

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
COURSE DESCRIPTION – MAELEC500
(August – December 2026)

Course title	English Language Teaching in Multilingual Contexts
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. multilingual education and ELT ii. interdisciplinary perspectives on language learning and language in education policies
Course code	MAELEC500
Semester	III
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 4pm to 6pm & Thursday 2pm to 4pm
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 contemporary issues, practices and research related to the role and teaching of English in multilingual contexts. It will look at the global contexts in which multilingual education models emerged and engage with some basic concepts and debates on multilingualism and ELT. The course will examine the case of multilingualism and ELT in India. It will do so in the light of the experiences/role of English in multilingual countries/contexts, and the relationship between language learning and language in education policies. 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 and theories of learning in ESL /EFL contexts b. gain awareness of multilingual education practices in English classrooms iii) <i>Learning outcomes—</i> a. <i>Domain specific outcomes</i> : PO1 & PO3 b. <i>Value addition</i> : PO13 & PO14 c. <i>Skill-enhancement</i> : PO4 d. <i>Employability quotient</i> : 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. Agnihotri, R. (2014). Multilinguality, education and harmony. 2. Cummins, J. (2009). Multilingualism in the English-language classroom: Pedagogical considerations. 3. Franceschini, R. (2011). Multilingualism and multicompetence: A conceptual view. 4. Garcia, O. (2009). Education, multilingualism and translanguaging in the 21st century. 5. hooks, b. (1994). <i>Teaching to transgress: Education as the practice of freedom</i>. 6. Jhingran, D. (2024). Multilingual education in practice: A reality check. 7. Mohanty, A.K. (2019). <i>The multilingual reality: Living with languages</i>. 8. Panda, M. (2012). 'Bridging' and 'Exit' as metaphors of multilingual education: A constructionist analysis. 9. Pattanayak, D.P. (2007). <i>Multilingualism in India</i>. 10. Pennycook, A. & Makoni, S. (2020). Southern multilingualisms.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Teaching English to Young Learners
Category	Existing course with (30%) revision (highlighted in the readings and assessment tasks).
Course code	MAELEC529
Semester	III
Number of credits	4
Maximum intake	30
Day/Time	Monday 2-4 p. m. Wednesday 11a.m.-1p.m.
Name of the teacher	K. Padmini Shankar
Course description	A brief overview of the course Teaching English to Young Learners This course aims to equip participants with the necessary knowledge and skills to effectively teach English to young learners (ages 7-12) by providing both

theoretical insights and practical experiences. 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 a 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.

Objectives of the course

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

1. Knowledge and Understanding:
 - CO1: Understand the cognitive and social processes of how children learn languages, with a particular focus on English (aligns with PO1, PO2, PO3).
 - CO2: Gain knowledge on the selection and use of appropriate materials for teaching young learners (aligns with PO2, PO4).
2. Skills related to one's Specialization:
 - CO3: Develop skills to design engaging and effective tasks for teaching listening, speaking, reading, and writing (LSRW), as well as grammar and vocabulary to young learners (aligns with PO5).
 - CO4: Employ techniques and methods tailored to young learners, incorporating songs, drama, and technology into the classroom (aligns with PO5, PO6).
3. Application of Knowledge and Skills:
 - CO5: Create a positive and conducive classroom environment that supports young learners' language development (aligns with PO8).
 - CO6: Apply knowledge of assessment techniques to evaluate and support young learners' progress (aligns with PO7, PO8).
4. Generic Learning Outcomes:
 - CO7: Communicate teaching strategies and conceptual knowledge effectively in oral, written,

	and digital forms, fostering professional development (aligns with PO11). ○ CO8: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners (aligns with PO12). ○ CO9: Develop critical thinking and problem-solving skills to address challenges in teaching young learners, becoming self-directed educators (aligns with PO13). ○ CO10: Incorporate ethical values and humanistic approaches in teaching, ensuring a respectful and supportive learning environment (aligns with PO14). Learning outcomes By the end of this course, students will achieve the following learning outcomes: 1. Domain-Specific Outcomes: ○ LO1: Understand and critically analyze how children (ages 7-12) learn languages, particularly English, incorporating cognitive and social processes. <i>(a)</i> ○ LO2: Evaluate and select appropriate materials for teaching LSRW (listening, speaking, reading, and writing), grammar, and vocabulary to young learners. <i>(a)</i> 2. Value Addition: ○ LO3: Develop a reflective practice to continually improve teaching methods and adapt to the diverse needs of young learners. <i>(b)</i> ○ LO4: Foster a positive attitude towards ethical and humanistic teaching practices, ensuring a respectful and supportive learning environment for young learners. <i>(b)</i> 3. Skill-Enhancement: ○ LO5: Design and implement engaging and effective tasks and activities for teaching LSRW, grammar, and vocabulary to young learners. <i>(c)</i> ○ LO6: Incorporate songs, drama, and technology into the classroom to enhance young learners' engagement and learning outcomes. <i>(c)</i> ○ LO7: Create and manage a positive and conducive classroom environment that supports young learners' language development. <i>(c)</i> 4. Employability Quotient: ○ LO8: Communicate teaching strategies and
--	--

	conceptual knowledge effectively in oral, written, and digital forms, enhancing professional communication skills. (d) ○ LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners, demonstrating teamwork and leadership skills. (d) ○ LO10: Apply knowledge of assessment techniques to evaluate and support young learners' progress, showcasing the ability to integrate theory with practice. (d) ○ LO11: Develop critical thinking and problem-solving skills to address challenges in teaching young learners, enhancing adaptability and lifelong learning capabilities. (d)
Course delivery	The course objectives and the learning outcomes will be achieved through a combination of lectures, discussions, activities, and hands-on practice designed to prepare students for the real-world challenges of teaching English to young learners.
Evaluation scheme	Internal assessment: 1. template for task analysis 2. task analysis based on a template 3. task design 4. materials selection and design 5. field trip to observe TEYL class 6. Classroom Observation Report End-semester assessment: 1. Preparation of a teaching manual 2. Designing and conducting a training workshop 3. Lesson design and lesson analysis
Reading list	Essential Readings 1. Cameron, L. (2001). <i>Teaching Languages to Young Learners</i>. Cambridge University Press. 2. Pinter, A. (2011). <i>Children Learning Second Languages</i>. Palgrave Macmillan. 3. Brewster, J., Ellis, G., & Girard, D. (2002). <i>The Primary English Teacher's Guide</i>. Penguin.

4. Slattery, M., & Willis, J. (2001). *English for Primary Teachers: A Handbook of Activities & Classroom Language*. Oxford University Press.
5. Moon, J. (2005). *Children Learning English: A Guidebook for English Language Teachers*. Macmillan Education.
6. Nikolov, M. (2009). *The Age Factor and Early Language Learning*. De Gruyter Mouton.
7. Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman.
8. Ellis, G., & Brewster, J. (2014). *Tell it Again! The New Storytelling Handbook for Primary Teachers*. British Council.
9. Read, C. (2007). *500 Activities for the Primary Classroom*. Macmillan Education.
10. Curtain, H., & Dahlberg, C. A. (2016). *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Pearson.
11. Mourão, S., & Lourenço, M. (2015). *Early Years Second Language Education: International Perspectives on Theories and Practice*. Routledge.
12. Ghosn, I. K. (2013). *Storybridge to Second Language Literacy: The Theory, Research, and Practice of Teaching English with Children's Literature*. Information Age Publishing.

Additional Readings

1. Hasselgreen, A. (2005). *Young Learners and Assessment: International Perspectives*. Council of Europe Publishing.
2. Rixon, S. (2013). *British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide*. British Council.
3. Bland, J. (2013). *Children's Literature and Learner Empowerment: Children and Teenagers in English Language Education*. Bloomsbury.
4. Garton, S., & Copland, F. (2018). *The Routledge Handbook of Teaching English to Young Learners*. Routledge.
5. Linnell, J. (2021). *Teaching Languages to Young Learners Through Puppetry*. Routledge.
6. Smith, R. (2013). *Teaching English as a Foreign Language, 1936–1961: Foundations of ELT*. Routledge.
7. Phillips, S. (1993). *Young Learners*. Oxford University Press.
8. Lundberg, G. (2019). *Teaching and Learning English in the Primary School: Interlanguage Pragmatics in the EFL*

	Context. Springer.
--	--------------------

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Using AI in the ESL Classroom
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. (less than 20%) c. New course
Course code	MAELE C576
Semester	4
Number of credits	5
Maximum intake	10
Day/Time	Tuesday 11 am to 1 pm & Thursday 4 to 6 pm
Name of the teacher/s	Kshema Jose
Course description	Include the following in the course description i) A brief overview of the course Artificial Intelligence (AI) is transforming the ways in which knowledge is created, accessed, communicated, and applied. As AI systems increasingly participate in language use, writing, feedback, translation, assessment, and content generation, English language education must move beyond simply learning to use AI tools towards understanding how AI is reshaping the nature of knowledge, learning, teaching, and professional practice. This course introduces pre-service English language teachers to the pedagogical, theoretical, ethical, and practical dimensions of AI in English language education. Rather than approaching AI as merely a collection of digital tools, the course examines AI as a new educational ecology that requires teachers to rethink curriculum design, classroom interaction, assessment, materials development, and learner support. The course begins by tracing the evolution of educational technologies—from oral cultures and writing to the printing press, the internet, and generative AI—to understand how technologies have continually transformed education. It then examines how AI changes language learning through adaptive learning, distributed cognition, cognitive offloading, collaborative knowledge construction, and multilingual learning environments. Particular emphasis is placed on AI literacy, human-centred pedagogy, and the changing role of the teacher as a designer of meaningful learning experiences rather than a transmitter of information. Students will critically evaluate AI applications for the teaching of listening, speaking, reading, and writing; develop AI-assisted instructional materials;

design multimodal learning experiences; create AI-supported assessments; and explore emerging issues related to ethics, bias, privacy, copyright, accessibility, sustainability, and responsible AI use in multilingual ESL classrooms. The course also introduces Indian AI initiatives such as Sarvam AI, Bhashini, and AI4Bharat alongside internationally used AI platforms.

Throughout the course, AI is viewed not as a replacement for teachers but as a pedagogical partner. The course adopts a Human–AI–Human framework, in which AI supports learning while human judgement, creativity, collaboration, ethics, and professional expertise remain central to educational practice.

Course Modules

Module I: AI, Knowledge, and the Evolution of Education

- Evolution of educational technologies
- AI and the changing nature of knowledge
- AI as a participant in knowledge work
- Artificial Intelligence, Machine Learning, Deep Learning, and Generative AI
- AI literacy and digital literacy
- AI in multilingual societies and Indian language technologies

Module II: Learning in an AI-Mediated World

- AI and the changing nature of learning
- Distributed cognition and collaborative knowledge construction
- Adaptive and personalised learning
- Cognitive offloading and metacognition
- Human capabilities in the age of AI
- AI tutors, conversational agents, and intelligent learning environments

Module III: Teaching English in the Age of AI

- Human-centred and learner-centred AI pedagogy
- Designing AI-supported learning experiences
- Blended, flipped, synchronous, and asynchronous learning
- Prompt engineering for pedagogical design

- AI literacy for teachers and learners
- Translanguaging and multilingual pedagogy
- The changing roles of English language teachers

Module IV: AI Applications in English Language Teaching

- AI for Listening, Speaking, Reading, and Writing
- AI-assisted vocabulary and grammar instruction
- AI for pronunciation, feedback, and assessment
- Multimodal content creation
- AI avatars, chatbots, and conversational practice
- AI-assisted materials development
- Critical evaluation of AI tools and language-learning applications

Module V: Designing AI-Enhanced Learning

- Lesson planning using AI
- Personalised learning pathways
- Designing AI-supported classroom activities
- Prompt engineering workshop
- Designing multimodal learning objects
- AI-supported formative assessment
- Micro-teaching using AI

Module VI: Ethics, Policy, and the Future of English Language Education

- Responsible and ethical AI
- Bias, fairness, transparency, and privacy
- Copyright and academic integrity
- Environmental implications of AI
- AI in Indian multilingual classrooms
- Universities, English Studies, and interdisciplinary futures
- Human–AI–Human framework for English language education

Objectives of the course in terms of Programme Specific Outcomes

	• PO1 – Understand theories of ESL learning, teaching, and research: Examine how AI reshapes authenticity, immersion, inclusivity, accessibility, and conversation; study LSRW development through AI; explore UDL, adaptive learning, and humanistic AI. • PO4 – Acquire skills to create ESL/EFL learning materials: Design AI-assisted lessons, personalised tasks, and multimodal prompts using ChatGPT, DALL·E, avatars, and bots. • PO5 – Integrate digital tools for language education: Engage hands-on with chatbots, reading/speech bots, multimodal generators, and apps. • PO8 – Create multimedia and multimodal learning materials: Use AI image generators, video avatars, personalised textbooks, and interactive multimodal prompts. • PO9 – Apply ESL learning theories to research: Conduct case studies and papers connecting AI tools to constructs such as comprehensible input, noticing, task-based learning, cognitive load, and UDL. • PO10 – Communicate complex concepts effectively: Present analyses, demonstrations, and term papers articulating AI-embedded pedagogical principles. • PO11 – Develop multidisciplinary, collaborative, and critical thinking skills: Engage in group case studies; critically analyse AI ethics, humanistic values, policy implications, and multilingual challenges. • PO12 – Imbibe constitutional, humanistic, and ethical values: Examine fairness, bias, accessibility, and responsible, human-centred AI use in Indian multilingual classrooms. Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient a) Domain-specific outcomes • Understand foundational concepts in AI, machine learning, and their relevance to ESL pedagogy. • Analyse and evaluate AI tools for language learning, materials design, and automated assessment. • Apply theories of ESL learning and UDL principles to design AI-assisted learning experiences and tasks. b) Value addition • Develop informed perspectives on the ethical, humanistic, and inclusive use of AI in multilingual classrooms. • Cultivate digital awareness and readiness for responsible, learner-centered integration of AI in education. • Strengthen the ability to critique emerging technologies through
--	--

	pedagogical, cultural, and policy lenses. c) Skill enhancement • Acquire practical skills in using generative AI tools, language apps, reading and writing bots, and AI-enabled multimodal platforms. • Design personalised, adaptive ESL materials and feedback using AI. • Build competencies in prompt engineering, app analysis, and AI-supported assessment strategies. d) Employability quotient • Prepare for emerging roles such as AI-assisted language teacher, materials designer, instructional technologist, and language assessment specialist. • Enhance professional readiness for tech-mediated ESL teaching environments in schools, universities, and EdTech settings. • Strengthen multidisciplinary competencies (critical thinking, collaboration, digital communication) valued in academic, publishing, and educational technology sectors
Course delivery	The course adopts a blended and experiential approach integrating lectures, seminars, demonstrations, workshops, collaborative learning, reflective discussions, case studies, and micro-teaching sessions. Students will engage in both synchronous and asynchronous learning activities while critically analyzing. AI applications from pedagogical, linguistic, ethical, and humanistic perspectives.
Evaluation scheme	Internal: 1. Group Presentation: Case study of an AI application in education. 2. Individual Demonstration: Critical analysis of a language learning app. 3. Individual Paper: Use of AI to develop any one language skill (LSRW). 4. Prompt-Engineering portfolio 5. AI-Assisted Materials Design Portfolio 6. Micro-Teaching with AI Tools: Short teaching demonstration integrating an AI tool. 7. Critical Reflection on AI Ethics 8. App Evaluation Matrix: Comparative analysis of multiple AI-based apps or platforms.

