THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

Course title	PSYCHOLOGY FOR LANGAUGE TEACHING
Category (Mention the appropriate category (a/b/c) in the course description.)	a. New course
Course code	MAELEE562
Semester	II
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	TUESDAY 2-4,WEDNESDY 9-11
Name of the teacher/s	Dr.S.Vishnu Priya
Course description	i.Course description This course aims to provide an introduction to the theories and concepts in psychology and also help the learners understand the issues/problems involved second /foreign language learning .The course also focuses on learner factors in language learning and will also provide a fund of knowledge from which to draw to inform their class room practices. In addition to this, the course will also provide suitable examples to illustrate the application of ideas presented to second language/foreign language classrooms. ii. Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) 1. Comprehend various theories and concepts about psychology for language teaching. 2. Analyze and apply the concepts and theories in teaching a language. 3. Assessing the relevance of the concepts in psychology in different teaching contexts. 4. Learning about the recent trends in psychology for language teaching. iii. 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) a. Gain an understanding of the theories of psychology for language teaching. (a - domain-specific outcomes) Learning about the recent trends in psychology for language teaching(b.value addition) Examine different language teaching contexts and apply these theories. (c- skill-enhancement) Develop the knowledge

	choose appropriate classroom strategies for the teaching of language. (d - employability quotient) 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 (highlight the portion in the course description that lends itself to these) help participants explore various theories of psychology (Lecture mode) Examine various contexts of language teaching and analyze the theories (Experiential learning) adopt interactive pedagogy and a problem-solving approach wherein participants will learn through engaging tasks, discussions, and presentations. (Seminar)
Evaluation scheme	Internal Evaluation- Seminar/ sit-in exam-40% End-semester : Sit-in examination -60%
Reading list	Robert L. Burden ,Williams Marion .(2010).Psychology for Language Teachers .Cambridge University Press. Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven, CT: Yale University Press. Brown,H.Douglas.(2007). Principles of Language learning and Teaching. Pearson (5th Ed.). Diane Larsen-Freeman , Anderson.M .(2011). Techniques & Principles in Language Teaching .Oxford University Press

Course title	TEACHING VOCABULARY
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with revision. (30% revision: inclusion of corpus-based pedagogy, vocabulary depth constructs, digital tools, and multilingual classroom practices)
Course code	ELEC425
Semester	II
Number of credits	04
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Tuesday 4.00-6.00 Friday 11.00 -1.00
Name of the teacher/s	Dr.M.Udaya

Course description	i). This course examines vocabulary as a central component of second and language proficiency, with emphasis on theory, research, and pedagogy. It engages students with concepts such as vocabulary breadth and depth, form–meaning relationships, collocation, formulaic language, and pragmatic use. The course critically explores explicit and incidental learning, lexical and communicative approaches, and corpus-informed pedagogy. Special attention is given to multilingual classrooms, under-resourced contexts, and technology-mediated vocabulary learning.
	
	 ii) Objectives of the Course
	     i. Develop advanced theoretical understanding of vocabulary acquisition (Domain Knowledge)
	     ii. Critically evaluate vocabulary teaching research and practices (Analytical Competence)
	     iii. Design effective vocabulary teaching materials and assessments (Pedagogical Application)
	     iv. Integrate corpus tools and digital resources in vocabulary instruction (Professional Readiness)
	
	 iii) Learning Outcomes
	     I. Domain-specific outcomes: Advanced understanding of lexical theories and vocabulary assessment
	     II. Value addition: Awareness of multilingualism and ethical pedagogy
	     III. Skill enhancement: Ability to design corpus-informed lessons and materials
	     IV. Employability quotient: Preparedness for teaching, materials development, and academic support roles

Course delivery	Lecture, Seminar, and Experiential Learning (micro-teaching, corpus tasks, material design)
Evaluation scheme	Internal (40%): Assignments, lesson plans, seminar presentations, reflective portfolio End-Semester (60%): Written examination - application-based

Reading list	**Essential Readings**
	- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press. - Richards, J. C. (1976). The role of vocabulary teaching. *TESOL Quarterly, 10*(1), 77–89. - Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan. - Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press. **Additional Readings** - Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching*. Longman. - Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34*(2), 213–238. - Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning, 54*(3), 399–436. - McCarthy, M., & O'Keeffe, A. (2010). Historical perspective: What are corpora and how have they evolved? In A. O'Keeffe & M. McCarthy (Eds.), *The Routledge handbook of corpus linguistics* (pp. 3–13). Routledge. - Milton, J. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters. - Read, J. (2000). *Assessing vocabulary*. Cambridge University Press. - Sahin, D. (2025). Fostering effective vocabulary retention among primary learners. *Frontiers in Psychology*. - Teng, M. F. (2024). