

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

MA ELT – SEMESTER -1 – COURSE DESCRIPTIONS

Course title	Understanding the Second Language Classroom
Category	Existing course with 30% revision
Course code	MAELEC403
Semester	I
Number of credits	4
Maximum intake	30
Day/Time	Monday 11a.m.-1p.m. Wednesday 9-11 a.m.
Name of the teacher	K. Padmini Shankar
Course description	A brief overview of the course Exploring the Second Language Classroom aims to equip prospective language teachers with an understanding of key issues and recent developments in the field of language teaching and learning. Some of the topics include: a) learner factors such as learner beliefs, learning styles and strategies b) teacher factors such as teacher roles, teacher beliefs and teacher decision making and c) classroom factors such as classroom management, classroom interaction and teaching large and mixed-ability classes. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem-solving. Through equipping participants with the theoretical knowledge required to take informed decisions in the classroom, the course aims to prepare competent and confident teachers of the second language. Objectives of the course By the end of this course, students will be able to:

	1. Knowledge and Understanding: ○ CO1: Understand the impact of learner factors such as beliefs, learning styles, and strategies on language acquisition (aligns with PO1, PO2, PO3). ○ CO2: Analyze teacher factors including roles, beliefs, and decision-making processes in various instructional contexts (aligns with PO1, PO2, PO3). 2. Skills related to one's Specialization: ○ CO3: Develop skills to manage classroom dynamics, including interaction and teaching in large and mixed-ability classes (aligns with PO5). ○ CO4: Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7). ○ CO5: Utilize digital tools and resources to support English language education (aligns with PO6). 3. Application of Knowledge and Skills: ○ CO6: Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10). ○ CO7: Design and use multimodal materials for effective language teaching and learning (aligns with PO9). 4. Generic Learning Outcomes: ○ CO8: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11). ○ CO9: Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12). ○ CO10: Develop critical thinking skills to become self-directed learners and educators, incorporating ethical values in their teaching practice (aligns with PO13, PO14). Learning outcomes By the end of this course, students will achieve the following learning outcomes: 1. Domain-Specific Outcomes:
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	○ LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language teaching and learning, particularly in ESL/EFL contexts (a). ○ LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a). ○ LO3: Apply theoretical constructs of ESL learning to classroom scenarios and decision-making processes (a). 2. Value Addition: ○ LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b). ○ LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b). 3. Skill-Enhancement: ○ LO6: Create and implement effective classroom management strategies, including managing large and mixed-ability classes (c). ○ LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c). ○ LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c). 4. Employability Quotient: ○ LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms, enhancing professional presentation and collaboration skills (d). ○ LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d). ○ LO11: Develop critical thinking and self-directed learning skills that are essential for ongoing professional development and adaptability in diverse teaching contexts (d).
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Course delivery	The course will be delivered through a combination of discussions, activities, tasks, and reflective practice designed to prepare students for real-world teaching scenarios. Several tasks and activities are revised and new ones are added. The reading list is also revised.
Evaluation scheme	Internal assessment: 1. Application-based test 2. Content-driven test 3. Panel Discussion End-semester assessment: Sit-down, pen and paper test
Reading list	Reading List Essential Reading 1. Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. Essex: Pearson. Chapter 6. Describing Teachers. pp. 107-120 2. Johnson, Karen, E. (1999). <i>Understanding Language Teaching: Reasoning in Action</i>. Boston: Heinle and Heinle. Chapter 3. Teachers' Beliefs: The Rock We Stand On. pp. 30-42. 3. Dornyei, Zoltan and Murphey, Tim. (2003). <i>Group Dynamics in the Language Classroom</i>. Cambridge: CUP. Chapter 6. The teacher as group leader. pp 90 –108. 4. Richards, Jack C. & Lockhart, Charles. (1996). <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge: CUP. Chapter 4. Teacher decision making. Pp 78-96. 5. Leaman, Louisa. (2006). <i>Classroom Confidential: Hints and Tips from an Insider</i>. London: Continuum. Part 1: Teacher Approach. Pp. 3-27. 6. Harmer, Jeremy. (2007). <i>The Practice of English Language Teaching</i>. 4th Edition. London: Pearson. Chapter 5.

	Describing Learners 7. Oxford, Rebecca. 1990. <i>Language Learning Strategies: What Every Teacher Should Know</i>. Boston: Heinle & Heinle. Chapter 2. Direct Strategies for Dealing with Language. 8. Oxford, Rebecca. 1990. <i>Language Learning Strategies: What Every Teacher Should Know</i>. Boston: Heinle and Heinle. Chapter 4. Indirect Strategies for General Management of Learning. 9. Dornyei, Zoltan and Murphey, Tim. 2003. <i>Group Dynamics in the Language Classroom</i>. Cambridge: CUP. Chapter 7. Student Roles and Role Modelling. pp 109 –133. 10. Ehrman, Mandeline. 1996. <i>Understanding Second Language Learning Difficulties</i>. London: Sage. Chapter 4. Cognitive Learning Styles. 11. Kise, Jane A.G. 2007. <i>Differentiation through Personality Types</i>. Thousand Oaks, CA: Corwin Press. Chapter 3. What Type Looks Like in Students. 12. Tickoo, M. L. 2003. <i>Teaching and Learning English</i>. New Delhi: Orient Longman. Chapter 15. Classroom Interaction: Types, Tools, Techniques. Pp. 401-417. 13. Hess, Natalie. 2001. <i>Teaching Large Multilevel Classes</i>. Cambridge: CUP. Introduction. Pp. 1-15. 14. Dixie, Gererd. (2003). <i>Managing Your Classroom</i>. London: Continuum. Chapter 2. The Role of Questioning as a Classroom Management Tool. Pp. 47-61. 15. Dixie, Gererd. (2003). <i>Managing Your Classroom</i>. London: Continuum. Chapter 4. Gaining the Psychological Edge. Pp. 75-89. 16. Richards, Jack C. & Lockhart, Charles. 1996. <i>Reflective Teaching in Second Language Classrooms</i>. Cambridge:
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	CUP. Chapter 8. The nature of language learning activities. Pp 61-81. Additional Reading 1. Baker, Joanna & Westrup, Heather. (2008). First South Asian Edition. <i>The English Language Teacher's Handbook: How to teach Large Classes with Few Resources</i>. London: Continuum. Chapter 19. Using the Blackboard. Pp. 140-154. Chapter 20. Using Resources. Pp.155-164. 2. Harmer, Jeremy. (1998). <i>How to Teach English</i>. New Delhi: Longman. Chapter 11. How to use textbooks. Pp. 111-120 Chapter 13. What if? Pp. 127-134. 3. Lindsay, Cora & Knight, Paul. (2006). <i>Learning and Teaching English: A Course for Teachers</i>. Oxford: OUP. Chapter 2. Teaching methods and ideas. Pp. 15-25 Chapter 9. Assessment and evaluation. Pp. 121-132.
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

MA ELT – SEMESTER -1 – COURSE DESCRIPTIONS

Course title	Instructional Materials for Language Development <i>BA (Honours) in English: Semester VII, Elective course</i> <i>MA ELT: Semester I, Core course (Cross-listed with MA TESL, Semester I students)</i>
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Category	New course
Course code	MAELEC404
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Wednesdays: 4 – 6 pm and Fridays: 2 – 4 pm
Name of the teacher/s	Mahananda Pathak (MP)
Course description	Instructional materials serve as the basis for classroom language input. It plays crucial role in students' language development. Resources ranging from printed textbooks and worksheets to interactive audio, multimedia videos, and authentic materials provide learners with required opportunities to practice a target language. It is very important to understand the theoretical foundations of developing such materials for language classrooms. This course provides the theoretical foundations and the practical orientations for developing and evaluating language learning materials. Students will analyse language learning materials, use digital tools to create and adapt such materials. PO3: understand theoretical constructs of ESL learning and teaching in instructional contexts PO5: acquire skills to design ESL/EFL materials for classroom use PO9: design multimodal materials for language learning COs and LOs a) domain specific outcomes CO1: Students will be able to analyse the theoretical principles underlying language acquisition and materials design, b) value addition CO2: Students will be able to gain an understanding of the relationship among curriculum/syllabus, methodology, and materials, c) skill-enhancement CO3: Students will be able to evaluate existing language textbooks and digital resources using textbook evaluation frameworks, CO4: Students will be able to create original, task-based instructional

