

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
PGDM – SEMESTER 1 - COURSE DESCRIPTIONS

Course Title	Curriculum and Syllabus Design
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course (a)
Course code	PGDMDC651
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Mon 2.00-4.00; Wed 11.00-1.00
Name of the teacher/s	Prof. Revathi Srinivas (RS)
Course description	This course explores the theories and principles behind language program development, focusing on curriculum design, syllabus structuring, and instructional materials. It examines how syllabi guide material development and emphasizes the role of instructional resources in effective language teaching. Through readings, discussions, and hands-on activities, the course balances theoretical knowledge with practical problem-solving, equipping participants with essential skills for curriculum and materials development.
Objectives of the course in terms of Programme Specific Outcomes (PSOs)	This course aims to: familiarize participants with the principles and theories of curriculum development, apprise participants of various types of syllabi in English Language Teaching (ELT), enable participants to analyze various curriculum models and their application in different educational contexts.
Learning outcomes a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient	By the end of this course, students will be able to: <i>Domain-Specific Outcomes</i> 1. define and explain key concepts related to curriculum, syllabus, and instructional materials in ELT. 2. analyze various curriculum theories and their influence on language course design. 3. compare different syllabus types and their role in structuring language instruction. 4. develop a structured syllabus that aligns with educational goals, and learner needs. 5. apply second language learning principles in syllabus design. 6. integrate gender-sensitive, culturally responsive approaches in ELT syllabus. <i>Value Addition</i> 1. Critically analyze existing curricular frameworks and identify opportunities for value addition by integrating instructional strategies, and technology-enhanced

	tools that enrich the learning experience, foster student engagement, and address diverse student needs. <i>Skill Enhancement</i> 7. Develop a syllabus that aligns with educational goals, learner needs, and assessment strategies. B) Employability Quotient 1. Demonstrate the ability to design language curriculum and syllabus in diverse educational settings.
Course delivery	Lecture/Seminar/Experiential learning
Course content	Module 1: Introduction to Curriculum and Syllabus (Lecture-cum-discussion) • Definitions of curriculum and syllabus • Historical perspectives in ELT curriculum development • Factors influencing curriculum planning (educational policies, learner needs, institutional goals) • Emergence of a curriculum approach in language teaching Module 2: Theories and Models of Curriculum Design (Discussion) • Product- and process-oriented curriculum models • Key ELT syllabus types • Designing objectives and outcomes for curriculum planning Module 3: Needs analysis • Contextual analysis: examining the broader socio-cultural, economic, and educational contexts • Learner profile analysis • Data collection using surveys through questionnaires, interviews, observations • Develop actionable recommendations based on the analysis of data collection through various tools Module 4: Course Planning and Syllabus Design (Experiential learning) • Defining course objectives and learning outcomes • Organizing content and instructional strategies that includes diverse learning needs • Syllabus structure, design, and resource integration (incorporate supplementary materials that support the course content and instructional strategies) • Assessment design (strategies for creating valid assessment instruments, formative and summative, that measure achievement of learning outcomes; assessments aligned with course goals)

Evaluation scheme	Evaluation Criteria Internal Assessment: 40% End-semester Examination: 60%
Reading List	Essential reading 1) Brown, J. D. (1995). <i>The elements of language curriculum: A systematic approach to program development</i>. Heinle & Heinle. 2) Dubin, F., & Olshtain, E. (1986). <i>Course design: Developing programs and materials for language learning</i>. Cambridge University Press. 3) Ellis, R. (2008). <i>The study of second language acquisition</i> (2nd ed.). Oxford University Press. 4) Graves, K. (2000). <i>Designing language courses: A guide for teachers</i>. Heinle & Heinle. 5) Harwood, N. (2014). <i>English language teaching textbooks: Content, consumption, production</i>. Palgrave Macmillan. 6) Kumaravadivelu, B. (2006). <i>Understanding language teaching: From method to postmethod</i>. Routledge. 7) Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press. 8) McGrath, I. (2013). <i>Teaching materials and the roles of EFL/ESL teachers: Practice and theory</i>. Bloomsbury. 9) Mishan, F., & Timmis, I. (2015). <i>Materials development for TESOL</i>. Edinburgh University Press. 10) Nation, I. S. P., & Macalister, J. (2020). <i>Language curriculum design</i> (2nd ed.). Routledge. 11) Nunan, D. (1988). <i>Syllabus design</i>. Oxford University Press. 12) Richards, J. C. (2017). <i>Curriculum development in language teaching</i> (2nd ed.). Cambridge University Press. 13) Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press. 14) Rochmawati, P. (2021). <i>English curriculum and material development</i>. Stain Po Press. 15) Tomlinson, B. (2017). <i>Developing materials for language teaching</i> (2nd ed.). Bloomsbury. <i>Additional Reading</i> 1) Anderson, J. (2020). The TATE model: A curriculum design framework for language teaching. <i>ELT Journal</i>, 74(2), 175–184. https://doi.org/10.1093/elt/ccaa005 2) Basturkmen, H. (2010). <i>Developing courses in English for specific purposes</i>. Palgrave Macmillan. 3) Bell, D. M. (2003). Method and postmethod: Are they really so

	incompatible? TESOL Quarterly, 37(2), 325–336.
4)	Breen, M. and Littlejohn, A. (Eds.) 2000. <i>Classroom decision- making: Negotiation and process syllabuses in practice</i> . Cambridge: CUP.

II

PGDMDC652	Task-based Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course
Course code	PGDMDC652
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Mon 11.00-1.00; Tue 2.00-4.00
Name of the teacher/s	Dr. K Venu Madhavi (KVM)
Course description	This course appraises participants of the principles of task-based language teaching (TBLT). It focuses on using authentic and meaningful tasks based on task-centered learning. The course emphasizes the steps and strategies needed for process-based tasks. It further aims at helping participants develop materials for ESL learners at various proficiency levels, based on the principles of TBLT.
Objectives of the course in terms of Programme Specific Outcomes (PSOs)	The course helps the learners to 1. understand the principles of TBLT (PO 3) 2. analyse materials designed on the principles of TBLT (PO6, PO7) 3. design and develop task-based materials, both print and electronic media (PO8, PO9) 4. engage in collaborative learning experiences (PO10, PO11) By the end of the course, learners will be able to (A) Domain-specific outcomes 1. comprehend the underlying principles of task-based materials 2. analyze various tasks and activities for preparing task- based materials 3. choose appropriate materials, based on their theoretical knowledge, to design tasks 4. design task-based materials that cater to learner needs (B) Skill-enhancement 1. understand intellectual property rights; use digital tools and resources to design task-based materials 2. engage in collaborative learning experiences for higher order thinking

