

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTION-English Language Teaching in India (MAELE C400)

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MAELEC400
Semester	1
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday 4-6; Thursday 2-4
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Include the following in the course description i) A brief overview of the course Course Description India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices. The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) 1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1) 2. Understand the multilingual framework in which English

	language is housed (PO 3 and PO 4) 3. Analyze the existing practices of English Language Teaching (PO 8) 4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10) Learning outcomes* attached in a table below a) domain specific outcomes b) value additionc) skill-enhancement d) employability quotientiii) Learning outcomes— a. Domain specific outcomes : PO1, PO 2 & PO3 b. Value addition : PO13 & PO 14 c. Skill-enhancement : PO 4 &PO 8 d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	Internal (modes of evaluation): Written assignments and Presentation- Best of the 3 assessments will be considered (40%) End-semester (mode of evaluation): Project/Final sit-down Exam (60%)
Reading list	Essential readings: 1. Agnihotri, R, et al. (2010). Multilinguality and Teaching of English in India. 2. Cummins, J (2009). Multilingualism in the English-language Classroom: Pedagogical Considerations 3. Howatt, A. P. R. Howatt, & Smith, R. (2014). “The history of teaching English as a foreign language, from a British and European perspective.” 4. Celce-Murcia, A (2001). An Overview of Language Teaching Methods and Approaches. 5. Ilaiah, K (2011). “Dalits and English.” 6. Kachru, B. (1986). “World Englishes and culture wars.” 7. Canagarajah, S. (2009). Multilingual Strategies of Negotiating English: From Conversation to Writing 8. Lange, C. (2010). ““Hindi never, English ever”: Language nationalism and linguistic conflicts in India.” 9. Mohanty, A.K. (2017). “Multilingualism, education, English and development: Whose development?”

	10. Mukherjee, J. (2010). “The development of English in India.” 11. Padwad, A. (2012). “Towards understanding rural ELT.” 12. Pennycook, A. (2000) “The social politics and the cultural politics of language classrooms.” 13. Ravinder, G. (2013). “Some aspects of pre-service and in-service teacher training in India.” 14. Sriprakash, A. (2011) “Being a teacher in contexts of change: education reform and the repositioning of teachers’ work in India.” 15. Reddy, D. (2013). “To teach or not to teach grammar.” 16. Anderson, J & Lightfoot, A. (2023). Translingual practices in English classrooms in India: current perceptions and future possibilities. Additional readings: 1. Krishnaswamy, N., & Krishnaswamy L. (2006). The story of English in India. Foundation Books. 1. National Council of Education Research and Training (NCERT) (2006). “Position paper on the teaching of English.” 2. Phillipson, R. (2009/2011). “The tension between linguistic diversity and dominant English.” 3. National Council of Education Research and Training (NCERT). NCF 2023. https://ncert.nic.in/pdf/focus-group/NCF-SE_2023EN.pdf
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Traditional Stories and Language Education
Category (Mention the appropriate category (a/b/c) in the course description.)	E
Course code	MAELE E417
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)

Day/Time	Tuesday: 2.00 am to 4.00 pm , Friday 11.00 am to 01.00 pm
Name of the teacher/s	Anand Mahanand
Course description	i.A brief overview of the course Tales that passed down from generation to generation are called traditional stories. They include folktales, fairy tales,fables, legends, myths and so on. They have enormous potentials for value education and language skill development. This course aims at helping students realize the potentials of traditional stories andeducate ways of using them for value education, personal growth and language development. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) Students will • Identify potentials of traditional tales for language pedagogy and use them for language development. • have an understanding of traditional stories from India and abroad, realize their potentials and search for solutions of current issues in moral values. • be aware of contemporary issues, draw insights from values and think of measures to put them in practice to overcome those problems. • be able to relate the traditional stories to different forms of literature and other media including films and digital media and equip themselves with the techniques of using them for skills development and literary appreciation • Gain language skills and aspects of English language as this involves a lot of reading and writing. iii. Learning outcomes— a) domain specific outcomes: Students will be able to be aware of pedagogical roles of stories both for language development and value education b) value addition: Values are an essential aspect of human personality. This course will contribute to the whole person of a student along with language skill development. Also it will make them socially conscious. iv.c) skill-enhancement: It will help students design materials for language skills for fostering values by using traditional stories. v.d) employability quotient: The course will be helpful in securing job as language teachers and soft skills trainers as language and values are an essential trait in a workplace. vi. Will foster personal and academic development of a student vii. Will develop their communication skills in English as the course involves a lot of classroom interaction, project presentations and so on.
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these) Students will be engaged in storytelling and interpretation of stories which will not only enhance their language skills but also interpretative abilities and personal growth