	materials for specific language skills
Course delivery	Lecture: 50%;Seminar: 30%; Experiential learning: 20%
Course content	Module 1: Foundations of Instructional Materials <i>I. Introduction to instructional materials and their role in language development</i> <i>II. Second Language Acquisition (SLA) theories and materials design</i> Module 2: Evaluating and Adapting Materials <i>I. Frameworks for textbook evaluation (macro vs. micro evaluation)</i> <i>II. Principles of adapting materials: addition, deletion, modification, and simplification</i> Module 3: Developing Materials for Language Skills <i>I. Developing materials for listening and reading</i> <i>II. Developing materials for speaking and writing</i> Module 4: Technology in Materials Development <i>I. Developing digital materials: Interactive audios/videos or podcasts</i> <i>II. Artificial Intelligence (AI) for automated content generation and differentiation</i>
Evaluation scheme	Internal (modes of evaluation): 40 % Three assessments (best of two will be taken) Assessment 1:In-class sit-down pen and paper test Assessment 2:In-class group presentation and group write-up: Evaluation of a commercial textbook package Assessment 3:Worksheets-based submissions (Individual and groups) End-semester (mode of evaluation): 60 % - In-class sit-down close book examination
Reading list	Essential reading Cunningsworth, A. (1995). <i>Choosing your course book</i>. Heinemann.

	Harwood, N. (ed.). (2010). <i>English language teaching materials: Theory and practice</i>. Cambridge University Press. Hockly, N., & Clandfield, L. (2010). <i>Teaching online: Tools and techniques, options and opportunities</i>. Delta Publishing. McGrath, I. (2016). <i>Materials evaluation and design for language teachers</i>. Edinburgh University Press. Norton, J., & Buchanan, H. (eds.) (2022). <i>The Routledge handbook of materials development for language teaching</i>. Routledge. Nunan, D. (2004). <i>Task-based language teaching</i>. Cambridge University Press. Stanley, G. (2013). <i>Language learning with technology: Ideas for integrating technology in the classroom</i>. Cambridge University Press. Tomlinson, B. (2018). <i>Materials development in language teaching (2nd ed.)</i>. Cambridge University Press. Additional reading Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. <i>Language Teaching</i>, 40(2), 97-118. Godwin-Jones, R. (2023). Generative AI and language learning: Tools, implications, and practices. <i>Language Learning & Technology</i>, 27(2), 1-18. Nation, I. S. P., & Macalister, J. (2020). <i>Language curriculum design</i>. Routledge. PGCTE Distance Mode, EFL University. <i>Materials for the teaching of English</i> (Block II, III, & IV). EFL University Press. Richards, J. C. (2017). <i>Curriculum development in language teaching (2nd ed.)</i>. Cambridge University Press. Tomlinson, B. (2001). 'Materials development' in Ronald Carter and David Nunan (Eds.). <i>The Cambridge guide to teaching English to</i>
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	<i>speakers of other languages</i> (pp. 66 - 71). Cambridge University Press.
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THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

MA ELT – SEMESTER -1 – COURSE DESCRIPTIONS

Course title	Methods of English Language Teaching
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with approximately 10% revision to include more recent discussions on i. methods of ELT ii. interdisciplinary perspectives on language learning and teaching
Course code	MAELEC 410
Semester	MA I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Wednesday : 2 to 4pm & Friday : 11am to 1pm
Name of the teacher/s	Dr. Asma Rasheed
Course description	i) <i>A brief overview of the course</i> The course will offer an introduction to key methods used in teaching English as a second or foreign languages historically as well as in contemporary terms. The course will examine traditional methods such as Grammar-Translation, Audio-Lingual, and later ones such as CLT, TBLT, etc. It will introduce the notion of post-method pedagogy, and place discussions in frameworks of linguistic ecologies, multilinguals approaches to language education, etc. These discussions will initiate students towards context-sensitive pedagogical practices and conversations on home languages as assets, sustainable ELT, etc. ii) <i>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</i> At the end of the Course, students will be able to a. Acquire knowledge of pedagogical methods of learning English in ESL /EFL contexts b. Gain awareness of multilingual education practices in English classrooms c. Develop skills in adapting methods and strategies for teaching English that are responsive to local contexts iii) <i>Learning outcomes—</i> a. <i>Domain specific outcomes</i> : PO1 & PO2 b. <i>Value addition</i> : PO13 & PO14 c. <i>Skill-enhancement</i> : PO3

