THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

Course title	EXPLORING THE SECOND LANGAUGE CLASSROOM
Category	Existing course with **30% revision**
Course code	MA ELE C 476
Semester	I
Number of credits	4
Maximum intake	30
Day/Time	Monday 11a.m.-1p.m. Wednesday 9-11 a.m.
Name of the teacher	K. Padmini Shankar

Course description	A brief overview of the course
	
	Exploring the Second Language Classroom aims to equip prospective language teachers with an understanding of key issues and recent developments in the field of language teaching and learning. Some of the topics include: a) learner factors such as learner beliefs, learning styles and strategies b) teacher factors such as teacher roles, teacher beliefs and teacher decision making and c) classroom factors such as classroom management, classroom interaction and teaching large and mixed-ability classes. Participants will be trained to reflect on classroom vignettes with an aim to engage in creative problem-solving. Through equipping participants with the theoretical knowledge required to take informed decisions in the classroom, the course aims to prepare competent and confident teachers of the second language.
	
	Objectives of the course
	
	By the end of this course, students will be able to:
	
	1. **Knowledge and Understanding:**
	    o **CO1:** Understand the impact of learner factors such as beliefs, learning styles, and strategies on language acquisition (aligns with PO1, PO2, PO3).
	    o **CO2:** Analyze teacher factors including roles, beliefs, and decision-making processes in various instructional contexts (aligns with PO1, PO2, PO3).
	2. **Skills related to one's Specialization:**
	    o **CO3:** Develop skills to manage classroom dynamics, including interaction and teaching in large and mixed-ability classes (aligns with PO5).

- **CO4:** Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7).
- **CO5:** Utilize digital tools and resources to support English language education (aligns with PO6).

3. **Application of Knowledge and Skills:**
   - **CO6:** Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10).
   - **CO7:** Design and use multimodal materials for effective language teaching and learning (aligns with PO9).

4. **Generic Learning Outcomes:**
   - **CO8:** Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11).
   - **CO9:** Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12).
   - **CO10:** Develop critical thinking skills to become self-directed learners and educators, incorporating ethical values in their teaching practice (aligns with PO13, PO14).

Learning outcomes

By the end of this course, students will achieve the following learning outcomes:

1. Domain-Specific Outcomes:
   - LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language teaching and learning, particularly in ESL/EFL contexts (a).
   - LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a).
   - LO3: Apply theoretical constructs of ESL learning to classroom scenarios and decision-making processes (a).
2. Value Addition:
   - LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b).
   - LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b).
3. Skill-Enhancement:
   - LO6: Create and implement effective classroom

	management strategies, including managing large and mixed-ability classes (c). ○ LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c). ○ LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c). 4. Employability Quotient: ○ LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms, enhancing professional presentation and collaboration skills (d). ○ LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d). ○ LO11: Develop critical thinking and self-directed learning skills that are essential for ongoing professional development and adaptability in diverse teaching contexts (d).
Course delivery	The course will be delivered through a combination of discussions, activities, **tasks, and reflective practice** designed to prepare students for real-world teaching scenarios. **Several tasks and activities are revised and new ones are added. The reading list is also revised.**
Evaluation scheme	Internal assessment: 1. Application-based test 2. Content-driven test 3. Panel Discussion End-semester assessment: Sit-down, pen and paper test

Reading list	**Reading List**
	Essential Reading
	    1. Harmer. Jeremy. (2007). The *Practice of English Language Teaching.* Essex: Pearson. Chapter 6. Describing Teachers. pp. 107-120
	    2. Johnson. Karen, E. (1999). *Understanding Language Teaching: Reasoning in Action.* Boston: Heinle and Heinle. Chapter 3. Teachers' Beliefs: The Rock We Stand On. pp. 30-42.
	    3. Dornyei, Zoltan and Murphey, Tim. (2003). *Group Dynamics*

in the Language Classroom. Cambridge: CUP. Chapter 6. The teacher as group leader. pp 90 –108.

4. Richards, Jack C. & Lockhart, Charles. (1996). *Reflective Teaching in Second Language Classrooms.* Cambridge: CUP. Chapter 4. Teacher decision making. Pp 78-96.

5. Leaman, Louisa. (2006). Classroom Confidential: Hints and Tips from an Insider. London: Continuum. Part 1: Teacher Approach. Pp. 3-27.

