THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	**ELERMC698: Research Methodology: An 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	ELERMC698
Semester	Third
Number of credits	5
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): *Theories of Second Language Acquisition and Learning* 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). *Second Language Research: Methodology and Design*. 3rd Ed.Lawrence Erlbaum Associates, Publishers. Additional reading Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press. Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. 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

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	**Language through Literature**
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MAELEC614
Semester	III
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday: 11.00 am to 1.00 pm , Thursday 2.00 pm to 4.00 pm
Name of the teacher/s	Anand Mahanand
Course description	**i)** **A brief overview of the course** This course aims at sensitizing students to the potential of literature in developing language skills. It also explores ways of using literary texts and analying them for their linguistic content, grammatical and syntactic aspects. It will also help students design tasks and activities by using different forms of literature in order to develop different language skills. **ii)** **Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)** Students will • have an understanding of literature and its potential for language education • acquire different skills and strategies of using literary forms in the language classroom • be exposed to different forms of literature and other media including films and digital media and equip themselves with the techniques of using them for skills development and literary appreciation **iii)** Learning outcomes— a) **domain specific outcomes**: Students will be able to

	realize the potentials of literature for language skills development
	iv) **b) value addition:** the course will be helpful in sensitizing the role of literature for developing human understanding, value education and for skill development
	v) **c) skill-enhancement:** It will help students design materials using literary texts for language skills
	vi) d) **employability quotient:** The course will be helpful in securing job as teachers, editors, and material developers
Course delivery	**Lecture/Seminar/Experiential learning** (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation):**Written Assignment+Presentation** End-semester (mode of evaluation):**Project** *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** Basnett, Susan and Peter Grundy. *Language through Literature.* London:Longman Brumfit, Christopher. *Language and Literature Teaching: From Practice to Principle.* Oxford: Pergamon Institute of English, 1985. Mahanand, Anand. *Literature for Language Skills.* Chennai: Yes Dee Publishing Private Limited,2020. **Additional reading** CIEFL,*Language through Literature*. Delhi: OUP, 1973. Collie, Joan and Stephen Slater. *Literature in the Language Classroom*. Cambridge: CUP, 1987. Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Teacher Trainers.* Cambridge: CUP, 2008.

THEENGLISHANDFOREIGNLANGUAGESUNIVERSITY,HYDERABAD
COURSE DESCRIPTION – MAELEC600
(August–December2025)

Course title	**English Language Teaching in Multilingual Contexts**
Category(Mentionthe appropriate category (a/b/c) in the course description.)	**b.**Existingcoursewithapproximately10%revisiontoinclude more recent discussions on **i.** multilingual education and ELT **ii.** interdisciplinary perspectives on language learning, language rights, contact, and policies
Coursecode	MAELEC600
Semester	III
Numberofcredits	5
Maximumintake	30(onfirst-come-first-served-basis **for MA courses only**)
Day/Time	Monday11amto1pm&Wednesday2pmto4pm
Nameofthe teacher/s	Dr. Asma Rasheed
Coursedescription	**i)** *A brief overview of the course* 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, linguistic human rights, language planning and language in education policies. **ii)** *Objectives of the course in terms of Programme Specific Outcomes* (PSO of the Programme under which the course is being offered) Attheend ofthe Course,studentswill beable 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)** *Learningoutcomes—* **a.** *Domainspecificoutcomes* :PO1 &PO3 **b.** *Valueaddition* : PO13 &PO14 **c.** *Skill-enhancement* : PO4 **d.** *Employabilityquotient* : PO11 (Pleasehighlighttheportionthatsubscribestoa/b/c/d)
Course delivery	~~Lecture~~/**Seminar**/~~Experientiallearning~~(highlighttheportioninthe coursedescription that lends itself to these)

Evaluation scheme	Internal (modes of evaluation) :40% End-semester(modeofevaluation) : 60% *Pleasenotethatopen-bookexaminationispermissibleonlyforcoursesoffered*
	aspartofMAprogrammesandsubjecttoapprovalbytheHeadofthe Department/DeanoftheSchoolconcerned
Reading list	**Essentialreading**(*tentative*) 1. Agnihotri,R.(2010)."Multilingualityandtheteachingof English in India." 2. Bruner,J.(1985)."Vygotsky:Ahistoricalandconceptual perspective." 3. Cummins,J.(2000)."Languageproficiencyinacademic contexts." 4. Franceschini,R. (2011). "Multilingualismandmulticompetence: A conceptual view." 5. Garcia, O. (2009). "Education, multilingualism and translanguaging in the 21st Century." 6. hooks,b.(1994).*Teachingtotransgress:Educationasthe practice of freedom.* 7. Jingran, D. (2009). "Hundreds of home languages in the country and many in most classrooms: Coping with diversity." 8. Mohanty,AK.(2009)."Multilingualeducation:Abridgetoo far?" 9. Phillipson,R.&Skutnabb-Kangas,T.(1997)."Linguistichuman rights and English in Europe." 10. Ramanathan, V. (2007). "Rethinking language planning and policy from the ground up: Refashioning institutional realities and human lives."