	3. discover self-directed practices for analytical and problem-solving strategies (C) Employability quotient 1. design interactive materials for language development 2. work as language teachers/trainers, content developers, and consultants 3. conduct research on task-based curricula.
Course delivery	Lecture/Seminar/Experiential learning
Course content	Module 1 Principles of Task Based Language Teaching (TBLT) • Task-based Language Teaching (TBLT) - key concepts and issues • Role of tasks in second language learning and teaching • Task types: target and pedagogic tasks Module 2 TBLT and Materials Design • Task-based (task-based and task-supported) approaches in the syllabus design • Theoretical and practical rationales underlying task-based materials • The Triadic Componential Framework for Task Classification and SSARC model of pedagogic task sequencing Module 3 Technology in Task-based Materials • Technology in task-based materials - advantages and challenges • Authentic materials, digital tools and resources • Ethical considerations and privacy issues Module 4 Task-Based Materials Development • Task-based materials: print and digital • Peer evaluation of materials
Evaluation scheme	Internal Assessment: 40% Three mid-term assessments Final Assessment (60%): End semester examination
Reading List	<i>Essential reading</i> • Ellis, R. (1997). The empirical evaluation of language teaching materials. <i>*ELT Journal*</i>, 51(1), 36-42. Retrieved from [Oxford Academic] (https://academic.oup.com/eltj/article/51/1/36/417034). • Ellis, R. (2017). Position paper: Moving task-based language teaching forward. <i>Language Teaching</i>, 50(4), 507–526. doi:10.1017/S0261444817000179 • González-Lloret, M. (2017). Technology for task-based language teaching. <i>The handbook of technology and second language teaching and learning</i>, 234-247. • Long, M. H. (1990). <i>Task, group, and task-group interactions</i>. ERIC. https://eric.ed.gov/?id=ED366184. • Norris, J. M. (2009). Task-Based Teaching and Testing. In M. H. Long & C. J. Doughty (Eds.), <i>The Handbook of Language Teaching</i> (pp. 578-594). Wiley-Blackwell. https://doi.org/10.1002/9781444315783.ch30 • Moore, P., & Lorenzo, F. (2015). Task-based learning and

	content and language integrated learning materials design: process and product. <i>The Language Learning Journal</i>, 43(3), 334-357. • Reinders, H., & White, C. (2010). The theory and practice of technology in materials development and task design. <i>English language teaching materials: Theory and practice</i>, 58-80. • Robinson, P. (2007b). Criteria for classifying and sequencing pedagogic tasks. In M. P. Garcia Mayo (Ed.), <i>Investigating tasks in formal language learning</i> (pp. 7–27). Clevedon, UK: Multilingual Matters. • Robinson, P. (2010). Situating and distributing cognition across task demands: The SSARC model of pedagogic task sequencing. In M. Putz & L. Sicola (Eds.), <i>Cognitive processing in second language acquisition</i>. • Samuda, V., & Bygate, M. (2008). <i>Tasks in second language learning</i>. Basingstoke: Palgrave Macmillan. • Skehan, P. (1996). A framework for implementation of task-based instruction. <i>Applied Linguistics</i>, 17, 38-62. • Tomlinson, B. (Ed.). (2023). <i>Developing materials for language teaching</i>. Bloomsbury Publishing. <i>Additional Reading</i> • Ellis, R. (2024). <i>Task-based and task-supported language teaching: Key constructs in language teaching</i>. <i>International Journal of TESOL Studies</i>, 6(4), 1-13. https://doi.org/10.58304/ijts.20240401.
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III

Course Title	Principles of Second Language Acquisition and Development of Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course
Course code	PGDMDC653
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Mon 11.00-1.00; Tue 2.00-4.00
Name of the teacher/s	Dr. Madhavi Gayathri Raman (MGR)
Course description	Designed for students who are interested in pursuing a career as teachers, textbook writers and publishers, this course offers an in-depth understanding of the relationship between second language acquisition (SLA) and materials design. The course is broadly divided into two parts. Part I, which is more theoretical in nature, examines theories of SLA, and materials development. Part 2, which is practical in nature, provides experience in evaluating, designing, and developing materials, both print and digital, to suit a variety of learner needs. By the end of the course, students will be equipped with theoretical and practical knowledge of designing materials that are responsive to the linguistic, social and cultural needs of second language learners. The knowledge and skills gained through this course will help them make informed decisions as materials developers and teachers. The course aims to: • equip participants with a theoretical understanding of the principles of SLA and materials design. • help them transfer this knowledge in the design and development of materials for ESL learners.
Objectives of the course in terms of Programme Specific Outcomes (PSOs)	(A) Domain-specific outcomes • understand the theories and principles of second language acquisition, and materials development (PO2, PO3) • understand the relevance of the theories of SLA to materials design (PO2, PO3) • analyze existing materials and their fit with theories of SLA and materials development (PO7) (B) Value addition • design print and technology-driven materials to develop language skills, diversity and inclusivity (PO4, 5 & 8) (C) Skill-enhancement • analyze the linguistic, social and cultural implications of design choices in language learning materials (PO7); LO (c -) • reflect critically on one's own materials development process and theoretical orientations (D) Employability quotient • develop materials that promote effective language acquisition (PO4, 5, 8)

Course delivery	Lecture/Seminar/Experiential learning/Video-based lesson
Course content	Module 1: Foundations of Second Language Acquisition • Theories of language acquisition • Stages of language development • Factors influencing language acquisition (e.g., age, motivation, learning strategies) • The role of input and output in language learning Modules 2 & 3: SLA and Materials Design • Principles of effective materials design • Understanding the relationship between SLA theory & materials development • Materials design driven by SLA theory: case studies (language skills) • Developing materials for effective SLA: - LSRW skills, grammar, vocabulary - integrating authentic materials and digital technology - ensuring inclusivity and diversity Module 4: Assessment and Evaluation of materials • Alignment with learning objectives • Piloting and revising materials through peer/teacher feedback • Reflecting on the design process
Evaluation scheme	Internal Assessment: 40% Three mid-term assessments Final Assessment (60%): End semester examination
Reading List	<i>Essential reading</i> 1) Krashen, S. D. (1982). <i>Principles and Practice in Second Language Acquisition</i>. Pergamon Press. 2) Larsen-Freeman, D. (2018). <i>Looking ahead: Future directions in, and future research into, second language acquisition</i>. <i>Foreign Language Annals</i>, 51(1), 55-72 3) Lightbown, P., and Spada, N. (2006). <i>How languages are learned</i> (3rd Ed.). OUP. 4) Tomlinson, B. (2016). <i>SLA Research and Materials Development for Language Learning</i>. Routledge. 5) Williams, J., & Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), <i>Focus on Form in Classroom Second Language Acquisition</i> (pp. 139-155). Cambridge: Cambridge University Press. 6) Krashen, S. D. (1982). <i>Principles and Practice in Second Language Acquisition</i>. Pergamon Press. 7) Larsen-Freeman, D. (2018). <i>Looking ahead: Future directions in, and future research into, second language acquisition</i>. <i>Foreign Language Annals</i>, 51(1), 55-72 8) Lightbown, P., and Spada, N. (2006). <i>How languages are learned</i> (3rd Ed.). OUP.