6. Harmer, Jeremy. (2007). *The Practice of English Language Teaching.* 4th Edition. London: Pearson. Chapter 5. Describing Learners

7. Oxford, Rebecca. 1990. *Language Learning Strategies: What Every Teacher Should Know.* Boston: Heinle & Heinle. Chapter 2. Direct Strategies for Dealing with Language.

8. Oxford, Rebecca. 1990. L*anguage Learning Strategies: What Every Teacher Should Know.* Boston: Heinle and Heinle. Chapter 4. Indirect Strategies for General Management of Learning.

9. Dornyei, Zoltan and Murphey, Tim. 2003. *Group Dynamics in the Language Classroom.* Cambridge: CUP. Chapter 7. Student Roles and Role Modelling. pp 109 –133.

10. Ehrman, Mandeline. 1996. *Understanding Second Language Learning Difficulties*. London: Sage. Chapter 4. Cognitive Learning Styles.

11. Kise, Jane A.G. 2007. *Differentiation through Personality Types.* Thousand Oaks, CA: Corwin Press. Chapter 3. What Type Looks Like in Students.

12. Tickoo, M. L. 2003. *Teaching and Learning English.* New Delhi: Orient Longman. Chapter 15. Classroom Interaction: Types, Tools, Techniques. Pp. 401-417.

13. Hess, Natalie. 2001. *Teaching Large Multilevel Classes.* Cambridge: CUP. Introduction. Pp. 1-15.

14. Dixie, Gererd. (2003). *Managing Your Classroom.* London: Continuum. Chapter 2.The Role of Questioning as a Classroom Management Tool. Pp. 47-61.

15. Dixie, Gererd. (2003). *Managing Your Classroom.* London: Continuum. Chapter 4.Gaining the Psychological Edge. Pp. 75-

	89.
	16. Richards, Jack C. & Lockhart, Charles. 1996. *Reflective Teaching in Second Language Classrooms.* Cambridge: CUP. Chapter 8. The nature of language learning activities. Pp 61-81.
	Additional Reading
	1. Baker, Joanna & Westrup, Heather. (2008). First South Asian Edition. *The English Language Teacher's Handbook: How to teach Large Classes with Few Resources.* London: Continuum. Chapter 19. Using the Blackboard. Pp. 140-154. Chapter 20. Using Resources. Pp.155-164.
	2. Harmer, Jeremy. (1998). *How to Teach English.* New Delhi: Longman. Chapter 11. How to use textbooks. Pp. 111-120 Chapter 13. What if? Pp. 127-134.
	3. Lindsay, Cora & Knight, Paul. (2006). *Learning and Teaching English: A Course for Teachers.* Oxford: OUP. Chapter 2. Teaching methods and ideas. Pp. 15-25 Chapter 9. Assessment and evaluation. Pp. 121-132.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

Course Title	**Approaches to Second Language Teaching (Core)**
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. 40% c. New course
Course Code	MA ELEC410
Semester	I / Cross-listed with MA (ELT)
No. of Credits	4
Name of the Faculty	Dr. S.Vishnu Priya
Time slots	Monday 9-11 a.m - Thursday 9-11 a.m
Course Description	**Objectives of the course** This course aims at equipping the students with a basic understanding of approaches and methods for language teaching. The course will also give deeper theoretical orientations to the basic concepts in ELT along with examining the fundamental differences between ESL & EFL. The course will also help the students in understanding the second language classroom dynamics. **Learning Outcomes** Upon completion of the course, learners will be able to: a. understand the principles underlying second and foreign language teaching b. differentiate between different methods and approaches c. think beyond the current approaches and methods in teaching a second language and comprehend the dynamics of a language classroom. d. gain insights into theories of language learning. **Course delivery** Lecture/Seminar/Experiential learning
Evaluation Scheme	Internal assessment: 40% End semester examination: 60%

Essential Reading

Larsen-Freeman, D (2000). *Techniques and principles in language teaching*. New Delhi: Oxford University Press.

Nagaraj, G. (2008). *English language teaching: Approaches, methods, techniques*. Hyderabad: Orient Longman Private Limited.

Stern, H.H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Additional Reading

Krishnaswamy, N. (2005). *Teaching English: Approaches, methods and techniques*. India: Macmillan.

