THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	THE TEACHING OF SKILLS
Category	Existing course with (30%) revision (highlighted in the assessment tasks and the readings).
Course code	MAELE C 520
Semester	II
Number of credits	5
Maximum intake	30
Day/Time	Monday 11 a.m. to 1 p.m. Wednesday 9 a.m.-11 a.m.
Name of the teacher	K. Padmini Shankar

Course description	**Course description**
	The Teaching of Skills focuses on training students in developing the language skills – listening, speaking, reading and writing (LSRW) – and the language elements – vocabulary and grammar. Students will explore a range of pedagogical options for the teaching of skills in the classroom. Each of the language elements and skills will be transacted highlighting the principles behind teaching, learning and assessment. Students will examine a plethora of tasks, activities, techniques, and materials for lesson planning and classroom teaching. Delivery of instruction adopts interactive pedagogy and a problem-solving approach wherein students will learn through tasks, discussions and presentations. They will get a hands-on experience of the teaching of skills and elements through micro-teaching. The course helps students build a repertoire of classroom techniques to teach language skills and elements that are grounded in established principles of second language teaching and learning.
	
	Course objectives: by the end of the course, students will be able to:
	
	1. Knowledge and Understanding:
	   o CO1: Understand the cognitive, linguistic and affective processes of how language skills are developed, 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 of language skills and elements (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 ESL and EFL learners of middle and secondary school (aligns with PO5).

- o CO4: Expose learners to tasks and activities and techniques and methods tailored for language develop of ESL and EFL learners (aligns with PO5, PO6).

3. Application of Knowledge and Skills:
   - o CO5: Create a positive and conducive classroom environment that supports learners' language development (aligns with PO8).
   - o CO6: Apply knowledge of assessment techniques to evaluate and support 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 ESL/EFL learners (aligns with PO12).
   - o CO9: Develop critical thinking and problem-solving skills to address challenges in teaching 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 language skills and elements can be developed among ESL/EFL learners incorporating cognitive linguistic and affective processes *(a)*
   - o LO2: Evaluate and select appropriate materials for teaching LSRW (listening, speaking, reading, and writing), grammar, and vocabulary to ESL/EFL learners. *(a)*

2. Value Addition:
   - o LO3: Develop reflective practices to continually improve teaching methods and adapt to the diverse needs of learners. *(b)*
   - o LO4: Foster a positive attitude towards ethical and humanistic teaching practices, ensuring a respectful

	and supportive learning environment for learners. *(b)*
	3. Skill-Enhancement:
	    o LO5: Design and implement engaging and effective tasks and activities for teaching LSRW, grammar, and vocabulary to learners. *(c)*
	    o LO6: Incorporate interactive and problem-solving teaching methods, promoting learner engagement and creativity. *(c)*
	    o LO7: Practice and refine teaching methods in a controlled setting through Micro-teaching sessions. *(d)*
	4. Employability Quotient:
	    o LO8: Use the repertoire of teaching techniques for effective teaching in modern and diverse classroom environments making them competent for language teaching positions. (d)
	    o LO9: Collaborate with peers to enhance teaching practices and create innovative educational content for ESL/EFL 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 ESL/EFL learners, enhancing adaptability and lifelong learning capabilities. *(d)*

Course delivery	The course objectives and the learning outcomes will be achieved through a combination of lectures, discussions, activities, and hands-on practice designed to prepare students for the real-world challenges of teaching English to ESL/EFL learners.
Evaluation scheme	Internal assessment: 1. Application-based test 2. Poster presentation 3. content-based test End-semester assessment: Sit-down pen and paper examination

Reading list	Essential Readings
	
	Vocabulary
	    1. Thornbury, Scott. (2002). How *to Teach Vocabulary*. New Delhi: Pearson. **Chapter 2 How words are learned**. Pp. 13-31.
	    2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 10 Vocabulary.** Pp.

296-334.

Grammar

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 19 Teaching Grammar and Vocabulary.** Pp. 462-486.

2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 9 Grammar.** Pp. 261-295.

Listening

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 15: Teaching Listening.** Pp. 313-344.

2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 12 Listening.** Pp. 369-405.

Speaking

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 16 Teaching Speaking.** Pp. 345-388.

2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 13 Speaking.** Pp. 406-441.

Reading

1. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 14 Reading.** Pp. 442-477.

2**.** Grellet, Francoise. (1981). **Introduction. Pp 3-25**. *Developing Reading Skills*. Cambridge: CUP.

Writing

1. Brown, Douglas, H. & Lee, Heekyeong. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Fourth Edition.) New York: Pearson. **Chapter 18 Teaching Writing.** Pp. 426-461.