	9) Tomlinson, B. (2016). <i>SLA Research and Materials Development for Language Learning</i>. Routledge. 10) Williams, J., & Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), <i>Focus on Form in Classroom Second Language Acquisition</i> (pp. 139-155). Cambridge: Cambridge University Press. <i>Additional reading</i> 1) Dulay, H. C., & Burt, M. K. (1974). Natural sequences in child second language acquisition. <i>Language Learning</i>, 24, 37-53. 2) Dulay, H. C., & Burt, M. K. (1974). Errors and Strategies in Child Second Language Acquisition. <i>TESOL Quarterly</i> 8(2) DOI: 10.2307/3585536 3) Maley, A., & Peachey, N. (Eds.). (2017). <i>Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals</i>. British Council. 4) McGrath, I. (2016). <i>Materials Evaluation and Design for Language Teaching</i> (2nd ed.). Edinburgh University Press. 5) Mukundan, J., & Nimehchisalem, V. (2015). Refinement of the English Language Teaching Textbook Evaluation Checklist. <i>Pertanika Journal of Social Sciences & Humanities</i>, 23(4), 761-780. 6) Tomlinson, B. (Ed.). (2022). <i>Developing Materials for Language Teaching</i> (3rd ed.). Bloomsbury Academic. 7) Tomlinson, B., & Masuhara, H. (2018). <i>The Complete Guide to the Theory and Practice of Materials Development for Language Learning</i>. Wiley Blackwell.
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IV

Course Title	Bi-/Multilingualism and Material Design
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course
Course code	PGDMDC654
Semester	I
Number of credits	4
Maximum intake	
Day/Time	Wed 2.00-4.00; Thu 11.00-1.00
Name of the teacher/s	Dr. Mahananda Pathak (MP)

Course description	This course offers research-driven insights into bi-/multilingualism from various perspectives. The course first takes students through a guided exploration of the issues around bi-/multilingualism to provide the theoretical foundation. It further aims to foster students' understanding and awareness of key considerations in developing bi-/multilingual materials. The course helps participants to: • understand theoretical constructs of bi-and multilingualism and materials development (PO3), • acquire skills to design print, online, and multimedia ESL materials for classroom use (PO4), and • design multimodal materials for language learning (PO8).
Objectives of the course in terms of Programme Specific Outcomes (PSOs)	By the end of this course, students will be able to: A) Domain-Specific Outcomes • use basic terms relating to bi-/multilingualism • compare different types of bi-/multilingual development • understand approaches to bi-/multilingual education B) Value Addition • conceptualise and design bi-/multilingual materials for a specific group of learners • observe and analyse bi-/multilingualism in practice through surveys, classroom observation, etc. C) Skill-Enhancement • select and use digital and visual resources to develop bi-/multilingual materials • write well-structured materials development project reports D) Employability Quotient • develop activities and materials to support multilingualism at various levels
Course delivery	Lecture/Seminar/Experiential learning/Video-based lesson
Course content	Module 1: Bi-/Multilingualism: Key Concepts [Lecture] • Dimensions of multilingualism: linguistic, and pedagogical • Linguistic aspects of multilingualism: Forms of multilingual development • Development of linguistic subsystems • Pedagogical aspects of multilingualism: Language-sensitive pedagogies in multilingual classrooms

	- Teaching approaches tailored to various multilingual settings, pedagogical translanguaging Module 2: Bi-/Multilingualism Practices in the Classroom [Seminar and Video-Based Lesson] - Bi-/multilingual education - Understanding the teaching of language skills and elements bi-/multilingually: Strategies and challenges Module 3: Principles of Developing Bi-/Multilingual Materials [Reading and Discussion] - Principles of developing bi-/multilingual materials - Digital and visual resources to develop bi-/multilingual classroom materials - Multimodal language learning tools for bi-/multilingual materials Module 4: Bi-/Multilingual Materials Development [Experiential Learning] - Design and development of multilingual materials - Adapting materials for bi-/multilingual classrooms
Evaluation scheme	Internal Assessment: 40% Three mid-term assessments Final Assessment (60%): End semester examination
Reading List	Essential reading 1) Alday, E. I. 2013. Materials development for multilingual education. In Carol A. Chapelle (Ed.), <i>The Encyclopedia of Applied Linguistics</i>. pp. 3930 – 3935. Blackwell Publishing Ltd. https://doi.org/10.1002/9781405198431.wbeal0748 2) Cummins, J. 2007. Rethinking monolingual instructional strategies in multilingual classrooms. <i>Canadian Journal of Applied Linguistics (CJAL)</i> 10.2, 221–240. 3) Deller, S., and Rinvoluceri, M. 2007. <i>Using the Mother Tongue: Making the Most of the Learner's Language</i> (Indian ed.). Viva Books Private Limited. 4) Harwood, N. (Ed.). 2010. <i>English Language Teaching Materials: Theory and Practice</i>. Cambridge University Press. 5) Jhingran, D. 2024. Multilingual education in practice: A reality check. <i>Language and Language Teaching</i>, Issue No. 25, 131 – 143. 6) Judge, I. 2012. Using bilingual materials in the English classroom. In A.L. Khanna and Anju Sahgal Gupta (Eds.), <i>Essential Readings for Teachers of English: From Research Insights to Classroom Practices</i>. pp. 33 -48. Orient BlackSwan. 7) Mahboob, A. and Jain, R. 2017. Bilingual education in India and Pakistan. In O. Garcia et al. (Eds.). <i>Bilingual and Multilingual Education, Encyclopedia of Language and Education</i> (3rd ed.), pp. 233 – 246. Springer. DOI10.1007/978-3-319-02258-1_15 8) Mohanty, A.K. 2013. Multilingual education in India. In Carol A.

- Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. pp. 1- 7. Blackwell Publishing Ltd. DOI: 10.1002/9781405198431.wbeal0786
- 9) Pathak, M. (in press). Materials Development for Multilingual Classrooms: Principles, Procedure, and Practice.
 - 10) Pathak, M. 2021. Bilingual lessons for ESL school teachers in low resource contexts. *Fortell*. Issue 42, January. pp. 137 – 148.
 - 11) Reinders, H. and White, C. 2010. The theory and practice of technology in materials development and task design. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 58 – 80. Cambridge University Press.
 - 12) Seals, C.A. *et al.* 2020. Creating translingual teaching resources based on translanguaging grammar rules and pedagogical practices. *Australian Journal of Applied Linguistics*. <https://doi.org/10.29140/ajal.v3n1.303>. 3 (1). pp.115-132.
 - 13) Tomlinson, B. 2010. Principles of effective materials development. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 81 – 108. Cambridge University Press.

Additional reading

- 1) Baker, C. and S. P. Jones. 1998. *Encyclopedia of Bilingualism and Bilingual Education*. Multilingual Matters Ltd.
- 2) ePathshala P11_Module28_Multilingualism and Language Teaching.
- 3) ePathshala P11_Module4_Bi-/Multilingualism and Language Learning.
- 4) Kerr, P. 2019. *The use of L1 in English language teaching*. Part of the Cambridge Papers in ELT series. [pdf]. Cambridge University Press.
- 5) Mishra, M. K. and Mahanand, A. (Eds.) 2017. *Multilingual Education in India: The Case for English*. Viva Books Private Limited.
- 6) Mohanty, A. K. 1990. Psychological Consequences of Mother Tongue Maintenance and Multilingualism in India. In D. P. Pattanayak (Ed.). *Multilingualism in India* (pp.54-66), Clevedon. Multilingual Matters Ltd.
- 7) Mohanty, A. K. 1994. *Bilingualism in a Multilingual Society: Psycho- social and Pedagogical Implication*. Central Institute of Indian Languages.
- 8) Pattanayak, D.P. 1986. Educational use of the mother tongue. In B. Spolsky (Ed.). *Language and Education in Multilingual Settings* (pp. 5- 15). Multilingual Matters.
- 9) Pattanayak, D.P. 1986. On Being and Becoming Bilingual in India. In Fishman et al. (Eds.). *The Fergusonian Impact: Vol. 2: Sociolinguistic and the Sociology of Language* (pp. 279-293). Mouton de Gruyter.
- 10) Raza, K., Coombe, C., and Reynolds, D. (Eds.). 2023. *Handbook of Multilingual TESOL in Practice*. Springer.
- 11) Thomas, E. M., Siôn, C. G., Jones. B., Dafydd, M., Lloyd-Williams, S. W., Tomos, Rh., Lowri Jones, L. M., Jones, D., Maelor, G., Evans, Rh. a Caulfield, G. 2022. *Translanguaging: A quick reference guide*

	for educators. National Collaborative Resources: Aberystwyth University and Bangor University. 12) Verma, S.K. 1994. <i>A sociolinguist's view of multilingualism in India</i>. Lecture 1, H M Patel Memorial Lecture Series, August 26. CIEFL, Hyderabad. Web resources 1) https://www.youtube.com/watch?v=wphP0sz5QQc 37.08 mins. Bi/Multilingualism and Teaching in Indian Context, Session 1 Introduction Learning L1 And L2 2) https://www.youtube.com/watch?v=Su84zBPcCM 38.13 mins. Features of Bilingualism and Multilingualism: Some Basic Ideas, Session 2 3) https://www.youtube.com/watch?v=bEG6o928wmw 27.32 mins. Defining Multilingual and Indian Bilingual 4) https://www.youtube.com/watch?v=SzLXlphoFis 21:55 mins. Prof. Ramakant Agnihotri on Multilingual Education 5) https://www.youtube.com/watch?v=iaPOW3ZYDIk&t=99s 7:21 mins Speaking, Reading, Writing in a Multilingual Classroom 6) https://www.youtube.com/watch?v=TpPa7MZC4O0 12.29 mins. Cross-language Connections in the Classroom 14) https://www.youtube.com/watch?v=Z_AnGU8jy4o 12.21 mins. Ofelia Garcia on Translanguaging
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V

Course Title	Adapting ELT Materials (Elective)
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course
Course code	PGDMDE675
Semester	I
Number of credits	4
Maximum intake	
Day/Time	; Friday 11.00-1.00

Name of the teacher/s	Dr. Sangeetha P
Course description	Materials evaluation is the process of assessing learning resources based on their appeal, credibility, validity, reliability, ability to motivate learners, and contribution to both teaching and learning. It also considers how learners and teachers perceive the value of the materials and how flexible and adaptable they are in various contexts. Although teachers typically work with pre-designed coursebooks, they often need to adapt materials to suit the individualised needs of their students. The adaptation can be either pre-planned or spontaneous and is a key aspect of effective classroom practice. It reflects a creative and reflective dialogue between the teacher and the materials, making it an essential area of study in ELT. This course aims at creating an awareness amongst the participants of the various reasons for adapting materials can be beneficial when considering how best to use materials for the classroom. Objectives of the course In the light of the above discussion, at the end of the course participants will • be familiar with the theoretical aspects of designing instructional materials; • analyse textbooks to identify the claims made by the books by applying checklists; • understand how to evaluate language teaching materials using checklists for evaluating materials; • engage in a systematic adaptation of activities following techniques of adaption, and • publish their work.
Objectives of the course in terms of Programme Specific Outcomes (PSOs)	By the end of this course, students will be able to: (A) Domain-Specific Outcomes • Demonstrate understanding of theoretical foundations in ELT materials evaluation and adaptation. • Critically analyze ELT textbooks using checklists and evaluation frameworks relevant to second language acquisition and pedagogy. • Apply principles of SLA and pedagogy to evaluate and adapt, instructional materials that align with learners' linguistic and contextual needs. (B) Value addition outcomes • Recognize the importance of context-sensitive material adaptation, encouraging culturally and linguistically responsive pedagogy. • Understand the teacher's role as a material developer and critical evaluator, promoting autonomy and informed decision-making in the classroom. (C) Skill-enhancement outcomes • Adapt ELT materials to address diverse learner profiles, proficiency levels, and learning objectives. • Collaborate in peer-review and feedback processes, promoting teamwork and communication skills in professional settings. (D) Employability Outcomes • Build a portfolio of adapted and original materials, showcasing design skills for job interviews or teaching positions. • Strengthen curriculum development and instructional design capabilities, valuable for roles such as ELT practitioner or, materials writer, • Demonstrate innovation and problem-solving in real-time classroom scenarios through the spontaneous adaptation of materials.