Kumaravadivelu, B. (2006). *Beyond methods: Macrostrategies for language teaching*. New Delhi: Orient Longman Private Limited

Course Title	**Understanding Communication**
Category (Mention the appropriate category (a/b/c) in the course description.)	**Existing course**
Course Code	**MAELE E 426**
Semester	I / Cross-listed with MA (ELT)
No. of Credits	4
Name of the Faculty	**Prof. Ajit Kumar P**
Time slots	Wednesday 2-4 p.m - Thursday 4-6 p.m
Course Description	**i.** Mastery of interpersonal communication is indispensable for both personal and professional success. This mastery is achieved through comprehensive learning and consistent practice. "Understanding Communication" delves into the foundational principles of interpersonal communication, providing an essential first step towards achieving mastery in this crucial area.Students will gain a comprehensive understanding and appreciation of fundamental concepts, including: • Theories and models of interpersonal communication • Functions and processes involved in interpersonal communication • Various types of communication and the barriers that can impede them • Nonverbal Communication • Intercultural communication • Communication anxiety • Active listening Having this extensive understanding will enable students to apply these concepts in their everyday interactions, thereby strengthening their communication skills in real-world contexts. **ii. Objectives and Outcomes** • *Objective 1:* Explore and critically examine various theories and models of interpersonal communication to understand their foundational principles and applications. • *Outcome:*Students will describe, explain, and critically evaluate the theories and models of interpersonal communication. • *Objective 2:* Investigate and understand the key functions and processes essential for effective interpersonal communication, with an emphasis on practical application. • *Outcome:* Students will comprehend, analyse, and apply the various functions and processes of interpersonal communication. • *Objective 3:* Gain comprehensive knowledge of different types of communication and identify the barriers that can impede

	interpersonal interactions. • *Outcome:* Students will identify, evaluate, and demonstrate strategies to overcome barriers in interpersonal communication. • *Objective 4:* Analyse the significance, impact, challenges, and subtleties of nonverbal and intercultural communication in diverse settings. • *Outcome:* Students will synthesize the knowledge and apply appropriate nonverbal and intercultural communication skills in diverse interpersonal interactions. • *Objective 5:* Develop an understanding of communication anxiety, including its sources, and explore effective strategies for managing and reducing this anxiety. • *Outcome:* Students will identify sources of communication anxiety and apply effective coping strategies in their interactions. • *Objective 6:* Explore the concept and importance of active listening, and understand its influence on the quality of interpersonal communication. *Outcome:* Students will demonstrate and integrate active listening techniques in their interpersonal communication

Evaluation Scheme	**Lectures and Student led seminars**
	
	Assessment
	
	In two parts: internal and end-of-term. The internal assessment, worth 50 marks, will include tests, quizzes, presentations, assignments, and student-led seminars. The end-of-term assessment, also worth 50 marks, will consist of one or a combination of the following:
	
	    o sit-down written exam
	    o book review
	    o application tasks
	    o viva voce.

Reading List	1. Adler, R., & Rodman, G. *Understanding Human Communication*. Tata McGraw Hill. 2. Bowe, H., & Martin, K. *Communication across Cultures*. Cambridge University Press. 3. Collins, S. D. *Listening and Responding*. Cengage Learning. 4. DeVito, J. A. *The Interpersonal Communication Book*. Harper & Row. 5. Hall, B. J. *Among Cultures: The Challenge of Communication*. Thomson. 6. Kincaid, L. D. (Ed.). *Communication Theory: Eastern and Western Perspectives*. Academic Press. 7. Littlejohn, S. W. *Theories of Human Communication*. Wadsworth Publishing House. 8. Mattelart, A. *The Invention of Communication*. University of Minnesota Press. 9. McBride, S. *Many Voices, One World*. Kogan Page. 10. McMillan, S. *How to be a Better Communicator*. Kogan Page. 11. Mortensen, C. D. (Ed.). *Basic Readings in Communication Theory* (2nd ed.). Harper and Row. 12. Philipsen, G. *Speaking Culturally: Explorations in Social Communication*. SUNY Press. 13. Schramm, W. *The Story of Human Communication*. Harper & Row.

