THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD
TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Developing Supplementary Material (SM)**
Category	b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 80% changes
Course code	ELE 242
Semester	IV Semester
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	
Name of the teacher/s	K.Venu Madhavi
Course description	Include the following in the course description **Course Description:** This course will give an overview of Supplementary Material (SM), and how it supports and enhances learning in ESL classes. The students study a variety of task formats and texts. Also, they will reflect on their own experiences, and focus on exploiting relevant supplementary material for creative and innovative ways of language teaching. They focus on reducing stereotypical, homogenized supremacy and dominant images and bring in neutral patterns of content analysis. They explore Open Educational Resources (OERs), openly licensed materials to adapt/design tasks as per the cognitive levels of the learners. The course aligns with NEP 2020 involving new technologies such as Artificial Intelligence, and web tools for a practical, collaborative, and hybrid classroom environment. The activities are intended to integrate the language skills and help the students to develop authentic material creatively and also evaluate the use of supplementary material. The course builds skill development by making the students design authentic supplementary materials and promote employability by publishing such materials as useful resources to the main textbooks/course books. (c & d) This course will give an overview of Supplementary Material (SM), and how it supports and enhances learning in ESL classes. The students study a variety of task formats and texts. Also, they will reflect on their own experiences, and focus on exploiting relevant supplementary material for creative and innovative ways of language teaching. They focus on reducing stereotypical, homogenized supremacy and dominant images and bring in neutral patterns of content analysis. They explore Open Educational Resources (OERs), openly licensed materials to adapt/design tasks as per the cognitive levels of the learners. The course aligns with NEP 2020 involving new technologies such as Artificial Intelligence, and web tools for a practical, collaborative, and hybrid classroom environment. The activities are intended to integrate the language skills and help the students to develop authentic material creatively and also

	  Course Objectives (COs): The course aims to 1. introduce students to different types of Supplementary Material (SM) that support the existing prescribed textbooks/course books. 2. explore Open Educational Resources (OERs) to adapt/design tasks as per the cognitive levels of the learners. 3. apply technological innovations and stimulate the learner's participation in an interactive learning environment. 4. analyze the repertoire of tasks and activities and design authentic supplementary material integrating the language skills. **Learning Outcomes (LOs)**: Upon successful completion of this course, students will be able to 1. understand and identify different types of Supplementary Material (SM). (L1,L2) 2. integrate the language skills and contextualize the teaching material for instructional purposes. (L3, L4) 3. adapt/design authentic supplementary material using innovative techniques to promote creativity and fun learning in ESL classes. (L5, L6)
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these) Experiential Learning
Evaluation scheme	Internal (modes of evaluation): 40 marks 1. Two Internal Assessments – Questions based on the critical and analytical analysis of the concepts covered in the classroom. Each question carries 10 marks (individual work) – 20 marks 2. Discussion Forum (five prompts based on the essential reading list will be assigned and every student needs to respond. Each prompt carries two marks). individual participation -10 marks 3. Creating Supplementary Material - Choose any textbook (any level of the learner) from any school/ college/university prescribed by any board and develop Supplementary Material – 10 marks End-semester (mode of evaluation): 1. PowerPoint Presentation (group work) – 20 marks 2. Submission of Reflective Journal (e-content) – 10 marks 3. Two Questions based on the critical and analytical analysis of the concepts covered in the classroom. (individual work) – 30 marks *Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned

Reading list	**Essential Reading**
	- Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher Educators' Use of Digital Tools and Needs for Digital Competence in Higher Education. *Journal of Digital Learning in Teacher Education*, *35*(4), 203-220. - Council of Europe (2001). Self-assessment grid - Table 2 (CEFR 3.3): Common Reference levels - https://oercommons.org/ - NCERT. (2005). Curriculum Sites and Learning Resources, National Curriculum Framework, 89–95. - O'Neill, R. (1982). Why Use Textbooks? ELT Journal, 36/2, 104–111. - Spratt, M., Pulverness, A., Williams, M., & University (Cambridge). (2011). Selection and Use of Supplementary Materials and Activities. The TKT course: Modules 1, 2 and 3. Cambridge: Cambridge University Press. - Tomlinson, B. (2003). Developing principled frameworks for materials development. *Developing materials for language teaching*, 107-129. - Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Glossary of basic terms for material development. Pp 4-17.Cambridge University Press. Pp 95-118. - Williams, D. (1983) Developing Criteria for Textbook Evaluation. ELT Journal, 37/3, 251–255. - Wilson, L. O. (2016). Anderson and Krathwohl–Bloom's taxonomy revised. *Understanding the new version of Bloom's taxonomy*. **Additional Reading** - NCERT. (2005). Assessment and Evaluation, National Curriculum Framework, 71–77. - https://ielts-teaching.com/finding-supplementary-materials-to-use-in-esl-lessons/ **Moist, S. (2018). Faculty OER Toolkit.** - Wong, Shelley & Eng, Susanna & Esch, Kerry & Grant, Rachel. (2018). Addressing Cultural Bias in ELT Materials. 10.1002/9781118784235.eelt0315.