Course delivery and Course content	Module 1: Analysing coursebooks (Presentation and Discussion) • Methods and materials • Uses of a coursebook • Purposes of material analysis • Analysis checklists Module 2: Evaluating activities in a coursebook (Discussion, Experiential learning) • Checklists of material evaluation • Evaluating activities that aim at developing language skills and elements Module 3: Objectives and techniques of adapting materials (Discussion and application—experiential learning) • Rationale for adapting materials • Types of adaptation • Techniques of adaptation Module 4: Adapting Materials (practical component) • Hands-on adaption of coursebook units • Peer review and feedback on adapted materials • Development of materials adaptation portfolio • Reflective practice and justification of adaptations
Evaluation scheme	Internal Assessment: 40% Three mid-term assessments Final Assessment (60%): End semester examination
Reading List	<i>Essential reading</i> • Carter, R. (2020). Adapting teaching materials for diverse learners: Strategies and case studies. <i>TESOL Journal</i>, 11(2), 245–261. • Cunningsworth, A. (1995). <i>Choosing your Coursebook</i>. Oxford: Heinemann. • _____. (1996). <i>Evaluating and Selecting EFL Teaching Materials</i>. Oxford: Heinemann • Lee, S. K., & Huang, H. T. (2019). Using authentic materials to develop content knowledge in English language learners: A review. <i>Language Teaching Research</i>, 23(4), 423–442. • McDonough, Jo and Shaw Christopher. (2004). <i>Materials and Methods in ELT</i>. Blackwell Publishing • Harwood Nigel (Ed.). (2010). <i>English Language Teaching Materials</i>. Cambridge: Cambridge University Press. • Tomlinson, Brian. (Ed.). (2003). <i>Developing Materials for Language Teaching</i>. London: Continuum. • _____. (Ed.). (2009). <i>Materials Development in Language Teaching</i>. Cambridge: Cambridge University Press. • _____. (Ed.). (2010). <i>English Language Learning Materials: A Critical Review</i>. London: Continuum. • _____. (2012). <i>Materials development in language teaching</i>. Cambridge University Press. <i>Additional reading</i> • Belova, E., & Sharifian, A. (2021). Teachers’ perspectives on adapting materials in the language classroom. <i>Journal of Language and Education</i>, 7(1), 22–34. • Chapman, A., & Donato, R. (Eds.). (2018). <i>An update on language teaching materials: Perspectives on program design and evaluation</i>. Routledge. • Norris, J. M. (2017). Task-based language teaching and materials adaptation: Recent trends and future directions. <i>Language Teaching</i>, 50(2), 253–269. • Richards, J. C., & Renandya, W. A. (Eds.). (2019). <i>Methodology in language teaching: A reflective approach</i> (2nd ed.). Cambridge University Press.

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| | <ul style="list-style-type: none">• Tomlinson, B., Masuhara, H. (Eds.) (2011) <i>Research for Materials Development in Language Learning: Evidence for Best Practice</i>. London: Continuum.• Ur, P. (1996). <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge: CUP.• Walker, P., & Harmer, J. (2022). Approaches to adapting instructional materials in language teaching. <i>ELT Journal</i>, 76(3), 289–303. |
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Seminar presentation – 30 marks (best of two lessons)
 Lesson planning and analysis - 10 marks (pair assessment)
 Peer assessment – 10 marks
 Self-reflective assessment – 10 marks
 iv) Design of syllabus appropriate to suit the needs of a target group: 20%

Reading list

Essential reading

- Ellis, R. (1997). The empirical evaluation of language teaching materials. **ELT Journal**, 51(1), 36-42. Retrieved from [Oxford Academic] (<https://academic.oup.com/eltj/article/51/1/36/417034>).
- Ellis, R. (2017). Position paper: Moving task-based language teaching forward. *Language Teaching*, 50(4), 507–526. doi:10.1017/S0261444817000179
- González-Lloret, M. (2017). Technology for task-based language teaching. *The handbook of technology and second language teaching and learning*, 234-247.
- Long, M. H. (1990). *Task, group, and task-group interactions*. ERIC. <https://eric.ed.gov/?id=ED366184>.
- Norris, J. M. (2009). Task-Based Teaching and Testing. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 578-594). Wiley-Blackwell. <https://doi.org/10.1002/9781444315783.ch30>
- Moore, P., & Lorenzo, F. (2015). Task-based learning and content and language integrated learning materials design: process and product. *The Language Learning Journal*, 43(3), 334-357.
- Reinders, H., & White, C. (2010). The theory and practice of technology in materials development and task design. *English language teaching materials: Theory and practice*, 58-80.
- Robinson, P. (2007b). Criteria for classifying and sequencing pedagogic tasks. In M. P. Garcia Mayo (Ed.), *Investigating tasks in formal language learning* (pp. 7–27). Clevedon, UK: Multilingual Matters.
- Robinson, P. (2010). Situating and distributing cognition across task demands: The SSARC model of pedagogic task sequencing. In M. Putz & L. Sicola (Eds.), *Cognitive processing in second language acquisition*.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. Basingstoke: Palgrave Macmillan.
- Skehan, P. (1996). A framework for implementation of task-based instruction. *Applied Linguistics*, 17, 38-62.
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching*. Bloomsbury Publishing.

Additional Reading

- Ellis, R. (2024). *Task-based and task-supported language teaching: Key constructs in language teaching*. International Journal of TESOL Studies, 6(4), 1-13.
<https://doi.org/10.58304/ijts.20240401>.