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MAELEC400
Semester	1
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Tuesday 2-4; Thursday11-1
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Include the following in the course description i) A brief overview of the course **Course Description** India is a country that is societally and individually multilingual; but owing to colonization and imperialism the teaching of English in India has been fraught with socio-political problems. This course will be both reflective and theoretical in its orientation. Students will be asked to reflect on their own language learning experiences and use that as a base to engage with the existing practices. The four modules for the course are: 1) English Language: Historical Contexts and Modern Debates; 2) Frameworks for Language Teaching; 3) ELT Practices in the Classroom; 4) Presentations: this module is research oriented and allows students to identify and pursue a topic of their interest and learn more about it in a small peer groups. ii) **Objectives of the course in terms of Programme Specific Outcomes** (PSO of the Programme under which the course is being offered) 1. Reflect on their educational experiences as a learner of English and learn the pre and post-independence History of English in India (PO1) 2. Understand the multilingual framework in which English language is housed (PO 3 and PO 4) 3. Analyze the existing practices of English Language Teaching (PO 8) 4. Apply knowledge of theoretical constructs of ESL learning to conduct research (PO 10) **Learning outcomes* attached in a table below** a) domain specific outcomes b) value additionc) skill-enhancement d) employability quotientiii) Learning outcomes— a. Domain specific outcomes : PO1, PO 2 & PO3 b. Value addition : PO13 & PO14 c. Skill-enhancement : PO4&PO 8 d. Employability quotient : PO 11 PO 12
Course delivery	Lecture/Seminar/Experiential learning – All the three
Evaluation scheme	**Internal (modes of evaluation):** Written assignment and Presentation (40%)

	End-semester (mode of evaluation): Project/Final sit-down Exam (60%)
Reading list	**Essential readings:**

Essential readings:
1. Agnihotri, R, et al. (2010). "Multilinguality and Teaching of English in India."
2. Howatt, A. P. R. Howatt, & Smith, R. (2014). "The history of teaching English as a foreign language, from a British and European perspective."
3. Ilaiah, K (2011). "Dalits and English."
4. Kachru, B. (1986). "World Englishes and culture wars."
5. Krishnaswamy, N., &Krishnaswamy L. (2006). The story of English in India. Foundation Books.
6. Kumaravadivelu, B. (2002). "From coloniality to globality: (Re)visioning English language education in India".
7. Lange, C. (2010). ""Hindi never, English ever": Language nationalism and linguistic conflicts in India."
8. Mohanty, A.K. (2017). "Multilingualism, education, English and development: Whose development?"
9. Mukherjee, J. (2010). "The development of English in India."
10. Padwad, A. (2012). "Towards understanding rural ELT."
11. Pennycook, A. (2000) "The social politics and the cultural politics of language classrooms."
12. Ravinder, G. (2013). "Some aspects of pre-service and in-service teacher training in India."
13. Sriprakash, A. (2011) "Being a teacher in contexts of change: education reform and the repositioning of teachers' work in India."
14. Reddy, D. (2013). "To teach or not to teach grammar."
Additional readings:
1. National Council of Education Research and Training (NCERT) (2006). "Position paper on the teaching of English."
2. Phillipson, R. (2009/2011). "The tension between linguistic diversity and dominant English."

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Course title	**An Overview of Development of Teaching Materials** **MA ELT: Semester One, compulsory course** **Cross-listed with MA TESL, 1st semester**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision. 10 percentage of revision (**Worksheets-based submissions**)
Course code	MAELEC511
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesdays: 11 – 1 pm; Thursdays: 2 – 4 pm
Name of the teacher/s	Mahananda Pathak (MP) & Madhavi Gayathri Raman (MGR)
Course description	This course will attempt a historical overview of teaching materials used to teach second/ foreign language learners of English along with critical reviews on published ELT materials. The course will have two parts: it will begin with a discussion of key concepts associated with curriculum, syllabus design and materials development in ELT. An overview of perspectives on curriculum and syllabus design in line with the prominent language teaching approaches will be attempted. The second part of the course will discuss materials developed to teach ELT. It will expose students how different syllabuses are put into practice in the form of teaching materials. So, students will be acquainted with different types of material designs to teach the four skills: listening, speaking, reading and writing and the two elements: vocabulary and grammar. **PO3:**understand theoretical constructs of ESL learning and teaching in instructional contexts **PO5:**acquire skills to design ESL/EFL materials for classroom use **PO9:**design multimodal materials for language learning **COs and LOs** a) domain specific outcomes **CO1:** To comprehend some of the key concepts in curriculum and materials design and instructional materials in ELT, **CO2:** To understand various language learning perspectives and their relevance to syllabuses and materials design, b) value addition **CO3:**To gain an understanding of the relationship among curriculum/syllabus, methodology, and materials, c) skill-enhancement **CO4:** To link prominent language teaching approaches with syllabuses and materials, **CO5:** To explore different types of ELT materials in both global and Indian context, d) employability quotient **CO6:** To collaborate with peers for teaching, training, and content creation.
Course delivery	Lecture: 60% Seminar: 20% Experiential learning: 20%
Evaluation scheme	**Internal (modes of evaluation): 40 %**

