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.

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 educationresearch 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