2. Richards, Jack C. (2015). *Key Issues in Language Teaching*. Cambridge: CUP. **Chapter 15 Writing.** Pp. 478-515.

Additional Readings

1. Harmer, J. (2015). *The Practice of English Language*

Teaching (5th ed.). Pearson.
2. Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson.
3. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
4. Thornbury, S. (2017). *Scott Thornbury's 30 Language Teaching Methods*. Cambridge University Press.
5. Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd ed.). Oxford University Press.
6. Richards, J. C. (2017). *Curriculum Development in Language Teaching* (2nd ed.). Cambridge University Press.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**ESP Course Design**
Category	a. Existing course without changes
Course code	**MAELE C580**
Semester	II (**Cross-listed with the MA TESL second semester course**)
Number of credits	4
Maximum intake	30 (on a first-come-first-served-basis **for MA courses only**) [Cross-list with the MA TESL second semester course]
Day/Time	**Mondays: 2 – 4 pm; Thursdays: 9 – 11 am**
Name of the teacher/s	**Dr. Mahananda Pathak & Dr. C. Ramamuni Reddy**
Course description	English for Specific Purposes (ESP) emerged in the 1970s as a major movement in ELT to cater to the language needs of specific groups of professionals like business executives, medical practitioners, engineers, scientists, and diplomats. It is characterised by its special features such as needs analysis, genre analysis, learning-centered curriculum, need-based syllabus, and tailor-made materials. This course introduces learners to the concept of ESP, its scope, significance, and development as a stream of ELT. It provides an understanding of the principles of ESP course design including needs analysis, need-based syllabus, materials, testing, and evaluation through hands-on experience in designing ESP projects. **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 **PO12**: collaborate for teaching, training, and content creation **COs and LOs** a) domain-specific outcomes **CO1:** To understand the development of ESP as a discipline **CO2:** Toexplore the key stages and issues in ESP course design b) value addition **CO3:** Toconceptualise and design a needs-based ESP coursefor a specific group of learners in the academic and occupational sectors c) skill-enhancement **CO4:** Todesign needs analysis tools and a need-based syllabus **CO5:** To select and prepare ESP materials **CO6:** To write well-structured ESP project reports d) employability quotient **CO7:** To collaborate with peers for course design, contentcreation, and engage in group project works
Course delivery	Presentations /Experiential learning through discussions, collaborative group tasks and projects
Evaluation scheme	**Internal (modes of evaluation): 40 %** • ClassTests • Grouppresentations based on case studies/research articles • Oral presentations on the projects **End-semester (mode of evaluation): 60 %** • Submission of ESP Projects
Reading list	**Essential reading** Anthony, L. (2018). *Introducing English for specific purposes*. Routledge. Basturkmen, H. (2010). Developing c*ourses in English for specific purposes*. Palgrave Macmillan. Brown, J.D. (2016). *Introducing needs analysis and English for Specific Purposes*. Routledge. De Chazal, E. (2014). *English for academic purposes*.Oxford

University Press.

Dudley, E., and St Johns. (1998). *Developments in ESP a multi-disciplinary approach.* Cambridge University Press.

Hutchison, T. & Waters, A. (2000). *English for specific purposes:A learning-centered approach*. Cambridge University Press.

Woodrow, L. (2017). *Introducing course design in English for specific purposes*. Routledge.

Additional reading

Brindley, G. (2004). Needs analysis. In Michael Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 438 – 441). Routledge.

Freidenberg, J., Kennedy, D., Lamparis, A., Martin, W., and Westerfield, K. (2003). *Guidelines for providers of workplace English language training services*. TESOL.

Hyland, K., & Shaw, P. (Eds.). (2016). *The Routledge Handbook of English for academicpurposes*. Routledge.

Robinson, P. (1991). *ESP today: A practitioner's guide*. Prentice Hall International.

Robinson, P. (2004). English for Specific Purposes. In Michael Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 196 – 198). Routledge.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**THEORIES OF SECOND LANGUAGE ACQUISITION AND LEARNING**
Category	b. Existing course with revision (10 percent)

Course code	**MAELE C460**
Semester	II **(Cross-listed with the MA TESL second semester course)**
Number of credits	4
Maximum intake	30 (on a first-come-first-served-basis **for MA courses only**) [Cross-list with the MA TESL second semester course]
Day/Time	Tuesdays: 11am to 1pm; Thursdays: 2pm to 4pm
Name of the teacher/s	**Prof. Lina Mukhopadhyay & Dr. Mahananda Pathak**
Course description	This is a second level compulsory course on the MA ELT programme and a core course on the MA TESL programme aimed to familiarize students with the current hypotheses and theories in second language acquisition and learning. The course will build on content from MAELEC500 and MAELEC511.