	Three assessments (best of two will be taken)
	  1. **Assessment 1:** (September 15 - 19, 2025): In-class test
	  2. **Assessment 2:** (October 13 – 17, 2025) In-class group presentation and group write-up
	  3. **Assessment 3:** (November 10 - 14, 2025) Worksheets-based submissions
	End-semester (mode of evaluation): 60 %
	  1. In-class sit-down close book examination (November 21–December1, 2025)

Reading list	**Essential reading** McDonaugh, J., Shaw, C. and Masuhara, H. (2013). *Materials and methods in ELT*. Wiley-Blackwell (Ch. 1: The Framework of Materials and Methods, pp. 3 – 16) Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press. (Ch. 6 – Course planning and syllabus design, pp. 145 – 197) Clark, J. L. (1987). *Curriculum renewal in school foreign language learning*. Oxford University Press. (Ch. 4) Finney, D. (2007). 'The ELT Curriculum: A Flexible Model for a Changing World'. Richards, J. C. and Renandya, W. A. (Eds.). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. (Ch. 7). Graves, K. (1996). 'A framework of course development processes' in Kathleen Graves (Ed.). *Teachers as course developers* (pp. 12-38). Cambridge University Press. McDonaugh, J., Shaw, C. and Masuhara, H. (2013). *Materials and methods in ELT*. Wiley-Blackwell (Selected extracts from Chapters 6, 7, 8, 9 and 10) Murray, D. E. and Christison, M. (2020). *What English language teachers need to know Vol. II (Facilitating learning)*. Routledge. Tomlinson, B. (2001). 'Materials development' in Ronald Carter and David Nunan (Eds.). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 66 - 71). Cambridge University Press. FORTELL (Journal of Teaching English Language and Literature), Issue No. 42, January 2021 (*Key Issues in Materials Development for Teaching English language and Literature*). https://www.fortell.org/issue42/ **Additional reading** Breen, M. (1987). 'Contemporary paradigms in syllabus design' Parts I and II, *Language Teaching* 20: 2 and 3. Graves, K. (2014). 'Syllabus and curriculum design for second language teaching'. In Brinton, D. M., Celce-Murcia, M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language*. (46-62). Heinle

	Cengage Learning.
	Nunan, D. (2001). 'Syllabus design'. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.). Heinle&Heinle.
	Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge University Press.
	White, R. (1988). *The ELT curriculum: Design, innovation and management*. Basil Blackwell.
	Harwood, N. (ed.). (2010). *English language teaching Materials: Theory and practice*. Cambridge University Press.
	Durairajan, G. (ed.). (2019). *Perceptions of language pedagogy (Prof. N. S. Prabhu's writings)*. Orient BlackSwan.
	PGCTE Distance Mode, EFL University. *Materials for the Teaching of English* (Block II, III, & IV). EFL University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Traditional Stories and Language Education**
Category	e
Course code	MAELE E417
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday: 2.00 pm to 4.00 pm , Tuesday 2.00 pm to 4.00 pm
Name of the teacher/s	Prof. Anand Mahanand