	9. AI-Supported Assessment Task: Design and critique of an AI-enabled assessment tool. In addition: • Contributions to asynchronous discussions • Participation in face-to-face classroom discussions • Maintenance of an AI Experiment Log (add-on) End-Semester Evaluation Project / Research Paper involving the design, implementation, or evaluation of an AI-supported English language learning intervention.
Reading list	Essential reading Additional reading

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	Writing a Dissertation
Category (Mention the appropriate category (a/b/c) in the course description.)	d. New course
Course code	MAELEC593
Semester	III
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 9 -11am and Friday 9 -11 am
Name of the teacher/s	Dr.M.Udaya
Course description	A brief overview of the course <i>Writing a Dissertation</i> is a capstone course that equips students with the knowledge and skills required to undertake independent academic research and communicate its findings through a well-structured dissertation. The course provides guided instruction on all stages of the research process, including identifying a research topic, formulating research questions, reviewing literature, designing a research study, collecting and analysing data, and writing the dissertation. Emphasis is placed on developing critical thinking, academic writing, ethical research practices, and scholarly communication. Through workshops, seminars, peer

	feedback, and individual supervision, students learn to engage with academic literature, construct coherent arguments, and present research findings in accordance with disciplinary conventions. The course culminates in the submission of a dissertation that demonstrates the student's ability to conduct independent inquiry and contribute to knowledge in a chosen area of study. Program Specific Objectives Upon successful completion of the course, students will be able to: 1. Critically engage with theories, concepts, and research in English Language Teaching, Applied Linguistics, and Language Education to identify and investigate a relevant research problem. (PO1, PO2, PO3, PO4) 2. Design and conduct an independent research study by selecting appropriate research methods, tools, and procedures for data collection and analysis. (PO5, PO6, PO7, PO10) 3. Apply theoretical and methodological knowledge to examine issues related to language learning, teaching, assessment, and multilingual education in diverse educational contexts. (PO8, PO9, PO10) 4. Communicate research processes and findings effectively through academic writing, presentations, and scholarly discussion using appropriate academic conventions. (PO11, PO12) 5. Demonstrate critical thinking, self-directed learning, academic integrity, and ethical responsibility throughout the research and dissertation-writing process. (PO13, PO14) Learning Outcomes a) Domain-Specific Outcomes 1. Formulate research problems, research questions, and objectives relevant to English Language Teaching, Applied Linguistics, and Language Education. 2. Design and conduct a research study using appropriate methodologies and present findings in the form of a well-structured dissertation. b) Value Addition 1. Develop academic integrity and ethical responsibility in conducting and reporting research. 2. Cultivate independent learning, intellectual curiosity, and a
--	---

	research-oriented mindset. c) Skill Enhancement 1. Strengthen academic writing, critical reading, and scholarly communication skills. 2. Develop skills in literature review, data collection, data analysis, and referencing. d) Employability Quotient 1. Acquire research and analytical competencies relevant to careers in teaching, training, and educational research. 2. Enhance professional communication, project management, and problem-solving skills required in academic and workplace settings.
Course delivery	Lectures Workshops Seminars Supervision Independent Research
Evaluation scheme	Internal (modes of evaluation):40% Research Proposal Presentation, Literature Review Submission, Dissertation Progress Report End-semester (mode of evaluation):60% Model Dissertation submission Mock Viva Voce Examination
Reading list	Essential Readings 1. Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). Sage Publications. 2. Dörnyei, Z. (2007). <i>Research Methods in Applied Linguistics</i>. Oxford University Press. 3. Mackey, A., & Gass, S. M. (2022). <i>Second Language Research: Methodology and Design</i> (3rd ed.). Routledge. 4. Paltridge, B., & Starfield, S. (2020). <i>Thesis and Dissertation Writing in a Second Language: A Handbook for Students and Their Supervisors</i> (2nd ed.). Routledge. 5. Wallwork, A. (2020). <i>English for Writing Research Papers</i> (3rd ed.). Springer. Additional Readings