	d. Employability quotient : PO11 (Please highlight the portion that subscribes to a/b/c/d)
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation) : 40% End-semester (mode of evaluation) : 60% <i>*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</i>
Reading list	Essential reading (tentative) 1. Brown, H. D. (2001). <i>Teaching by principles: An interactive approach to language pedagogy</i>. Addison Wesley Longman, Inc. 2. Harmer, J. (2015). <i>The practice of English language teaching</i>. 5th Ed. Pearson Education. 3. Larson-Freeman, D. & Anderson, M. (2011). <i>Techniques and principles in language teaching</i>. Oxford University Press. 4. McDonough, J., Shaw, C. & Masuhara, H. (Eds.). (2012). <i>Materials and methods in ELT: A teacher's guide</i>. 3rd Ed. Wiley-Blackwell. 5. Nunan, D. (Ed.) (2003) <i>Practical English language teaching</i>. McGraw-Hill. 6. Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. <i>TESOL Quarterly</i>, 23(4), 589-618. 7. Prabhu, N.S. (1990). There is no best method – why? <i>TESOL Quarterly</i>, 24(2), 161-176. 8. Richards, J. C. and Rodgers, T.S. (2014). <i>Approaches and methods in language teaching</i>. 3rd Ed. Cambridge University Press. 9. Richards, J.C. & Renandya, W.A. (Eds.) (2002). <i>Methodology in language teaching</i>. Cambridge University Press. 10. Spiro, J. (2013) <i>Changing methodologies in TESOL</i>. Edinburgh University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

MA ELT – SEMESTER -1 – COURSE DESCRIPTIONS

Course title	Classroom Communication
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. (30% revision)

Course code	MAELE E 574
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 9-11 and Thursday – 9-11
Name of the teacher/s	Prof. G. Suvarna Lakshmi & Dr. C. Ramamuni Reddy
Course description	Classroom communication creates a learning environment that encourages interaction in the classroom among learners and between learners and the teacher. While communication/interaction within the classroom forms the crux of all learning, it also influences the quantum and the quality of learning. Interaction in the classroom is seen to be originally related to language teaching-learning processes. Grounded in foundational frameworks such as Sinclair and Coulthard's (1973) Initiation-Response-Feedback (IRF) model and Flanders' (1970) Interaction Analysis Categories (FIAC), the field has evolved considerably over the past five decades. Contemporary research increasingly examines how multimodal input, multilingual classrooms, and inclusive pedagogies reconfigure the patterns and functions of classroom discourse. Walsh's (2006, 2011) concept of Classroom Interactional Competence (CIC) has emerged as a particularly influential framework, highlighting the need for teachers to skillfully use interaction as a tool for mediating and assisting language learning. Recent scholarship has further extended this concept to online and technology-mediated environments, underscoring the adaptability required of language teachers in the digital age. This course equips participants (trainee teachers) with an understanding of the theoretical models and empirical research that underpin classroom communication, from the teacher's and the learner's perspectives alike. Participants will develop awareness of their own communication patterns and learn to strategically modify teacher talk so as to encourage and expand learner talk. Through analysis of authentic classroom data — using tools drawn from Conversation Analysis (CA), discourse analysis, and interaction analysis — trainees will build skills in identifying and evaluating interactional sequences that promote or inhibit language learning. The course will also equip trainees to design tasks that align pedagogical principles with enhanced classroom interaction. A real-time micro-teaching component provides participants with direct, practical experience of implementing and reflecting on classroom communication strategies in live instructional settings. Objectives: To train participants in identifying the patterns of classroom communication that can contribute to promote