Course description	**i.A brief overview of the course**
	
	Tales that passed down from generation to generation are called traditional stories. They include folktales, fairy tales, fables, legends, myths and so on. They have enormous potentials for value education and language skill development. This course aims at helping students realize the potentials of traditional stories andeducate ways of using them for value education, personal growth and language development.
	Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	Students will
	   - Identify potentials of traditional tales for language pedagogy and use them for language development. - have an understanding of traditional stories from India and abroad, realize their potentials and search for solutions of current issues in moral values. - be aware of contemporary issues, draw insights from values and think of measures to put them in practice to overcome those problems. - be able to relate the traditional stories 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 - Gain language skills and aspects of English language as this involves a lot of reading and writing.
	iii. Learning outcomes—
	    a) **domain specific outcomes**: Students will be able to be aware of pedagogical roles of stories both for language development and value education
	    b) **value addition: Values are an essential aspect of human personality. This course will contribute to the whole person of a student along with language skill development. Also it will make them socially conscious.**
	iv. c) **skill-enhancement:** It will help students design materials for language skills for fostering values by using traditional stories.
	v.d) **employability quotient:** The course will be helpful in securing job as
	v.language teachers and soft skills trainers as language and values are an

	essential trait in a workplace.
	Will foster personal and academic development of a student
	Will develop their communication skills in English as the course
	involves a lot of classroom interaction, project presentations and so on.
Course delivery	**Lecture/Seminar/Experiential learning** (highlight the portion in the course description that lends itself to these)
	Students will be engaged in story telling and interpretation of stories which will not only enhance their language skills but also interpretative abilities and personal growth
Evaluation scheme	**Internal** (modes of evaluation): **Written Assignments and Presentations**
	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**
	Vishnusharma (2017). *Panchtantra*. Trans. Rohini Chowdhury. Puffin Classics.
	Tales from Hitopadesh;Stories that Teach Life Skills.(2015). Delhi BPI India Pvt. Ltd.
	Thiruvalluvar (2009). *Thirukkural*.TransRajaram, M. : Rupa.
	Additional reading
	Bakthtin, Mikhail M. (1990). *Art and Answerability: Early Philosophical Essays*.Ed. Michael Holquist and Vadim Liapunov. Trans. Vadim Liapunov. Austin: U of Texas, P..
	---. (1993) *Toward a Philosophy of the Act*. Trans. Vadim Liapunov. Ed. Vadim Liapunov and Michael Holquist. Austin: U of Texas P.
	CIEFL, (1973). *Language through Literature*. Delhi: OUP, 1973.
	Collie, Joan and Stephen Slater(1987). *Literature in the Language Classroom*. CUP.
	Denise, Theodore, C., Nicholas P. White, and Sheldon P.Peterfreund. (2002).G*reat Traditions in Ethics*. Belmont:Thomson Learning.
	Horace Hayman Wilson,(1926). Analytical account of the Pancha Tantra, illustrated with occasional translations. *Transaction of the Royal Asiatic Society of Great Britain and Ireland*, . *1.* . 2, pp.155-200
	John B Alphonso-Karkala (1975). Facets of Panchatantra. *Indian Literature*. *18.* 2. 73-91.
	Kayande, Sunita Sukhdev (2021). The role of Indian folk literature in nation building. Journal of Scientifuc Research in Science and Technology. *9.*5. 58-61.
	Kumar, Krishna.(2011). Story telling: what is the use. *What Is Worth Teaching*?, Orient Blackswan, 70-80.
	Lazar, Gillian. (2008).*Literature and Language Teaching: A Guide for Teachers and Teacher Trainers.* Cambridge: CUP.
	Lillie, William (1976).*An Introduction to Ethics*. London: Methuen and Co Ltd.
	Matilal, Bimal Krishna.(2002). *Ethics and Epics*. Vol.2. Delhi: Oxford University Press.
	Mahanand, A. (2020).*Literature for Language Skills*. Yes Dee Publishing
	National Education Policy 2020
	https://www.google.com/search?q=national+education+policy+2020+pdf&sca_esv=561309377&rlz=1C1CHBD_enIN1016IN1016&ei=HULvZPvqBZbbseMPx4WS0Ao&oq=nation
	National Curriculum Framework for School Education2023
	https://dsel.education.gov.in/sites/default/files/NCF2023.pdf
	Nirupama and Donald James D'Souza.(2021).Values and Ethics in Education. *International Research Journal of Modernization in Engineering Technology and*

Science.3.2. 2021.732-741.

Singer, Peter. (1993). *Practical Ethics*. Cambridge: Cambridge University Press.