The course will begin with an elaborate analysis of the seminal perspectives and theories of SLL which will include – (a) the behaviourist theory and structural linguistics, (b) the nativist theory and role of UG in SL, (c) the cognitivist theory of SLL and role of working memory and attention in SL, and (d) the socio-constructivist theories of Bruner, Piaget and Vygotsky. The theories will be compared to critically analyse what explains the process of second/foreign language learning with a specific focus on variables likeclassroom versus naturalistic contexts, age of learning and length of residence, comprehensible input, and child versus adult learners.

The course will conclude by considering learner internal factors such aspsychological and personality factors and their effect onthe process of SLL. Thus, the course will discuss related concepts, issues, and factors that facilitate SLL and their pedagogical implications.

The course will examine the influence of other related disciplines like psychology, sociology, linguistics, applied linguistics, and cognitive science to the processes of second language acquisition and learning. The course will aim to train learners to look at related empirical research examples from the four perspectives and help students apply their understanding to improve classroom input in the form of textbook, teacher talk and interactions.

PO3: understand theoretical constructs of ESL learning and teaching in instructional contexts
PO10: apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research |

	PO11: communicate conceptual knowledge effectively in oral, written, and digital forms **PO12**: collaborate for teaching, training, and content creation **COs and LOs** a) domain-specific outcomes **CO1**: To know the links between language learning and acquisition theories and their application in teaching English **CO2**: Tomake informed decisions to handle classroom learning contexts and solve language learning problems b) value addition **CO3**: Toanalyse the relevance of language input, teaching materials and assessment tools for leaners of several contexts, age-groups and learning styles **CO4:** To analyze forms and functions of SL use, and the role of socio-psychological factors in SL learning c) skill-enhancement **CO4**: To understand patterns in the use of a second language and the errors thereof across learners of different age groups and different L1s **CO5**: To readabout contemporary research paradigms in language education in different domains **CO6**: To learn to investigate patterns of SLA across learners of various L1s and ages in areas suchas morpho-syntax, vocabulary, and language skills d) employability quotient **CO7:** To collaborate with peers for course design, contentcreation, and engage in group project works **CO8:** To interact with the course materials and respond to the course requirementswith the help oftechnology tools
Course delivery	Presentations, Experiential learning through peer discussions, collaborative group tasks

Evaluation scheme	**Internal (modes of evaluation): 40 %**
	  • Individual portfolio submissions (20%)
	  • 2 Internal Tests/Assignments(20%)
	End-semester (mode of evaluation): 60 %
	  • Oral Presentation (10%)
	  • End-term open-book exam (50%)

Reading list	**Essential reading** Ortega, L. (2009). *Understanding Second Language Acquisition*. Hodder Education: Great Britain. Chapters **1** to **5, 8** to**10** Gass, S.M., Behney, J., & Plonsky, L. (2020). Second Language Acquisition: An Introductory Course (5th ed.). Routledge. https://doi.org/10.4324/9781315181752

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press: New York. (Chapters: **2, 3**)

Additional reading
Howatt, A. (2004). *A history of English Language Teaching* (2nd Edn.). Oxford: Oxford University Press.
Gass, S. M. and Selinker, L. (2008). *Second Language Acquisition: An introductory course*. (2nd Edn.) Lawrence Earlbaum Associates: Mahwah, NJ.
Brown, D. (2015). *Teaching by Principles: An interactive approach to language pedagogy*. (2nd/4th Edn). Pearson Longman.

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Madhumeeta Sinha—Language Teaching Through Media

Course title	**Language Teaching through Media**
Category	Existing course with 20% revision
Course code	**MAELE C560**
Semester	Jan- May 2026
Number of credits	4
Maximum intake	30 -- MA ELT & TESL for semester II
Day/Time	Tuesdays 2-4, Thursdays 11-1
Name of the teacher/s	Dr. Madhumeeta Sinha
Course description	Media today is a primary source of information and knowledge for everyone, particularly students. Combined with the massive technological shifts of the last three decades, the media developments have created fundamental challenges and raised important questions for language teaching. For instance, the old notions about what constitutes a text was confronted due to the proliferation of new modes of meaning-making (Bearne, 2003; Kress,2003). Media has been one of the most powerful sources to shape students' attitudes and values. Bearing this in mind this course will focus on "teaching with and about media" with special focus on English language education based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the engaging and expanding domain of media, providing students opportunities to work with authentic texts. The course will also aim to enable students to critically think of diverse media texts to use these in the classroom and offer hands on experience for creative and collaborative classroom methods. It will provide the analysis of various aspects of language use to develop resources for English language teaching with an "anywhere-anytime" method.

	Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) The students will: 1. Get introduced to and gain a comprehensive overview of the major approaches in the teaching of language through media and methodological tools used in the study of both old and new media. (PO2 and PO3) 2. Gain a thorough understanding of the key concepts of media and its importance in language teaching. (PO6) 3. Analyse the linguistic and textual framing of messages and acquire the ability to interpret these to use it in teaching language (PO8) 4. Evaluate and create media texts to be able to create authentic and supplementary material for different language skills and functions.(PO11 & PO12) **Learning Outcomes:** **Students who complete the course would:** **Learning outcomes:** a) domain specific outcomes b) value addition c) skill-enhancement d) employability quotient a. Domain specific outcomes : PO 2, PO3, PO5 b. Value addition : PO11& PO14 c. Skill-enhancement : PO6, PO 9, PO10 d. Employability quotient : PO 6 PO 9
Course delivery	Lecture/Seminar/Experiential learning – all the three modes will be used during the course
Evaluation scheme	Regular attendance, careful reading of prescribed texts and performing classroom tasks and activities, and participation in class discussions will be part of the assessment in this course with the following criteria: • 3 Internal tests/tasks/presentations 40% • 1 End-term assignment/examination 60%
Reading list	Bearne, E. (2003). Rethinking literacy: communication, representation and text. *Reading* 30(3). Boyd-Barrett, O. &Graddol, D (eds). (1994). *Media texts: authors and readers*. Cook, G. 2001. *The discourse of advertising*. Routledge. Durant, A. & Marina L. (2009). *Language and media*. Routledge. Erben, T et al. (2009). *Teaching English language learners through technology.* Routledge. Kramsch C. & RW Anderson. (1999). "Teaching text and context through media". Language Learning & Technology, 2(2) Kress, G. (2003). *Literacy in new media age*. Routledge.

Tan, L &Guo, L.(2010). From print to critical multimedia literacy: One teacher's foray into new literacies practice.*Journal of Adolescent & Adult Literacy*, 53(4). https://www.jstor.org/journal/jadoladullite

Jones, R,et al. (2021). *Language and media: a resource.* Routledge.

Squires, Lauren. (2010) Enregistering internet language. *Language In Society*, 39(4).

Earley, M & Kendrick, M. (2015)Multimodality: Out from the margins of English language teaching.TESOL Quarterly, 49(3).

Kern, Richard. (2006). Perspectives on Technology in Learning and Teaching Languages.*TESOL Quarterly*, 40(1).

Birke, D. & Christ, B. (2013).Paratext and Digitized Narrative: Mapping the Field *Narrative*, 21(1).

Selected texts will be used from books mentioned above.

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	ACADEMIC WRITING
Category (Mention the appropriate category (a/b/c) in the course description.)	**b. Existing course without changes**
Course code	MAELE C491
Semester	II
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday: 9.00 to 11, Friday: 11.00 to 1.00
Name of the teacher/s	Professor Anand Mahanand
Course description	Include the following in the course description i) A brief overview of the course **Students at the P.G Level are required to read a variety of academic texts and write different forms of text types such as essays, reports, projects, proposals as part of their academic activities. They need to learn the skills of reading and writing to meet these demands.** **The objectivesof this course are to equip students with effective reading and writing skills in order to enable them to cope with their academic studies at the P.G. level. It also aims to expose them to good pieces of**

academic texts to identify and learn different aspects of academic writing. It will also teach thema range of useful, practical tips and techniques to adopt and develop their academic writing skills in English.

ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

The objectives of this course is to equip students with effective reading and writing skills to enable them to cope with their academic studies at the P.G. level. It will expose them to good pieces of academic texts to identify and learn different aspects of academic writing. It will also teach them a range of useful, practical tips and techniques to adopt and develop their academic writing skills in English.

iii) Learning outcomes—a):**After of the completion of the course students will be able to read and understand different academic texts and write in an effective manner**

iv) domain specific outcomes b): **Students will be efficient readers and effective writers of assignments, reports, reviews,essays, summary, research proposals and research projects**. addition/ c) skill-enhancement:

v) d) **employability quotient: The course will develop students academic reading and writing skills.**These skills will enhance the chance of employability.
(Please highlight the portion that subscribes to a/b/c/d)

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 Assignments and Class presentations** End-semester (mode of evaluation):**Take home assignment/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: **Greenall, Simon and Swan, Michael.(2007).*Effective Reading:**

	Reading Skills for Advanced Students. Grellet, Francoise. (2009). *Writing for Advanced Learners of English*.CUP. Hedge, Tricia. (2005).*Writing*. OUP. Leki, Ilona.(1998).*Academic Writing:Exploring Processes and Strategies.* CUP. Mahanand, Anand.(2012). *English for Academic and Professional Skills*. Delhi: Tata McGraw-Hill. ---.(2015). *Learning to Learn: Study Skills in English*. Viva Books. Additional reading**Jordan, R. R. (1997). *English for Academic Purposes: A guide and resource book for teachers.* CUP. Wallace, Michael. J. (2001). *Study Skills in English*. CUP. Waters, Mary and Alan Waters. (1995). *Study Tasks in English*. CUP. Raimes, Ann((1981).Techniques in Teaching Writing. OUP. .