- Ellis, R. (2013). Task-based language teaching: Responding to the critics. University of Sydney Papers in *TESOL*, 8, 1-27.
- Lai, C., & Li, G. (2011). Technology and task-based language teaching: A critical review. *CALICO journal*, 28(2), 498-521.
- Long MH. In Defense of Tasks and TBLT: Nonissues and Real Issues. *Annual Review of Applied Linguistics*. 2016;36:5-33. doi:10.1017/S0267190515000057
- Long, M. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell.
- Oxford, R. L. (2006). Task-based language teaching and learning: An overview. *Asian EFL journal*, 8(3).
- Révész, A. (2011). Task complexity, focus on L2 constructions, and individual differences: A classroom-based study. *The Modern Language Journal*, 95, 162–81.
- Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268-86.
- Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Tomlinson, B. (2020). *Is materials development progressing? Future perspectives and challenges of materials development: In honor of Brian Tomlinson's contribution to materials development research*. *Language Teaching Research Quarterly*, 15, 1-20.
<https://files.eric.ed.gov/fulltext/EJ1270211.pdf>.

PGDMDC653

Principles of Second Language Acquisition and Development of Materials

**Course
description**

Objectives of the

Designed for students who are interested in pursuing a career as teachers, textbook writers and publishers, this course offers an in-depth understanding of the relationship between second language acquisition (SLA) and materials design. The course is broadly divided into two parts. Part 1, which is more theoretical in nature, examines theories of SLA, and materials development. Part 2, which is practical in nature, provides experience in evaluating, designing, and developing materials, both print and digital, to suit a variety of learner needs. By the end of the course, students will be equipped with theoretical and practical knowledge of designing materials that are responsive to the linguistic, social and cultural needs of second language learners. The knowledge and skills

gained through this course will help them make informed decisions as materials developers and teachers.

The course aims to:

- equip participants with a theoretical understanding of the principles of SLA and materials design.
- help them transfer this knowledge in the design and development of materials for ESL learners.

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

Learning outcomes

- a) domain specific
outcomes b) value
addition/ c) skill-
enhancement/ d)
employability
quotient

(B) Domain-specific outcomes

- understand the theories and principles of second language acquisition, and materials development (PO2, PO3)
- understand the relevance of the theories of SLA to materials design (PO2, PO3)
- analyze existing materials and their fit with theories of SLA and materials development (PO7)

(C) Value addition

- design print and technology-driven materials to develop language skills, diversity and inclusivity (PO4, 5 & 8)

(D) Skill-enhancement

- analyze the linguistic, social and cultural implications of design choices in language learning materials (PO7); LO (c -)
- reflect critically on one's own materials development process and theoretical orientations

(E) Employability quotient

- develop materials that promote effective language acquisition (PO4, 5 & 8)

Course delivery Course

Lecture/Seminar/Experiential learning/Video-based lesson

content

Module 1: Foundations of Second Language Acquisition

- Theories of language acquisition
- Stages of language development
- Factors influencing language acquisition (e.g., age, motivation, learning strategies)
- The role of input and output in language learning

Modules 2 & 3: SLA and Materials Design

- Principles of effective materials design
- Understanding the relationship between SLA theory & materials development
- Materials design driven by SLA theory: case studies (language skills)
- Developing materials for effective SLA:
 - LSRW skills, grammar, vocabulary
 - integrating authentic materials and digital technology
 - ensuring inclusivity and diversity

*Module 4: Assessment and
Evaluation of materials*

- Alignment with learning objectives
- Piloting and revising materials through peer/teacher feedback
- Reflecting on the design process

Evaluation scheme

Internal assessment: 50%

- Class test: 10%
- Presentations: 10%
- Designing and trialling materials: 30%

End-semester Assessment: 50%

- Project: design and development of materials: 35%
- e-portfolio: 10%
- Reflective journal: 5%

Reading List

Essential reading

- 1) Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- 2) Larsen-Freeman, D. (2018). *Looking ahead: Future directions in, and future research into, second language acquisition*. *Foreign Language Annals*, 51(1), 55-72
- 3) Lightbown, P., and Spada, N. (2006). *How languages are learned* (3rd Ed.). OUP.
- 4) Tomlinson, B. (2016). *SLA Research and Materials Development for Language Learning*. Routledge.
- 5) Williams, J., & Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 139-155). Cambridge: Cambridge University Press.
- 6) Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- 7) Larsen-Freeman, D. (2018). *Looking ahead: Future directions in, and future research into, second language acquisition*. *Foreign Language Annals*, 51(1), 55-72
- 8) Lightbown, P., and Spada, N. (2006). *How languages are learned* (3rd Ed.). OUP.
- 9) Tomlinson, B. (2016). *SLA Research and Materials Development for Language Learning*. Routledge.
- 10) Williams, J., & Evans, J. (1998). What kind of focus and on which forms? In C. Doughty & J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 139-155). Cambridge: Cambridge University Press.

Additional reading

- 8) Dulay, H. C., & Burt, M. K. (1974). Natural sequences in child second language acquisition. *Language Learning*, 24, 37-53.
- 9) Dulay, H. C., & Burt, M. K. (1974). Errors and Strategies in Child Second Language Acquisition. *TESOL Quarterly* 8(2)
- 10) DOI: 10.2307/3585536
- 11) Maley, A., & Peachey, N. (Eds.). (2017). *Integrating Global Issues in the Creative English Language Classroom*:

With Reference to the United Nations Sustainable Development Goals. British Council.

12) McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching* (2nd ed.). Edinburgh University Press.

13) Mukundan, J., & Nimehchisalem, V. (2015). Refinement of the English Language Teaching Textbook Evaluation Checklist. *Pertanika Journal of Social Sciences & Humanities*, 23(4), 761- 780.

14) Tomlinson, B. (Ed.). (2022). *Developing Materials for Language Teaching* (3rd ed.). Bloomsbury Academic.

15) Tomlinson, B., & Masuhara, H. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. Wiley Blackwell.

PGDMDC654

Bi-/Multilingualism and Material Design

Course description

This course offers research-driven insights into bi-/multilingualism from various perspectives. The course first takes students through a guided exploration of the issues around bi-/multilingualism to provide the theoretical foundation. It further aims to foster students' understanding and awareness of key considerations in developing bi-/multilingual materials.

Objectives of the course in terms of Programme Specific Outcomes (PSOs)

The course helps participants to:

- understand theoretical constructs of bi-and multilingualism and materials development (**PO3**),
- acquire skills to design print, online, and multimedia ESL materials for classroom use (**PO4**), and
- design multimodal materials for language learning (**PO8**).

Learning

Outcomes- a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient

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

A) Domain-Specific Outcomes

- use basic terms relating to bi-/multilingualism
- compare different types of bi-/multilingual development
- understand approaches to bi-/multilingual education

B) Value Addition

- conceptualise and design bi-/multilingual materials for a specific group of learners
- observe and analyse bi-/multilingualism in practice through surveys, classroom observation, etc.