- | | |
|--|--|
| | <ol style="list-style-type: none">6. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2019). <i>Introduction to Research in Education</i> (10th ed.). Cengage.7. Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education</i> (8th ed.). Routledge.8. Kumar, R. (2019). <i>Research Methodology: A Step-by-Step Guide for Beginners</i> (5th ed.). Sage Publications.9. Litosseliti, L. (2018). <i>Research Methods in Linguistics</i> (2nd ed.). Bloomsbury Academic.10. Murray, R. (2017). <i>How to Write a Thesis</i> (4th ed.). Open University Press. |
|--|--|

Academic Writing and Referencing

11. Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students* (3rd ed.). University of Michigan Press.
12. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). APA.

Recommended Journals

- TESOL Quarterly
- ELT Journal
- Language Teaching Research
- System
- Applied Linguistics

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	MAELERMC597: Introduction to ESL Research MA ELT: Semester Three, compulsory course Cross-listed with MA TESL, 3rd semester
Category (Mention the appropriate category (a/b/c) in the course description.)	Category b: Existing course with revision; revised parts are highlighted [20%]
Course code	MAELERMC597
Semester	Third
Number of credits	4
Maximum intake	No upper limit
Day/Time	Tuesdays 2 – 4 pm and Thursdays 11 – 1 pm
Name of the teacher/s	Prof. Lina Mukhopadhyay

Course description	Include the following in the course description Course description: This course will build on ELEC 560 (previously ELE 221) : <i>Theories of Second Language Acquisition and Learning</i> from semester two . It will provide an opportunity for the participants to advance their understanding of research process through critical exploration of research language, ethics, and standardized methodological designs of conducting research and analyzing data using quantitative and qualitative methods and learn to align the methods to their dissertation proposal at the end of the course . The data gathering and analysing techniques will be reviewed through open AI sources to check for their reliability and validity . The training received in this course will enable them to undertake a dissertation and/or do a reading course in ESL studies in semester four . Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) 1. To define, describe, compare and contrast processes of ESL/EFL and multilingual education research within quantitative, qualitative and mixed method paradigms . LO : a, b, d 2. To apply methods of data collection, collation, coding and analysis using statistical measures and criteria for qualitative assessment of ESL data . LO : a,b,d 3. To evaluate by critiquing and reviewing research articles in the domain of ELT . : LO : a, b, c, d 4. To write (create) brief data-based reports (quantitative and qualitative) following the standard method of research writing and as specified in 7th APA style sheet . LO : a, b, d 5. To employ open AI sources to validate data analysis process and generate quantitative statistical test formulas and investigate common thematic units . Learning outcomes–a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
--------------------	--

Course delivery	A combination of lecture, seminar, and experiential learning
Evaluation scheme	Internal (modes of evaluation) : Quizzes and in-class open book sit-down assignments and one group poster presentation End-semester (mode of evaluation) : open book, in-class presentation and assignment
Reading list	Essential reading Mackey, A., and Gass, S. M. (2022) . <i>Second Language Research : Methodology and Design</i> . 3rd Ed. Lawrence Erlbaum Associates, Publishers . Additional reading Nunan, D. (1992) . <i>Research Methods in Language Learning</i> . Cambridge University Press . Riazi, A. M. (2017) . <i>Mixed methods research in language teaching and learning</i> . Equinox . Also refer to Publication Manual of the American Psychological Association, 7th Edition : http://www.apastyle.org/manual/index.aspx; https://owl.english.purdue.edu/owl/resource/560/01/identify