: What is it?” (2007)
- Steven Johnson. Interface Culture: How New Technologies Transform the Way We Create and Communicate (1997)
- “Is Google making us stupid?”
- Cope and Kalantzis. *Pedagogy of multiliteracies*. (2015)
- Learning, Teaching, and Scholarship in a Digital Age: Web 2.0 and Classroom Research: What Path Should We Take Now? [Greenhow](#), [Robelia](#), [Hughes](#) (2009)
- Foreign language learning with digital technology. Michael Evans
- Learning online with games, simulations and virtual words. Carl Aldrich. (2009)

	<ul style="list-style-type: none"> • Mizuho linuma. Learning and teaching with technology in the knowledge society (2016). • Kathy Mills. The multiliteracies classroom.
Evaluation Scheme	<p>Assessment:</p> <p>Classes will be both on face-to-face and online modes. Participation is compulsory in both modes.</p> <p>A survey-based or research-based mid-term paper</p> <p>A class wiki project – glossary of digital literacy terms</p> <p>Creation of bilingual open educational resources to upload on NROER</p> <p>A practical task using a web 2.0 tool based on lectures by external experts on Virtual Reality, 3D printing, Artificial Intelligence, Internet of Things, Big data, etc.</p>

Course Title	Understanding Communication (Elective)
Course Code	ELE 164
Semester	I & III
Timings	Monday 2pm – 4pm & Thursday 11am – 1pm
No. of Credits	5
Name of Faculty Member (s)	Prof. Ajith Kumar
Course Descriptions:	<p>The objective of the course is to enable the learners ‘understand’ interpersonal communication.</p> <p>Content</p> <ul style="list-style-type: none"> • Theories of interpersonal communication • Models of interpersonal communication • Functions and process of interpersonal communication • Types of communication • Barriers to communication • Nonverbal communication • Intercultural communication • Workplace communication • Active listening • Communication apprehension
Evaluation Scheme	<p>Evaluation has two parts: internal and end-of- term.</p> <p>Internal assessment worth 50 marks will be based on:</p> <ul style="list-style-type: none"> • Tests/quizzes/assignments/seminars: 40 marks • contribution to class discussions: 10 marks <p>The end- of- term examination: 50 marks.</p>

Course Title	English Language Teaching in India (Core)
Course Code	ELE 111
Semester	I & III
Timings	Tuesday 2 Pm - 4 pm & Thursday 2pm - 4 pm
No. of Credits	5
Name of Faculty Member (s)	Ms. Madhumeeta Sinha (MS)
Course Descriptions:	India is a country that is societally and individually multilingual; but owing to colonisation and imperialism the teaching of English in India has been fraught with 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 critique existing practices. We will also critically examine policy documents and theoretical articulations in the field.
Evaluation Scheme	Internal Assessment: 40% marks for project/presentations. End-semester examination: 60% for a final end-semester examination.

Course Title	An Overview of Development of ELT Materials (Core)
Course Code	ELE 122
Semester	I & III
Timings	Wednesday 11am - 1 pm & Friday 2pm - 4pm
No. of Credits	5
Name of Faculty Member (s)	Dr. Mahananda Pathak
Course Descriptions:	The course will introduce key terms such as curriculum, syllabus design and materials in ELT. This will be followed by an overview of perspectives on curriculum and syllabus design in line with the prominent second language teaching approaches. It will also discuss materials developed to teach ELT according to the different paradigms of language learning namely cognitive, naturalistic, communicative and social constructivism. Furthermore, it will expose students how different syllabuses emanating from these perspectives are put into practice in the form of teaching materials. So students will be acquainted with different types of material designs to teach listening, speaking, reading and writing along with vocabulary and Grammar.
Evaluation Scheme	Internal Assessment: 40% marks for project/presentations End-semester examination: 60% for a final End-semester examination.