	language learning ii) To help trainee teachers create more engaging and interactive classrooms iii) To help participants become aware of research potential in the field of classroom interaction. PO 1: understand theories of ESL learning, teaching, and research PO9: apply knowledge of theoretical constructs of ESL learning to conduct research iv) Learning outcomes— a) makes participants informed of the relevant theories and research in the field of classroom communication both from the teacher's the learners' point of view c) Enhances the classroom interactional competence of the trainee teachers
Course delivery	Lecture, Seminar and Experiential learning
Evaluation scheme	Internal (modes of evaluation): Internal (40%): Test-1 Test on theories ; Test-2: Presentations on different research studies done on Classroom Interaction; Test-3: Designing interactive tasks for real time teaching End-semester (mode of evaluation): Written examination for 2 ½ hrs (150 minutes)
Reading list	Essential reading: 1. Malamah-Thomas, A (1987) <i>Classroom Interaction</i>. Oxford. Oxford University Press. 2. Rhymes, B (2015) <i>Classroom Discourse Analysis: A Tool for Critical Reflection</i>. New York: Taylor & Francis 3. Walsh, S (2011) <i>Exploring Classroom Discourse Language in Action</i>. Routledge 4. Murkee, N (2015) <i>The Handbook of Classroom Discourse and Interaction</i>. West Sussex: John Wiley & Sons. 5. Sert, O. (2015). <i>Social interaction and L2 classroom discourse</i>. Edinburgh: Edinburgh University Press. 1. Additional reading: Walsh,(2014)<i>Classroom Interaction for Language Teachers</i> A practical guide to understanding and improving interaction in language classrooms. Virginia: TESOL Press 2. Ur, P (2024) <i>A Course in English Language</i>

Teaching (Chapter 3: Classroom Interaction)

3. Young, R.F. (2011) *Interactional competence in language learning, teaching, and testing*, in Handbook of Research in Second Language Teaching and Learning, (ed. E. Hinkel), vol. 2, pp. 426–443, Routledge, London and New York.
4. Markee, N. (2000) *Conversation Analysis*, Lawrence Erlbaum, Mahwah NJ.
5. Connor O'Donoghue (2024) *Interaction Patterns in the English Language Classroom*. URL: <https://www.dcteachertraining.com/post/interaction-patterns-in-the-english-language-classroom>
6. Moskowitz, G., & Hayman, J. L. (1976). *Success strategies of inner-city teachers: A year-long study*. *The Journal of Educational Research*, 69(8), 283–289. <https://doi.org/10.1080/00220671.1976.10884902>
7. Flanders, N. A. (1970). *Analyzing teaching behavior*. Reading, MA: Addison-Wesley.
8. Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Pearson Education.
9. Bowers, N. D., & Friedman, P. (1971). *Student imitation of a rewarding teacher's verbal style as a function of sex and grade level*. *Journal of Educational Psychology*, 62(6), 487–491. <https://doi.org/10.1037/h0032013>
10. Mitchell, J. V. (1992). *Interrelationships and predictive efficacy for indices of intrinsic, extrinsic, and self-assessed motivation for learning*. *Journal of Research & Development in Education*, 25(3), 149–155.
11. Bokhove, C. (2016). *Exploring classroom interaction with dynamic social network analysis*. *International Journal of Research & Method in Education*, 1-21.
12. Brown, G., & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
13. Bower, M. (1988). *A language analysis instrument for language classrooms* *ELT Journal*, 42(4), 262-272.
14. Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson Education
15. Mitchell, R., & Parkinson, D. (1997). *Researching classroom discourse*:

	<i>Language in action</i>. London: Routledge. 16. Walsh, S. (2006). <i>Investigating classroom discourse</i>. London: Routledge 17. Kunitz, S., Markee, N., & Sert, O. (Eds.). (2021). <i>Classroom-based conversation analytic research: Theoretical and applied perspectives on pedagogy</i>. Cham: Springer. 18. Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. <i>RELC Journal</i>. https://doi.org/10.1177/0033688220985274 19. Jenks, C. (2021). <i>Researching classroom discourse: A student guide</i>. London: Routledge. 20. Seedhouse, P. (2022). <i>Video enhanced observation for language teaching: Reflection and professional development</i>. London: Bloomsbury.
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