Evaluation scheme	Internal (modes of evaluation): Written Assignments and Presentations End-semester (mode of evaluation): Sit in Exam *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading Vishnusharma (2017). <i>Panchtantra</i>. Trans. Rohini Chowdhury. Puffin Classics.reprint <i>Tales from Hitopadesh;Stories that Teach Life Skills</i>.(2015). Delhi BPI India Pvt. Ltd. Thiruvalluvar (2009). <i>Thirukkural</i>.TransRajaram, M: Rupa. Additional reading Bakhtin, Mikhail M. (1990). <i>Art and Answerability: Early Philosophical Essays</i>.Ed. Michael Holquist and Vadim Liapunov. Trans. Vadim Liapunov. Austin: U of Texas, P. ---. (1993) <i>Toward a Philosophy of the Act</i>. Trans. Vadim Liapunov. Ed. Vadim Liapunov and Michael Holquist. Austin: U of Texas P. CIEFL, (1973). <i>Language through Literature</i>. Delhi: OUP, 1973. Collie, Joan and Stephen Slater(1987). <i>Literature in the Language Classroom</i>. CUP. Denise, Theodore, C., Nicholas P. White, and Sheldon P.Peterfreund. (2002).<i>Great Traditions in Ethics</i>. Belmont:Thomson Learning. Horace Hayman Wilson,(1926). Analytical account of the Pancha Tantra, illustrated with occasional translations. <i>Transaction of the Royal Asiatic Society of Great Britain and Ireland</i>,. 1. . 2, pp.155-200 John B Alphonso-Karkala (1975). Facets of Panchatantra. <i>Indian Literature</i>. 18. 2. 73-91. Kayande, Sunita Sukhdev (2021). The role of Indian folk literature in nation building. <i>Journal of Scientific Research in Science and Technology</i>. 9.5. 58-61. Kumar, Krishna.(2011). Story telling: what is the use. <i>What Is Worth Teaching?</i>, Orient Blackswan, 70-80. Lazar, Gillian. (2008).<i>Literature and Language Teaching: A Guide for Teachers and Teacher Trainers</i>. Cambridge: CUP. Lillie, William (1976).<i>An Introduction to Ethics</i>. London: Methuen and Co Ltd. Matilal, Bimal Krishna.(2002). <i>Ethics and Epics</i>. Vol.2. Delhi: Oxford University Press. Mahanand, A. (2020).<i>Literature for Language Skills</i>. Yes Dee Publishing <i>National Education Policy 2020</i> https://www.google.com/search?q=national+education+policy+2020+pdf&sca_esv=561309377&rlz=1C1CHBD_enIN1016IN1016&ei=HULvZPvqBZbbseMPx4WS0Ao&oq=nation <i>National Curriculum Framework for School Education2023</i> https://dsel.education.gov.in/sites/default/files/NCF2023.pdf Nirupama and Donald James D’Souza.(2021).Values and Ethics in Education. <i>International Research Journal of Modernization in Engineering Technology and Science</i>.3.2. 2021.732-741.

	Singer, Peter. (1993). <i>Practical Ethics</i>. Cambridge: Cambridge University Press. Sadhana Naithani (2004). The teacher and taught: structures and meaning in the “Arabian Nights” and the “Panchatantra”. <i>Marvel and Tales</i>. 18. 2.Pp. 272-285. Rinvoluncri, Mario. (2018). <i>Once Upon A Time: Using Stories in the Language lassroom</i>. Cambridge University Press. Sanjeevankarpavithra and Sanjeevankarvittal (2017).The role of Indian ethics and values. <i>International Journal of Engineeering and Management Research</i>.7.2.560-569. Thomas J Cottle,(1999). “The Value of Stories: Applications for Research and Healing,” <i>Journal of Applied Sociology</i>. 16. 1.14-37. Wajnryb, Ruth (2003).<i>Stories: Narrative Activities in the language Classroom</i>. Cambridge University Press.
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	APPLIED LINGUISTICS FOR LANGUAGE TEACHING
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAELEC414
Semester	1
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 9-11 AM Wednesday 2-4 PM
Name of the teacher/s	Sharada Mani.N
Course description	Include the following in the course description iii) A brief overview of the course This course introduces MA students to the core areas of applied linguistics relevant to second/foreign language teaching. It bridges linguistic theory and classroom practice, equipping future and practicing teachers with the analytical tools to understand language acquisition, evaluate teaching methods, and make informed pedagogical decisions grounded in research. iv) Objectives of the course in terms of Programme Specific

	Outcomes (PSO of the Programme under which the course is being offered) By the end of the programme learners will be able to gain insights in the following concepts 1. Introduction to Applied Linguistics 2. Foundations of Language Acquisition 3. Second Language Acquisition (SLA) Theories 4. Individual Learner Differences 5. Sociolinguistics and Language Teaching 6. Psycholinguistics for Teachers 7. Discourse Analysis and Pragmatics in the Classroom v) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d) • explain key theories of first and second language acquisition and their pedagogical implications; • critically analyze language teaching methods and approaches through an applied linguistics lens; • apply concepts from sociolinguistics, psycholinguistics, and discourse analysis to classroom contexts; • design and evaluate language teaching materials and assessments informed by research; and • conduct a small-scale applied linguistics inquiry related to their own teaching context.
Course delivery	Lecture/ Seminar/ Experiential learning
Evaluation scheme	Internal (modes of evaluation): Internal 1 – 20 marks Internal 2 – 20 marks Internal 3 – 20 marks Best of two will be considered for final grade. End-semester Sit down examination 60 marks *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned
Reading list	Essential reading

	1) An Introduction to Applied Linguistics by Norbert Schmidt and Michael P>H> Rodgers 2) The Routledge Handbook of Applied Linguistics edited by James Simpson 3) Principles of Language Learning and Teaching H. Douglas Brown 4) Second Language Acquisition by Rod Ellis 5) Approaches and Methods of Language Teaching by Jack C Richards and Theodore S Rodgers Additional reading 1) The Practice of English Language Teaching by Jeremy Harmer 2) Becoming a Language Teacher by Elaine Kolker Horwitz
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