Sadhana Naithani (2004). The teacher and taught: structures and meaning in the "Arabian Nights" and the "Panchatantra". *Marvel and Tales. 18.* 2.Pp. 272-285.

Rinvoluncri, Mario. (2018). *Once Upon A Time: Using Stories in the Language lassroom*. Cambridge University Press.

Sanjeevankarpavithra and Sanjeevankarvittal (2017).The role of Indian ethics and values. *International Journal of Engineeering and Management Research.7.*2.560-569.

Thomas J Cottle,(1999). "The Value of Stories: Applications for Research and Healing," *Journal of Applied Sociology. 16.* 1.14-37.

Wajnryb, Ruth (2003).Stories: Narrative Activities in the language Classroom. Cambridge University Press.

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Course title	**Fundamental Concepts of Digital Literacy**
Category	a. Existing course without changes
Course code	MAELEC421
Semester	I
Number of credits	4
Maximum intake	20
Day/Time	Monday – 4-6p.m Wednesday – 11am-1 pm
Name of the teacher/s	Dr. Kshema Jose

Course description	Include the following in the course description
	   iii) A brief overview of the course
	   iv) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
	   v) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
	(Please highlight the portion that subscribes to a/b/c/d)

Course delivery	Lecture/Seminar/Experiential learning (all three)

Evaluation scheme	Relevant PO	PO descriptor	Course objective
	PO 1: Knowledge and Understanding	Theories of ESL learning, teaching, and research	Understand and analyze the impact of digital technologies on language use and language learning, and link these insights to existing theories of ESL learning and teaching.
	PO 5: Skills related to one's Specialization	Integrate digital tools for language education	Learn to effectively integrate various digital tools and technologies into ESL/EFL teaching practices to enhance language learning experiences.

		PO 8: Application of knowledge and skills	Create multimedia and multimodal materials for language learning	Create multimedia and multimodal materials that facilitate language learning, utilizing diverse digital resources to address different learning styles and preferences.
		PO 10: Generic learning outcomes	Communicate complex conceptual knowledge effectively in oral, written, and digital forms	Develop the ability to communicate complex concepts related to digital literacy and language learning through various formats, including oral presentations, written reports, and digital media.
		PO 11: Generic learning outcomes	Develop multidisciplinary, collaborative, and critical thinking skills	Foster multidisciplinary thinking, collaboration, and critical analysis by engaging with digital literacy issues in broader local and global contexts, including the relationship between digital literacy and digital citizenship.

*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

	Domain-Specific Outcomes	Understanding Digital Literacy Concepts: Students will demonstrate a comprehensive understanding of the key concepts, terms, and principles of digital literacy.
		Analyzing Digital Literacy Taxonomies: Students will analyze and compare different taxonomies of digital literacy proposed by global and national agencies.
		Linking Digital Literacy to Language Learning: Students will understand the impact of digital technologies on language use and language learning in both personal and academic contexts.
	Value Addition	Understanding Global Contexts: Students will link digital literacy with the UN Sustainable Development Goals, understanding its importance in local and global contexts.
		Promoting Inclusive Education: Students will recognize the role of digital literacy in promoting inclusive education and bridging digital divides.
		Appreciating Digital Citizenship: Students will appreciate the relationship between digital literacy and digital citizenship, recognizing the importance of responsible and ethical use of digital tools.

	Skill Enhancement	Evaluating Digital Content: Students will develop the ability to critically evaluate digital content and resources for their relevance and effectiveness in language education.
		Integrating Digital Tools: Students will learn to integrate digital tools into their teaching practices to enhance language learning outcomes.
		Creating Digital Learning Materials: Students will acquire skills to design and create effective digital materials for ESL/EFL language learning.
	Employability Quotient	Enhanced Digital Competency: Students will develop digital competencies essential for the 21st-century workplace, making them more competitive in the job market.
		Effective Communication: Students will improve their ability to communicate complex concepts related to digital literacy in oral, written, and digital forms, a key skill for professional success.
		Collaboration and Critical Thinking: Students will enhance their collaborative and critical thinking skills, preparing them for multidisciplinary work environments and problem-solving tasks.

Course outline:

This is a basic or level 1 course that helps you understand the impact new technologies have on language use and language learning. This in turn allows you to arrive at a better understanding of the concept of digital literacy and re-examine your ideas regarding the nature and use of language in the 21st century.