C) Skill-Enhancement²⁰

- select and use digital and visual resources to develop bi-/multilingual materials
- write well-structured materials development project reports

D) Employability Quotient

- develop activities and materials to support multilingualism at various levels

Course content	Module 1: Bi-/Multilingualism: Key Concepts [Lecture] • Dimensions of multilingualism: linguistic, and pedagogical • Linguistic aspects of multilingualism: Forms of multilingual development • Development of linguistic subsystems • Pedagogical aspects of multilingualism: Language-sensitive pedagogies in multilingual classrooms • Teaching approaches tailored to various multilingual settings, pedagogical translanguaging Module 2: Bi-/Multilingualism Practices in the Classroom [Seminar and Video-Based Lesson] • Bi-/multilingual education • Understanding the teaching of language skills and elements bi-/multilingually: Strategies and challenges Module 3: Principles of Developing Bi-/Multilingual Materials [Reading and Discussion] • Principles of developing bi-/multilingual materials • Digital and visual resources to develop bi-/multilingual classroom materials • Multimodal language learning tools for bi-/multilingual materials Module 4: Bi-/Multilingual Materials Development [Experiential Learning] • Design and development of multilingual materials • Adapting materials for bi-/multilingual classrooms
Course delivery	Lecture/Seminar/Experiential learning/Video-based lesson
Evaluation scheme	Internal (modes of evaluation): 50 % • Class test – 20% • Mid-term application tasks – 20% • In-class presentation – 10% End-semester (mode of evaluation): 50 % • Materials development project – 40% • Portfolio – 10%
Reading list	Essential reading 15) Alday, E. I. 2013. Materials development for multilingual education. In Carol A. Chapelle (Ed.), <i>The Encyclopedia of Applied Linguistics</i>. pp. 3930 – 3935. Blackwell Publishing Ltd. https://doi.org/10.1002/9781405198431.wbeal0748 16) Cummins, J. 2007. Rethinking monolingual instructional strategies in multilingual classrooms. <i>Canadian Journal of Applied Linguistics (CJAL)</i> 10.2, 221–240. 17) Deller, S., and Rinvolucris, M. 2007. <i>Using the Mother Tongue: Making the Most of the Learner's Language</i> (Indian ed.). Viva

Books Private Limited.

- 18) Harwood, N. (Ed.). 2010. *English Language Teaching Materials: Theory and Practice*. Cambridge University Press.
- 19) Jhingran, D. 2024. Multilingual education in practice: A reality check. *Language and Language Teaching*, Issue No. 25, 131 – 143.
- 20) Judge, I. 2012. Using bilingual materials in the English classroom. In A.L. Khanna and Anju Sahgal Gupta (Eds.), *Essential Readings for Teachers of English: From Research Insights to Classroom Practices*. pp. 33 -48. Orient BlackSwan.
- 21) Mahboob, A. and Jain, R. 2017. Bilingual education in India and Pakistan. In O. Garcia et al. (Eds.), *Bilingual and Multilingual Education, Encyclopedia of Language and Education* (3rd ed.), pp. 233 – 246. Springer. DOI10.1007/978-3-319-02258-1_15
- 22) Mohanty, A.K. 2013. Multilingual education in India. In Carol A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. pp. 1- 7. Blackwell Publishing Ltd. DOI: 10.1002/9781405198431.wbeal0786
- 23) Pathak, M. (in press). Materials Development for Multilingual Classrooms: Principles, Procedure, and Practice.
- 24) Pathak, M. 2021. Bilingual lessons for ESL school teachers in low resource contexts. *Fortell*. Issue 42, January. pp. 137 – 148.
- 25) Reinders, H. and White, C. 2010. The theory and practice of technology in materials development and task design. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 58 – 80. Cambridge University Press.
- 26) Seals, C.A. et al. 2020. Creating translingual teaching resources based on translanguaging grammar rules and pedagogical practices. *Australian Journal of Applied Linguistics*. <https://doi.org/10.29140/ajal.v3n1.303>. 3 (1). pp.115-132.
- 27) Tomlinson, B. 2010. Principles of effective materials development. In N. Harwood (Ed.), *English Language Teaching Materials: Theory and Practice*. pp. 81 – 108. Cambridge University Press.

Additional reading

- 13) Baker, C. and S. P. Jones. 1998. *Encyclopedia of Bilingualism and Bilingual Education*. Multilingual Matters Ltd.
- 14) ePathshala P11_Module28_Multilingualism and Language Teaching.
- 15) ePathshala P11_Module4_Bi-/Multilingualism and Language Learning. 20
- 16) Kerr, P. 2019. *The use of L1 in English language teaching*. Part of the Cambridge Papers in ELT series. [pdf]. Cambridge University Press.
- 17) Mishra, M. K. and Mahanand, A. (Eds.) 2017. *Multilingual Education in India: The Case for English*. Viva Books Private Limited.
- 18) Mohanty, A. K. 1990. Psychological Consequences of Mother Tongue Maintenance and Multilingualism in India. In D. P. Pattanayak (Ed.). *Multilingualism in India* (pp.54-66),

Clevedon. Multilingual Matters Ltd.

- 19) Mohanty, A. K. 1994. *Bilingualism in a Multilingual Society: Psycho- social and Pedagogical Implication*. Central Institute of Indian Languages.
- 20) Pattanayak, D.P. 1986. Educational use of the mother tongue. In B. Spolsky (Ed.). *Language and Education in Multilingual Settings* (pp. 5- 15). Multilingual Matters.
- 21) Pattanayak, D.P. 1986. On Being and Becoming Bilingual in India. In Fishman et al. (Eds.). *The Fergusonian Impact: Vol. 2: Sociolinguistic and the Sociology of Language* (pp. 279-293). Mouton de Gruyter.
- 22) Raza, K., Coombe, C., and Reynolds, D. (Eds.). 2023. *Handbook of Multilingual TESOL in Practice*. Springer.
- 23) Thomas, E. M., Siôn, C. G., Jones. B., Dafydd, M., Lloyd-Williams, S. W., Tomos, Rh., Lowri Jones, L. M., Jones, D., Maelor, G., Evans, Rh. a Caulfield, G. 2022. *Translanguaging: A quick reference guide for educators*. National Collaborative Resources: Aberystwyth University and Bangor University.
- 24) Verma, S.K. 1994. *A sociolinguist's view of multilingualism in India*. Lecture 1, H M Patel Memorial Lecture Series, August 26. CIEFL, Hyderabad.