Course Title	Teaching Oral Communication (Core)
Course Code	ELE 235
Semester	I & III
Timings	Wednesday 2pm – 4pm & Friday 11am – 1pm
No. of Credits	5
Name of Faculty Member (s)	Prof. Ajith Kumar
Course Descriptions:	This course is intended mainly for teachers, teacher trainers, and trainer trainers. The course aims to train the participants to teach oral communication at the school and college levels. The discussion will focus on topics such as appropriacy, fluency, accuracy in oral communication; techniques of teaching oral communication; materials for teaching oral communication; testing oral communication
Evaluation Scheme	Internal 40% , Final exam 60%



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Semester III only (September to December 2023)

Short Course Descriptions

Course Title	Authentic Materials (Core)
Course Code	ELE 142
Semester	III Only
Timings	Monday 2pm – 4pm & Wednesday 11am – 1pm
No. of Credits	5
Name of Faculty Member (s)	Dr. Madhavi Gayathri Raman
Course Descriptions:	<p>‘If something is authentic,’ the dictionary* suggests, ‘it is real, true, or what people say it is.’ So how does that definition apply to instructional materials? The link is apparent if we expand ‘real’ into ‘real life’; we see then that authentic materials are materials drawn from real life, rather than those specially developed for the somewhat unreal context of the classroom. But of greater relevance to us on this language-related course is the third part of the definition: what’s authentic is ‘what people say it is’. Again, modifying the definition just a bit, we can link authentic language learning materials to ‘what people say, and how they say it, in real life’. In other words, authentic materials expose learners, and expect them to work with, raw, unedited language data from the real world; and in that sense, they signal a philosophical departure from conventional, neatly structured and carefully constructed materials offering language in measured doses.</p> <p>But is this — learning language from authentic sources — a realistic proposition, particularly when the language sought to be learnt is the undeniably chaotic English? Or is it just a fanciful idea that sprouted in an academic environment pragmatically far removed from the language classroom? The introductory part of the course will address these issues, with some reference to the theoretical underpinnings of the concept of authenticity. The more significant (in terms of the time and resources devoted to it), practical part of the course will lead to the compilation and trialling of authentic materials for specified groups of learners of English.</p>
Evaluation Scheme	40% marks for class assignments/ Presentations and 60% for end-semester exam project.

Course Title	Language Through Literature (Core)
Course Code	ELE 123
Semester	III Only
Timings	Monday 2pm -4pm & Wednesday 11am – 1pm
No. of Credits	5
Name of Faculty Member (s)	Prof. Anand Mahanand
Course Descriptions:	<p>Language learning is a lifelong endeavour and learner independence 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 potential 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.</p> <p>Course outcome: At the end of the course, students will be aware of different type of literary texts and their potential for language education and literary appreciation. They will also be able to prepare materials using different forms of literature.</p> <p>Employability Factor: The method of teaching the course involves group activities and collaborative learning that will help learner develop their “interpersonal skills” and communication skills “that are usuall looked for by employers (Graddol, 2010, p.104). The mode of assessment s which involves presentation and submission of written assignments) will help them develop both “spoken and written skills” (Graddol, 2010, p.105), skills desired by employers in a prospective employee.</p> <p>Course Contents</p> <p>I. Understanding the concept of Literature (September)</p> <p>I.1. Definitions</p> <p>I.2.Literature and Humanistic Values</p> <p>I.3. Relationship between Language and Literature</p> <p>I.4. Literature in ELE Contexts: The Case of India</p>

	<p>II. The Role of Literature in ELE</p> <p>III. Forms of Literature (October)</p> <p>III.1.Short Stories and Folktales</p> <p>III.2. Novel</p> <p>III.3.Poetry and Folk Songs</p> <p>IV.4.Plays</p> <p>IV. Literary Texts as Materials (November)</p> <p>IV.1. ELE Materials in CLT contexts</p> <p>IV.2. ELE Materials- definitions</p> <p>IV.3. Features</p> <p>IV.4. Materials and Tasks Development (December)</p> <p>V. Presentations</p> <p>Suggested Readings:</p> <p>Basnett, Susan and Peter Grundy. <i>Language through Literature</i>. London: Longman</p> <p>Brumfit, Christopher. <i>Language and Literature Teaching: From Practice to Principle</i>. Oxford: Pergamon Institute of English, 1985.</p> <p>Brumfit, Christopher and Ronald Carter. Eds. <i>Literature and Language Teaching</i>. London: OUP, 1987.</p> <p>CIEFL, <i>Language through Literature</i>. Delhi: OUP, 1973.</p> <p>Collie, Joan and Stephen Slater. <i>Literature in the Language Classroom</i>. Cambridge: CUP, 1987.</p> <p>Lazar, Gillian. <i>Literature and Language Teaching: A Guide for Teachers and Teacher Trainers</i>. Cambridge: CUP, 2008.</p> <p>Mahanand, Anand. <i>Literature for Language Skills</i>. Chennai: Yes Dee Publishing Private Limited, 2020.</p> <p>Maley, Alan. <i>Literature</i>. London: OUP, 1990.</p> <p>Maley, A. and Duff, Alan. <i>The Inward Ear: Poetry in the Language Classroom</i>. Cambridge: CUP, 1990.</p> <p>Maley, A. and Moulding, Sandra. <i>Poem into Poem: Reading and Writing Poems with Students of English</i>. Cambridge: CUP: 2001.</p> <p>Walker, Richard. <i>Language for Literature</i>. London: Collins Educational, 1987.</p>
Evaluation Scheme	<p>Assignments (Presentations, written assignments: 40 %</p> <p>End Semester Test: 60%</p>