This course is helpful if you intend to use the internet and/or digital tools for personal use, learning, research, and/ or teaching. It is also a prerequisite for two level 2 courses – Evaluating online language learning and Introduction to Blended Learning.

The course is delivered in four modules, the duration of each varying from 2 or 3 weeks.

Course details:

We start by looking at how users engage with digital content both in academic and personal settings and interact with each other in a digital culture or context. Examples from media clips, newspaper articles, and digital archives are used to contextualise this

	section. This helps you identify purposes of digitally-mediated communication, and skills and strategies employed by users to utilise the potential of digital tools/ technology and benefit from the digital world. In addition to developing an understanding of the various terms, definitions, aspects and principles relating to digital literacy, during this phase you will also analyse taxonomies of digital literacy proposed by several global and national agencies as well as researchers, to arrive at a broader understanding of the constituent competencies of digital literacy. In the second module, using the framework of UN Sustainable Development Goals, the course links the idea of digital literacy with larger local and global contexts, to help you appreciate the relationship between digital literacy and digital citizenship. Digital literacy, declared a core transferable skill and an essential gate skill by world's leading educational agencies including UNESCO, is essential to succeed in the 21st century workplace. Digital literacy is also essential for citizens to benefit from facilities like healthcare, financial services, and civic participation, and personal enjoyment. This brings us to the third module that moves us into the realm of teaching digital literacies. The third module begins by looking at multiliteracies as a framework to explore new modes of literacy where print is no longer the primary medium for information production; verbal is not the only mode for knowledge dissemination; and scholarship and research are not individual but collaborative in nature. In this context of shifting definitions of literacies, how do we establish standards of literacy? Is digital literacy to be gained only in English? We then move to an exploration of various policies laid by governmental bodies like the NMEICT and benchmarks for digital literacies set by national and international agencies. In the last part of the course, we learn how the kind of knowledge and skills required to be digitally literate need to complement and extend those acquired in school. The role of a teacher in creating digital literacy skills in a generation that is already proficient in digital technology, therefore requires some consideration. We also ask the most important question: "why is digital literacy the business of the English teacher?" Keeping in focus the idea that incorporating a technological tool into a lesson without reflecting upon its pedagogical functions is dangerous pedagogy, we also look at how digital tools can be used to augment the learning processes and enhance the learning outcomes of the ESL learner. Questions posed during the course aim to understand how digital tools shape our learning environment, broaden learning contexts and change our experience of learning: how does potential availability of wider range of resources enhance or impede learning processes? What are the advantages and frustrations of learner autonomy? How are learning landscapes altered when social and interactional aspects are allowed? Do web tools have the ability torealise fully implications of theoretical frameworks like constructivism, constructionism, and socio and communal constructivism? The course ends by exploring some examples from across the world of how digital literacy is taught in the ESL classroom. **Assessment**: Classes will be both in face-to-face and online modes. Participation is compulsory in both
Reading list	1. Kinzer and Verhoeven (ed) (2008) *Interactive literacy education.* NJ: Lawrence Erlbaum Associates. 2. Literacy in a digital world. Tyner, 2009. 3. Digital Fluency 4. Digital Literacy Essentials Understanding And Engaging With Media 5. Introduction to Digital Literacy and the Future of Computing

6. Digital Literacy and Digital Inclusion
7. Digital Literacy Unpacked by Katharine Reedy
8. Stein. (2008) *Multimodal pedagogies in diverse classrooms.* NY: Routledge.
9. Juwah (ed) (2006) *Interactions in online education.* NY: Routledge.
10. Khan (2007) *Flexible learning in an information society.*Infoscl.
11. Coiro et al (ed) (2010) *Handbook of research on new literacies*. NJ: Lawrence Erlbaum Associates.
12. Mayer (ed) (2005) *The Cambridge handbook of multimedia learning*. Cambridge: CUP.
13. Learning online with games, simulations and virtual words. Carl Aldrich. (2009)
14. Mizuho Linuma. Learning and teaching with technology in the knowledge society (2016).
15. Kathy Mills. The multiliteracies classroom.
16. Luckin. (2010) *Redesigning learning contexts.* NY: Routledge.
17. Weller. (2007) *Virtual learning environments.* NY: Routledge.