Web resources

- 7) <https://www.youtube.com/watch?v=wphP0sz5QQc> 37.08 mins. Bi/Multilingualism and Teaching in Indian Context, Session 1 Introduction Learning L1 And L2
- 8) <https://www.youtube.com/watch?v= Su84zBPcCM> 38.13 mins. Features of Bilingualism and Multilingualism: Some Basic Ideas, Session 2
- 9) <https://www.youtube.com/watch?v=bEG6o928wmw> 27.32 mins. Defining Multilingual and Indian Bilingual
- 10) <https://www.youtube.com/watch?v=SzLXlphoFis> 21:55 mins. Prof. Ramakant Agnihotri on Multilingual Education
- 11) <https://www.youtube.com/watch?v=iaPOW3ZYDIk&t=99s> 7:21 mins Speaking, Reading, Writing in a Multilingual Classroom
- 12) <https://www.youtube.com/watch?v=TpPa7MZC4O0> 12.29 mins. Cross-language Connections in the Classroom
- 13) https://www.youtube.com/watch?v=Z_AnGU8jy4o 12.21 mins. Ofelia Garcia 20 Translanguaging

PGDMDE675

Adapting ELT Materials

Course Description Materials evaluation is the process of assessing learning resources based on their appeal, credibility, validity, reliability, ability to motivate learners, and contribution to both teaching and learning. It also considers how learners and teachers

perceive the value of the materials and how flexible and adaptable they are in various contexts. Although teachers typically work with pre-designed coursebooks, they often need to adapt materials to suit the individualised needs of their students. The adaptation can be either pre-planned or spontaneous and is a key aspect of effective classroom practice. It reflects a creative and reflective dialogue between the teacher and the materials, making it an essential area of study in ELT. This course aims at creating an awareness amongst the participants of the various reasons for adapting materials can be beneficial when considering how best to use materials for the classroom.

Objectives of the course

In the light of the above discussion, at the end of the course participants will

- be familiar with the theoretical aspects of designing instructional materials;
- analyse textbooks to identify the claims made by the books by applying checklists;
- understand how to evaluate language teaching materials using checklists for evaluating materials;
- engage in a systematic adaptation of activities following techniques of adaption, and
- publish their work.

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

(A) *Domain-Specific Outcomes*

- Demonstrate understanding of theoretical foundations in ELT materials evaluation and adaptation.
- Critically analyze ELT textbooks using checklists and evaluation frameworks relevant to second language acquisition and pedagogy.
- Apply principles of SLA and pedagogy to evaluate and adapt, instructional materials that align with learners' linguistic and contextual needs.

(B) *Value addition outcomes*

- Recognize the importance of context-sensitive material adaptation, encouraging culturally and linguistically responsive pedagogy.
- Understand the teacher's role as a material developer and critical evaluator, promoting autonomy and informed decision-making in the classroom.

(C) Skill-enhancement outcomes

- Adapt ELT materials to address diverse learner profiles, proficiency levels, and learning objectives.
- Collaborate in peer-review and feedback processes, promoting teamwork and communication skills in professional settings.

(D) Employability Outcomes

- Build a portfolio of adapted and original materials, showcasing design skills for job interviews or teaching positions.
- Strengthen curriculum development and instructional design capabilities, valuable for roles such as ELT practitioner or, materials writer,
- Demonstrate innovation and problem-solving in real-time classroom scenarios through the spontaneous adaptation of materials.

**Course delivery
Discussion)**

Module 1: Analysing coursebooks (Presentation and

- Methods and materials
- Uses of a coursebook
- Purposes of material analysis
- Analysis checklists

Module 2: Evaluating activities in a coursebook (Discussion and
Experiential learning)

- Checklists of material evaluation
- Evaluating activities that aim at developing language skills and elements

Module 3: Objectives and techniques of adapting materials
(Discussion and application—experiential learning)

- Rationale for adapting materials
- Types of adaptation
- Techniques of adaptation

Module 4: Adapting Materials (practical component)

- Hands-on adaption of coursebook units
- Peer review and feedback on adapted materials
- Development of materials adaptation portfolio
- Reflective practice and justification of adaptations

Internal Assessment: 50%

ii) Class participation—10%

iii) Course book evaluation report—15%

iv) Adaptation of tasks—15%

v) Reflective journal—10%

End-semester Assessment: 50%

Project—participants adapt instructional materials and submit a written report in about 2000 words.

Reading List

Essential reading

- Carter, R. (2020). Adapting teaching materials for diverse learners: Strategies and case studies. *TESOL Journal*, 11(2), 245–261.
- Cunningsworth, A. (1995). *Choosing your Coursebook*. Oxford: Heinemann.
- _____. (1996). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann
- Lee, S. K., & Huang, H. T. (2019). Using authentic materials to develop content knowledge in English language learners: A review. *Language Teaching Research*, 23(4), 423–442.
- McDonough, Jo and Shaw Christopher. (2004). *Materials and Methods in ELT*. Blackwell Publishing
- Harwood Nigel (Ed.). (2010). *English Language Teaching Materials*. Cambridge: Cambridge University Press.
- Tomlinson, Brian. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- _____. (Ed.). (2009). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- _____. (Ed.). (2010). *English Language Learning Materials: A Critical Review*. London: Continuum.
- _____. (2012). *Materials development in language teaching*. Cambridge University Press.

Additional reading

- Belova, E., & Sharifian, A. (2021). Teachers' perspectives on adapting materials in the language classroom. *Journal of Language and Education*, 7(1), 22–34.
- Chapman, A., & Donato, R. (Eds.). (2018). *An update on language teaching materials: Perspectives on program design and evaluation*. Routledge.
- Norris, J. M. (2017). Task-based language teaching and materials adaptation: Recent trends and future directions. *Language Teaching*, 50(2), 253–269.
- Richards, J. C., & Renandya, W. A. (Eds.). (2019). *Methodology in language teaching: A reflective approach* (2nd ed.). Cambridge University Press.
- Tomlinson, B., Masuhara, H. (Eds.) (2011) *Research for Materials Development in Language Learning: Evidence for Best Practice*. London: Continuum.
- Ur, P. (1996). *A Course in Language Teaching*:

Practice and Theory. Cambridge: Cambridge University Press.

- Walker, P., & Harmer, J. (2022). Approaches to adapting instructional materials in language teaching. *ELT Journal*, 76(3), 289–303.