Course Title	English Language Teaching in Multilingual Contexts (Core)
Course Code	ELE 211
Semester	III Only
Timings	Tuesday 11am – 1pm & Wednesday 2pm – 4pm
No. of Credits	5
Name of Faculty Member (s)	Dr. Asma Rasheed
Course Descriptions:	<p>The course will offer an introduction to contemporary issues, practices and research related to the role and teaching of English in multilingual contexts. It aims to</p> <ul style="list-style-type: none"> • Examine the experiences/role of English in multilingual countries/contexts, and the relationship between language, learning, linguistic human rights, culture and so on; • Study some of the connections between language planning and language in education policies; • Engage with a few basic concepts and debates in multilingualism, and reflect on its possibilities for ELT in India; • Understand and analyze the global contexts in which multilingual education models emerged and the MLE models practiced in India. <p><u>Readings</u></p> <p>The course will include reading texts by, in no particular order, Dhir Jingran, Tove Skutnabb-Kangas, Ajit Mohanty, Bala Kumaravadivelu, Lev Vygotsky, JS Bruner, James Tollefson, Amy Tsui, Ramakant Agnihotri, Jim Cummins, Lachman Khubchandani, Nancy Hornberger, Vinita Vaish, Robert Phillipson, Suresh Canagarajah, Stephen J. Ball, Vaidehi Ramanathan, Finex Ndhlovu and Leketi Makalela, and others. The readings will offer perspectives and enable analyses in line with the aims of the course, organized around four modules as follows:</p> <p>Module I Experiencing (in) English Module II Language policies in education and multilingualism Module III Multilingualism – Concepts and debates Module IV ELT in multilingual contexts (India)</p> <p>In addition, students will be required to examine articles, documents/reports such as NCERT curriculum documents (with reference to materials, evaluation, language planning, linguistic minorities, marginalized communities, disabilities, etc.), texts that describe or comment on education in general as well as in India.</p>
Evaluation Scheme	Evaluation will include participation in class discussions, assignments, presentations, response/review papers towards internal assessment and an end-of-term exam/paper towards the final assessment.

Course Title	Introduction to Blended Learning (Core)
Course Code	ELE 240
Semester	III Only
Timings	Tuesday 2pm – 4pm & Thursday 2pm – 4pm
No. of Credits	5
Name of Faculty Member (s)	Dr. Kshema Jose
Course Descriptions:	<p>This course introduces you to key issues related to blended learning and helps you examine the transformative potential of blended language learning settings by comparing them with face-to-face and online language learning contexts. The course also delivers you a basic understanding of different blended learning formats such as flipped learning, hyflex learning, hybrid learning, and synchronous online flipped learning approach (SOFLA).</p> <p>Through an exploration of different models of blended learning, analysis of functionalities of digital tools, examination of case studies and a whole lot of synchronous and asynchronous collaborative work, you are taught how to remediate a specific learning objective through digital tools, devise lesson plans to blend distance and face-to-face pedagogies and design high-quality blended, technology-enhanced courses. After peer review and instructor feedback, you are encouraged to share your blended lessons as open educational resources.</p> <p>The course hopes to help you understand how adopting blended learning makes learner-centred teaching, differentiated learning, and lifelong learning possible in the ESL classroom.</p> <p>Introduction</p> <p>Using technology for teaching is a continuum, where on the one end you have completely online classes that run on an LMS or an online virtual learning platform without any element of real-time face-to-face instruction (for example, a MOOC) and on the other end you have technology used to enhance a traditional face-to-face class (for example, using PowerPoint slides to support a classroom lecture). Blended learning falls between these two ends of the continuum (Jose, 2022). All instructional methods that combine online and face-to-face learning components in varying degrees to create part technology-led outside classroom learning experience and part face-to-face inside classroom instruction opportunities fall under the blended learning approach (Picciano, 2011). Research shows that bended learning has the potential to improve student learning outcomes and ensure student retention</p>

