THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS

Course title	ENGLISH LANGUAGE TEACHING IN INDIA
Category	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; Thursday 11-1
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:** 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	**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	M.A ELE-C410
Semester	I / Cross-listed with MA (ELT)
No. of Credits	4
Name of the Faculty Member	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

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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). o CO4: Create and implement classroom management strategies to enhance learning outcomes (aligns with PO5, PO7). o CO5: Utilize digital tools and resources to support English language education (aligns with PO6). 3. Application of Knowledge and Skills: o CO6: Apply theoretical knowledge to solve practical classroom problems through reflective practice and creative problem-solving (aligns with PO8, PO10).

	o CO7: Design and use multimodal materials for effective language teaching and learning (aligns with PO9).
	 4. Generic Learning Outcomes:
	      o CO8: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms (aligns with PO11).
	      o CO9: Collaborate with peers to enhance teaching practices and create innovative teaching materials (aligns with PO12).
	      o 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:
	      o LO1: Demonstrate a comprehensive understanding of key issues and recent developments in language teaching and learning, particularly in ESL/EFL contexts (a).
	      o LO2: Critically analyze learner and teacher factors that influence language acquisition and teaching effectiveness (a).
	      o LO3: Apply theoretical constructs of ESL learning to classroom scenarios and decision-making processes (a).
	 2. Value Addition:
	      o LO4: Reflect on and integrate ethical and humanistic values into teaching practices, promoting a positive and inclusive classroom environment (b).
	      o LO5: Develop a nuanced understanding of multilingual education practices and their relevance in English classrooms (b).
	 3. Skill-Enhancement:
	      o LO6: Create and implement effective classroom management strategies, including managing large and mixed-ability classes (c).
	      o LO7: Design and utilize multimodal materials and digital tools to support language teaching and learning (c).
	      o LO8: Engage in creative problem-solving and reflective practices to address classroom challenges (c).
	 4. Employability Quotient:
	      o LO9: Communicate conceptual knowledge and teaching strategies effectively in oral, written, and digital forms, enhancing professional presentation and collaboration skills (d).
	      o LO10: Collaborate effectively with peers to develop innovative teaching materials and improve teaching practices (d).

	o 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.

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.