

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS –MA TESL Courses

Course title (in bold)	Authentic Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision (30%)
Course code	MA ELE C532
Semester	III
Number of credits	4
Maximum intake	24
Day/Time	Monday: 2-4; Wednesday: 11-1
Name of the teacher/s	Dr. Sheba Victor & Dr. Madhavi Gayathri Raman
Course description	Include the following in the course description i) A brief overview of the course: This course is intended to be a hands-on, praxis-oriented experience that looks at the nature of authentic materials and how they can be used in the classroom to teach language. Beginning with a discussion of what is meant by authentic materials and a brief history of the use of such materials in language teaching, the course will then work towards establishing a link between such materials, pedagogic materials and real-time language use. A variety of authentic materials will be examined a view to exploiting them to teach the four skills, grammar and vocabulary. Participants will be engaged in identifying both print and electronic authentic materials, and designing tasks using these to teach various groups of learners in the language classroom. They will also explore ways in which these materials, particularly bilingual materials, can be used to support translanguaging practices to scaffold the acquisition of the second language. Translanguaging using authentic materials affords students with opportunities to encounter real-time language, explore linguistic and cultural commonalities, leading to the development of intercultural competence. Through this course, students will develop skills that equip them for jobs in fields such as teaching, publishing, and content creation. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO) under which the course is being offered) Develop familiarity with authentic materials and their use in language teaching (PO1; a,c)

	• Select, and systematically exploit a wide variety of authentic multimedia resources for learning (PO5; a,c,d) • Use authentic materials to promote translanguaging, Intercultural competence, Critical literacy (PO5; a,b) • Analyse authentic materials keeping in mind the level of learners, proficiency and skill in focus (PO2; a) • Apply knowledge of authentic materials to design and develop tasks (PO4; c,d) • Evaluate the efficacy of authentic materials in the classroom through trialling (PO3; c) iii) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): 40%: class tests, presentations, and assignments. End-semester (mode of evaluation): 60%: students will compile materials, create a portfolio and supplement existing texts and lessons with authentic materials
Reading list	Essential reading Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. <i>Language Teaching</i>, 40, 97-118. Guariento W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. <i>ELT Journal</i>, 55:4, 347-353. Duarte, J. (2020). Translanguaging in the context of mainstream multilingual education, <i>International Journal of Multilingualism</i>, 17:2, 232-247. Retrieved May 2nd, https://www.tandfonline.com/doi/full/10.1080/14790718.2018.1512607 Little D., Devitt, S. & Singleton, D. (1998). <i>Authentic texts in foreign language teaching theory and practice</i>. Dublin: Authentik. Martinez, A.G. (2002). Authentic materials: An overview. Free resources for teachers and students of English, Karen's Linguistics Issues, 1-7. Nunan, D. (2004). <i>Task-Based Language Teaching</i>. Cambridge: Cambridge University Press. Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners, <i>English Language Teachers Journal</i>, 51 (2), 144 – 156.

	Raman, M. G., and Vijaya. (2021). 'Authentic' Spices and translanguaging in the multicultural classroom. <i>Fortell</i> , 42, 149-157.
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TEMPLATE FOR COURSE DESCRIPTIONS –MA TESL Courses

Course title	AN OVERVIEW OF DEVELOPMENT OF MATERIALS
Category (Mention the appropriate category (a/b/c) in the course description.)	a.Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Core/Elective	Elective
Semester	III
Course code	MAELEC511
Number of credits	4
Maximum intake 30 (on first-come-first-served-basis for MA courses only)	30
Day/Time	Tuesday : 9 to 11, Thursday : 11-1.
Name of the teacher/s	Dr.S.Vishnu Priya
Course description	The course provides a historical overview of teaching materials used for teaching second/ foreign language learners of English. It traces the evolution of teaching materials from structural readers

	to communicative textbooks and task-based materials. The course begins with a discussion of key concepts associated with curriculum, syllabus design, and materials development in ELT. This will be followed by an analysis of the structural and communicative approaches. The course will also focus on designing materials for teaching listening, speaking, reading, and writing skills and the two elements of vocabulary and grammar. The course will also expose the learners to a variety of English language textbooks and task-based materials. Course Outcomes 1. Understand the connection between curriculum, syllabus and instructional materials 2. Develop an understanding of various language learning approaches and their impact on syllabus and materials design 3. Explore the principles of designing structural and communicative, task-based materials 4. Study structural, communicative, and task-based materials to identify their differences and characteristics 5. Apply knowledge, skills and understanding to design language tasks and activities
Course delivery	Lecture/Interactive sessions
Evaluation scheme	Internal assessment: 40% 1. Assessment 1: class test (20

	marks) 2. Assessment 2: assignment (20 marks) 3. Assessment 3: assignment (20 marks) (Best of the 3 assessments will be considered) Final assessment: 60% 1. Sit-down close book examination (60 marks)
Reading list	Essential Readings/Textbooks McDonaugh, J., Shaw, C. and Masuhara, H. (2013). Materials and Methods in ELT. Oxford: Wiley-Blackwell (Ch. 1: The Framework of Materials and Methods, pp. 3-16). Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press (Ch. 6: Course Planning and Syllabus Design, pp. 145-197). Clark, J. L. (1987). Curriculum Renewal in School Foreign Language Learning. Oxford: Oxford University Press. (Ch. 4) Finney, D. (2007). "The ELT Curriculum: A Flexible Model for a Changing World." In Richards, J. C. and Renandya, W. A. (Eds.). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press. (Ch. 7). Graves, K. (1996). "A Framework of Course Development Processes." In Kathleen Graves (Ed.). Teachers as Course Developers

	(pp. 12-38). Cambridge: Cambridge University Press. McDonaugh, J., Shaw, C. and Masuhara, H. (2013). Materials and Methods in ELT. Oxford: Wiley-Blackwell (Selected extracts from Chapters 6, 7, 8, 9 and 10). Additional Readings Breen, M. (1987). “Contemporary Paradigms in Syllabus Design” Parts I and II, Language Teaching 20: 2 and 3. Graves, K. (2014). “Syllabus and Curriculum Design for Second Language Teaching.” In Brinton, D. M., Celce-Murcia, M., & Snow, M. A. (Eds.), Teaching English as a Second or Foreign Language (46-62). Boston, MA: Heinle Cengage Learning. Nunan, D. (2001). “Syllabus Design.” In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd ed.). Boston, MA: Heinle & Heinle. Tomlinson, B. (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. White, R. (1988). The ELT Curriculum: Design, Innovation and Management. New York: Basil Blackwell.
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