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	**PRACTICUM**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. 20 percentage of revision **(Worksheets-based submission and School visit)**.
Course code	MAELEC629
Semester	III
Number of credits	5
Maximum intake	20
Day/Time	Tuesdays: 11am -1 pm; Wednesdays: 9 am – 11 am
Name of the teacher/s	Mahananda Pathak (MP) & Madhumeeta Sinha (MS)
Course description	The course is designed to help young pre-service teachers learn*how to teachthrough teaching, observation and reflection,*and develop an understanding of the principles of language teaching. The students will have an opportunity to apply previously learned theory and methodology to the ESL classroom through supervised student teaching.The practicum experience thus serves to integrate programme content within authentic teaching and learning environment. **PO2:**acquire knowledge of pedagogical methods and theories of learning in ESL /EFL contexts **PO8:**select and apply methods, materials, and tools of assessment for classroom teaching **COs and LOs** a) domain specific outcomes **CO1:** Toconsolidatestudents' understanding of the principles of language teaching through practical classroom experience, **CO2:** To plan effective lessons targeted to learner needs, b) value addition **CO3:** To gain an understanding of how and when to implement various methods and tasks in teaching, **CO4:** To engagein reflective practice for professional development, c) skill-enhancement **CO5:** To applystudents' knowledge of theories of second language learning and approaches to second language teaching in a classroom context, **CO6:** To adopt an integrated and interactive approach to teaching grammar, vocabulary and language skills, d) employability quotient **CO7:** To develop practical skills for analyzing and evaluating effective teaching in ESL contexts.
Course delivery	Lecture: 30%
	Seminar: 10%
	Experiential learning: 60%

Evaluation scheme	**Internal (modes of evaluation):40%**
	Three assessments (best of two will be considered)
	1. **Assignment 1:**(September 15 - 19, 2025)**Worksheets-based submission**&Video lesson analysis
	2. **Assignment 2:**(October 13 – 17, 2025) Microteaching activity
	   • Writing a lesson plan in groups
	   • Peer teaching in groups
	   • Participation in post-teaching discussions
	3. **Assessment 3:**(November 10 - 14, 2025) **School visit**
	End-semester (mode of evaluation):60%(November 21– December1, 2025)
	1. Designing an integrated lesson plan, developing materials/tasks and teaching the lesson individuallyfor final assessment
	2. Assessment of Reflective Journals

Reading list	**Essential reading** Brown, H. D. (2001). *Teaching by principles: An integrative approach to languagePedagogy (2nd ed.).* Longman. Celecie-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language (3rd ed.).* Heinle. Harmer, J. (2015). *The practice of English language teaching.* Pearson. Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL listening and speaking.*Routledge. Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing.*Routledge. Prabhu, N.S. (2019). *Perspectives on language pedagogy.* Orient Blackswan. Richards, J. C. & Lockhart, C. (1994). *Reflective teaching in second languageclassrooms.*CUP. Richards, J.C. & Farell, T. S.C. (2011) *Practice teaching: Areflective approach.* CUP. Thompson, C. (2022). *Reflective practice for professional development: A guide for teachers.* Routledge. Wajnryb, R. (1992). *Classroom observation tasks: A resource for language teachersand trainers.*CUP. **Additional reading**

Cambridge Assessment International Education. Getting Started with Reflective Practice: https://www.cambridge-community.org.uk/professional development/gswrp/index.html

Crookes, G. (2003). *A practicum in TESOL: Professional development throughteaching practice.*CUP.

Dhanavel, S, P. (Ed.). (2022). *Continuing professional development of English language teachers: Perspectives and practices from India*. Springer.

Doff, A. (1988). *Teach English trainer's handbook: A training course for teachers.Cambridge University Press.*

Gebhard, J. G. (2017). *Teaching English as a foreign or second language: A self-development and methodology guide (3rd ed.)*. University of Michigan Press.

Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice: A handbook for teachers in training*. Macmillan.

https://www.facultyfocus.com/uncategorized/the-continuous-quest-integrating-reflective-practices-into-teaching/

Mitchell, H. (2018). *My little reflective teaching journal: Teaching journal/diary with prompts for reflection*. CreateSpace Independent Publishing Platform.

NCERT (2021). *Reflective teaching: A handbook towards preparing a reflective teacher*. https://www.ncert.nic.in/dte/pdf/Reflective_Teaching-13221.pdf
Richards, J. C. (2003). *Curriculum development in language teaching*. CUP.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	TEACHING ENGLISH TO YOUNG LEARNERS
Category	Existing course with **30% revision**
Course code	MA ELE C 628
Semester	III
Number of credits	5
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: o CO1: Understand the cognitive and social

processes of how children learn languages, with a particular focus on English (aligns with PO1, PO2, PO3).
- o 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:
    - o 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).
    - o 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:
    - o CO5: Create a positive and conducive classroom environment that supports young learners' language development (aligns with PO8).
    - o CO6: Apply knowledge of assessment techniques to evaluate and support young learners' progress (aligns with PO7, PO8).
4. Generic Learning Outcomes:
    - o CO7: Communicate teaching strategies and conceptual knowledge effectively in oral, written, and digital forms, fostering professional development (aligns with PO11).
    - o CO8: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners (aligns with PO12).
    - o CO9: Develop critical thinking and problem-solving skills to address challenges in teaching young learners, becoming self-directed educators (aligns with PO13).
    - o 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:
    - o LO1: Understand and critically analyze how children (ages 7-12) learn languages, particularly English, incorporating cognitive and social processes. *(a)*

	- o LO2: Evaluate and select appropriate materials for teaching LSRW (listening, speaking, reading, and writing), grammar, and vocabulary to young learners. *(a)* 2. Value Addition: - o LO3: Develop a reflective practice to continually improve teaching methods and adapt to the diverse needs of young learners. *(b)* - o LO4: Foster a positive attitude towards ethical and humanistic teaching practices, ensuring a respectful and supportive learning environment for young learners. *(b)* 3. Skill-Enhancement: - o LO5: Design and implement engaging and effective tasks and activities for teaching LSRW, grammar, and vocabulary to young learners. *(c)* - o LO6: Incorporate songs, drama, and technology into the classroom to enhance young learners' engagement and learning outcomes. *(c)* - o LO7: Create and manage a positive and conducive classroom environment that supports young learners' language development. *(c)* 4. Employability Quotient: - o LO8: Communicate teaching strategies and conceptual knowledge effectively in oral, written, and digital forms, enhancing professional communication skills. *(d)* - o LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for young learners, demonstrating teamwork and leadership skills. *(d)* - o LO10: Apply knowledge of assessment techniques to evaluate and support young learners' progress, showcasing the ability to integrate theory with practice. *(d)* - o 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 will be delivered through a combination of discussions, activities, and **hands-on experience in task analysis, task design and lesson planning** which will prepare students for the real-world challenges of teaching English to young learners.
Evaluation scheme	Internal assessment: **1. Task analysis**

	2. Task design 3. Classroom Observation Report End-semester assessment: **1. Preparation of a teaching manual** 2. Designing and conducting a training workshop
Reading list	Essential Readings 1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press. 2. Pinter, A. (2011). *Children Learning Second Languages*. Palgrave Macmillan. 3. Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. Penguin. 4. Slattery, M., & Willis, J. (2001). *English for Primary Teachers: A Handbook of Activities & Classroom Language*. Oxford University Press. 5. Nikolov, M. (2009). *The Age Factor and Early Language Learning*. De Gruyter Mouton. 6. Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Longman. 7. Ellis, G., & Brewster, J. (2014). *Tell it Again! The New Storytelling Handbook for Primary Teachers*. British Council. 8. Read, C. (2007). *500 Activities for the Primary Classroom*. Macmillan Education. 9. Curtain, H., & Dahlberg, C. A. (2016). *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Pearson. 10. Mourão, S., & Lourenço, M. (2015). *Early Years Second Language Education: International Perspectives on Theories and Practice*. Routledge. 11. 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 DESCRIPTION