(EDUCAUSE, 2004).

UGC's concept note on blended learning highlights the transformational potential of this teaching-learning approach; blended learning "is to be used nation-wide to help learners develop 21st century skills along with the effective learning and skill development related to the subject-domains" (p. 42). This course introduces foundational concepts to help you understand blended learning and devise deployment strategies to adopt the blended format in ESL classrooms.

Topics

- Blended learning vs learning in traditional face-to-face classroom settings
- History of online and blended instruction; History of policies in online and blended learning
- A brief look at the methodologies used in online teaching and learning
- Blended learning models; Literacy instruction and learning in blended environments
- Redesigning student experience; preparing for global citizenship
- Rethinking the role of the teacher; facilitating teacher agency
- Creating blended learning events: techniques, tools, and resources; How to blend, what to blend, why to blend.

Course framework

During the first part of the course, we compare the affordances of face-to-face and online learning formats. We then explore different models of blended learning and learn how technology has the power to change the way education can be delivered to learners.

Blended courses not only change how content is delivered they also redefine pedagogies and the roles of teachers and learners. The course explains how adopting blended learning makes adoption of newer paradigms like learner-centred teaching, socio constructivism, communal constructivism, differentiated learning, and lifelong learning possible in the ESL classroom.

In the third module, sample digital tools such as presentation tools, reflective tools, collaboration tools, writing and reading tools, assessment tools, and multimedia production tools are assessed for their ability to support and enhance classroom-based learning. Students evaluate the functionalities of digital tools to explain how they enable or restrain the processes of acquisition, production, co-creation, and sharing of knowledge. During this stage, students will be introduced to concepts of openness and open educational resources, in addition to active learning, online human touch, community of inquiry, task-directed discussions, online cognitive presence, and ecology of resources.

In the fourth phase, case studies are introduced to help examine practical examples of how to convert a conventional learning event to a blended format

using technology. We discuss how blended learning enhances the language learning experience and improves language learning outcomes. By embedding the practice of blended learning in the ESL classroom, language instructors can ensure optimal language learning conditions such as flexibility, personalisation, discourse, reflection, learner control, inclusiveness, and feedback.

The class examines a typical learning event (a task or a set of activities that align with an intended learning objective) and re-mediates the learning objective through digital tools and reflects on why that yields improvement. Subskills that can be taken online and newer skills that need to be developed – collaborative writing, multimodal compositions, etc. – are explained. By the end of the course, students will be able to devise lesson plans to blend distance and face-to-face pedagogies and design high-quality blended, technology-enhanced, and open access courses.

The course ends with a preliminary discussion of different blended learning formats such as flipped learning, hyflex learning, hybrid learning, and synchronous online flipped learning approach (SOFLA).

Course methodology

The course works on a loop effect; students will use OERs such as <https://www.blpmooc.org/guidebook> and also learn from open online courses such as https://www.edx.org/course/blendedx-blended-learning-with-edx_to_understand_the_concept_of_blended_learning_in_outside_classroom_settings. Students also exchange their blended learning lesson plans, discuss, and provide feedback online demonstrating the affordances of synchronous and asynchronous online discussion formats.

Task list

1. Participation in asynchronous discussion of policies and models
2. Analysis of web 2.0 tools
3. Review of case studies
4. Evaluate peer-created blended lessons (tertiary learning materials)
5. Blended learning lesson plan
6. Peer review of lesson plans
7. Design of a blended learning event (final assessment)

Reading list

Go blended! A handbook for blending technology in schools. Liz Arney
San Francisco, CA: Jossey-Bass, 2015.