Course title	**Classroom Communication**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. Mention the percentage of revision and highlight the changes made.
Course code	ELE
Semester	MA ELE E 674
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday 9 am – 11 am Thursday 9 am – 11 am
Name of the teacher/s	G. Suvarna Lakshmi & C. Ramamuni Reddy
Course description	Classroom communication creates a learning environment that encourages interaction in the classroom among learners and between learners and the teacher. While communication/interaction within the classroom forms the crux of all learning, it also influences the quantum and the quality of learning. Interaction in the classroom is seen to be originally related to language teaching-learning processes. Of late, the patterns and styles of classroom communication have become the subject of research and analysis in language teaching. The benefit of learning the nuances of classroom communication helps the participants of this course understand the role of teacher-learner talk for better learning outcomes and classroom communication analysis techniques. The aim of the course to equip the participants principally with the interaction patterns which influence the learning outcomes, and understand the classroom communication. This course helps participants (trainee teachers) become conscious of their communication patterns and alter their talk to encourage learners' talk and enhance classroom performance. This course will equip trainees in creating tasks that align the principles and models with enhanced classroom interaction. **Objectives:** vii) To train participants in identifying the patterns of classroom communication that can contribute to promote language learning viii) To help trainee teachers create more engaging and interactive classrooms

	ix) To help participants become aware of research potential in the field of classroom interaction. PO 1: understand theories of ESL learning, teaching, and research PO9: apply knowledge of theoretical constructs of ESL learning to conduct research x) Learning outcomes—a) makes participants informed of the relevant theories and research in the field of classroom communication both from the teacher's the learners' point of view c) Enhances the classroom interactional competence of the trainee teachers
Course delivery	Lecture: Theories of classroom communication Experiential learning: Design tasks
Evaluation scheme	Internal (modes of evaluation): Test-1 Test on theories Test-2: Presentations on different research studies done on Classroom Interaction Test-3: Designing tasks that enhance learners' interaction End-semester (mode of evaluation): External: Take home assignment
Reading list	Essential reading: 1. Malamah-Thomas, A (1987) *Classroom Interaction*. Oxford. Oxford University Press. 2. Rhymes, B (2015) *Classroom Discourse Analysis: A Tool for Critical Reflection*. New York: Taylor & Francis 3. Walsh, S (2011) Exploring Classroom Discourse Language in Action. Routledge 4. Murkee, N (2015) The Handbook of Classroom Discourse and Interaction. West Sussex: John Wiley & Sons. 5. Sinclair and Coulthard (1973) Towards an Analysis of Discourse Additional reading: 1. Walsh, S(2014)*Classroom Interaction for Language Teachers* A practical guide to understanding and improving interaction in language classrooms. Virginia: TESOL Press 2. Ur, P (2024) *A Course in English Language Teaching* (Chapter 3: Classroom Interaction)

3. *Young, R.F. (2011) Interactional competence in*language learning, teaching, and testing, inHandbook of Research in Second LanguageTeaching and Learning, (ed. E. Hinkel), vol. 2,pp. 426–443, Routledge, London andNew York.

4. *Markee, N. (2000) Conversation Analysis,Lawrence Erlbaum, Mahwah NJ.*

5. Connor O'Donoghue (2024) *Interaction Patterns in the English Language Classroom. URL:* https://www.dcteachertraining.com/post/interaction-patterns-in-the-english-language-classroom

6. Moskowitz, G., & Hayman, J. L. (1976). *Success strategies of inner-city teachers: A year-long study*. *The Journal of Educational Research, 69*(8), 283–289. https://doi.org/10.1080/00220671.1976.10884902

7. Flanders, N. A. (1970). *Analyzing teaching behavior*. Reading, MA: Addison-Wesley.

8. Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Pearson Education.

9. Bowers, N. D., & Friedman, P. (1971). *Student imitation of a rewarding teacher's verbal style as a function of sex and grade level*. *Journal of Educational Psychology, 62*(6), 487–491. https://doi.org/10.1037/h0032013

10. Mitchell, J. V. (1992). *Interrelationships and predictive efficacy for indices of intrinsic, extrinsic, and self-assessed motivation for learning*. *Journal of Research & Development in Education, 25*(3), 149–155.

11. *Bokhove, C. (2016). Exploring classroom interaction with dynamic social network analysis . International Journal of Research & Method in Education, 1-21.*

12. *Brown, G., & Yule, G. (1983). Discourse Analysis. Cambridge: Cambridge UniversityPress.*

13. *Bower, M. (1988). A language analysis instrument for language classrooms.*
ELT Journal, 42(4), 262-272.

14. *Brown, H. D. (2000). Principles of language learning and teaching (4th ed.).*
White Plains, NY: Pearson Education

15. *Mitchell, R., & Parkinson, D. (1997). Researching classroom discourse:*
Language in action. London: Routledge.

16. *Walsh, S. (2006). Investigating classroom discourse. London: Routledge.*