Blended: using disruptive innovation to improve schools. Horn, Michael B.
San Francisco, CA: Jossey-Bass, 2015.

Blended learning: research perspectives, volume 2. Anthony Picciano,

	<p>Charles Dziuban, Charles R. Graham (Eds) New York: Routledge, 2014.</p> <p>Essentials for blended learning: a standards-based guide. Jared Stein and Charles R. Graham. New York: Routledge, 2014.</p> <p>Grounded designs for online and hybrid learning: design fundamentals. Atsusi Hirumi (Ed) Eugene, Oregon: International Society for Technology in Education, 2014.</p> <p>UDL and Blended Learning: Thriving in Flexible Learning Landscapes. Katie Novak and Catlin Tucker. Impress 2021.</p> <p>Blended learning in grades 4-12: leveraging the power of technology to create student-centered classrooms. Catlin R. Tucker. Thousand Oaks, Calif.: Corwin, 2012.</p> <p>Getting smart: how digital learning is changing the world. Tom Vander Ark San Francisco: Jossey-Bass, 2012.</p>
Evaluation Scheme	<p>Assignments (Presentations, written assignments: 40 %</p> <p>End Semester Test: 60%</p>

Course Title	Teaching English to Young Learners (Elective)
Course Code	ELE 224
Semester	III only
No. of Credits	5
Days/Timings	Tuesday: 11 a.m – 1 p.m & Wednesday: 2pm – 4pm
Name of Faculty Member (s)	Prof. Padmini Shankar
Course Descriptions: 150/200 words	<p>The course on Teaching Young Learners aims to prepare participants towards teaching young learners with confidence and competence by exposing them to theoretical inputs as well as providing practical experience (e. g .selecting materials, designing tasks). 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 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.</p>
Evaluation	40% marks for project/presentations and 60% for a final end-semester examination.

Course Title	An Introduction to ESL Research (Core)
Course Code	ELE 253
Semester	III only
No. of Credits	5
Days/Timings	Wednesday: 4pm – 6 pm & Friday 11 am – 1 pm
Name of Faculty Member (s)	Prof. Lina Mukhopadhyay
Course Descriptions: 150/200 words	This course will provide an opportunity for participants to advance their understanding of conducting research in ESL by looking at purposes and types of research, research variables, research questions and hypotheses, and the methodological details of quantitative and qualitative methods of research. The course will also help the participants to critically review literature relevant to the domain of English Language Teaching and various topics in it such as language development, cognitive, socio-cognitive paradigms, and communicative and affective factors that influence the developmental process of SL/FL learning.
Evaluation	40% marks for project/presentations and 60% for a final end-semester examination.

Course Title	Syllabus Design (Core)
Course Code	ELE 141
Semester	III Only (Cross-listed with MA ELT)
No. of Credits	5
Days/Timings	Thursday 2pm -4 pm & Friday 11am – 1pm
Name of Faculty Member (s)	Prof. J. Savithri
Course Descriptions: 150/200 words	<p>A syllabus is a road map that gives an idea to the students about the contents of the course. A syllabus must align with the curriculum and its objectives. This course gives insights into designing and developing different kinds of syllabi and challenges involved in designing syllabus. Further, it deals with the aspects of curriculum design and its approaches including different models of curriculum development. This course helps the students to explore various theoretical issues related to curriculum development and syllabus design and also gives them hands-on experience on designing model syllabus based on needs analysis.</p> <p>The course is divided into the following modules: Module 1: Process of curriculum design, curriculum design approaches Module 2: Models of curriculum development Module 3: Types of syllabi: Process-oriented and Product-oriented syllabi Module 4: Principles of designing English syllabus for ESP courses Module 5: Designing different models of syllabi based on modules 1 - 4</p> <p>Course Outcomes: By the end of the course, the students are expected to</p> <ul style="list-style-type: none"> • understand the difference between curriculum and syllabus • gain insights into the process of curriculum design • understand the needs analysis, different models of curriculum development and types of syllabi • know the principles of designing syllabus • gain experience to design different kinds of syllabi

	<p>Suggested reading:</p> <p>Johnson, K. (1982). Communicative syllabus design and methodology. Oxford: Pergamon Press Ltd.</p> <p>Nation & Macalister (2010). Language curriculum design. New York and London: Routledge.</p> <p>Richards, J. (2001). Curriculum Development in Language Teaching. Cambridge, UK. Cambridge University Press.</p> <p>Stenhouse, L. (1975) An Introduction to curriculum research and development. London: Heinemann</p> <p>Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.</p>
Evaluation	40% marks for project/presentations and 60% for a final end-semester examination.



THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

(A Central University established by an Act of Parliament)

Hyderabad, Telangana State, India

MA TEACHING OF ENGLISH AS A SECOND LANGUAGE (MA TESL)

Semester I only (September to December 2023)

Short Course Descriptions

Course Title	Exploring the Second Language Classroom (Core)
Course Code	ELE 239
Semester	I only
No. of Credits	5
Days/Timings	Monday 11am – 1pm & Wednesday: 9 am – 11am
Name of Faculty Member (s)	Prof. K. Padmini Shankar
Course Descriptions: 150/200 words	The course will deal with the pedagogical aspects of second language teaching. The course will provide a good understanding of the new developments in the field that have a bearing on effective learning and teaching. These include research in teacher talk, learner behaviour and learning outcomes. Drawing on insights from theory and research, the treatment will concentrate on the pragmatics of classroom action. Possessed with a critical understanding of the theory and practice of classroom procedures, the participant will be able to enter an English language classroom with dependable knowledge and assuring confidence
Evaluation	40% marks for project/presentations and 60% for a final end-semester examination.

Course Title	Approaches to Second Language Teaching (Core)
Course Code	ELE 121
Semester	I Only (Cross-listed with MA ELT)
No. of Credits	5
Days/Timings	Tuesday 11am – 1pm & Wednesday 2 – 4 pm
Name of the Faculty Member	Prof. J. Savithri
Course Description	<p>This course equips students with a basic understanding of approaches and methods of language teaching starting from the earliest Grammar Translation Method (GTM) to the latest Post method Pedagogy. These approaches and methods would be dealt with alongside language learning theories. The course also examines the research carried out on different approaches and methods of teaching second as well as foreign languages so as to develop critical understanding among the students about the findings of research. This helps them understand the basic principles of second language teaching and explore different ways of teaching second language effectively. The course further familiarizes students in designing materials suitable for different approaches / methods.</p> <p>The course is divided into the following modules: Module 1: Language learning theories — Behaviourism and Cognitivism Module 2: Grammar-Translation Method, Direct Method, Audio-lingual Method, Reading Method Module 3: Communicative Language Teaching (CLT), The Natural Approach Module 4: Humanistic Approaches: Total Physical Response (TPR), The Silent Way, Suggestopedia Module 5: Postmethod Pedagogy (Beyond Methods) – Macro and Micro Strategies for Language Teaching</p> <p>Course Outcomes: By the end of the course, the students are expected to</p> <ul style="list-style-type: none"> • understand the difference between behaviourist and cognitivist theories of language learning

	<ul style="list-style-type: none"> • understand the principles of second and foreign language teaching • differentiate between different methods and approaches • gain familiarity with developing materials based on the principles of different methods / approaches. • think beyond approaches and methods in teaching second language <p>Suggested reading:</p> <p>Krishnaswamy, N. (2005). <i>Teaching English: Approaches, methods and techniques</i>. India: Macmillan.</p> <p>Kumaravadivelu, B. (2006). <i>Beyond methods: Macrostrategies for language teaching</i>. New Delhi: Orient Longman Private Limited</p> <p>Larsen-Freeman, D (2000). <i>Techniques and principles in language teaching</i>. New Delhi: Oxford University Press.</p> <p>Nagaraj, G. (2008). <i>English language teaching: Approaches, methods, techniques</i>. Hyderabad: Orient Longman Private Limited.</p> <p>Stern, H.H. (1983). <i>Fundamental concepts of language teaching</i>. Oxford: Oxford University Press.</p>
Evaluation Scheme	<p>Internal assessment: 40%</p> <p>End semester examination: 60%</p>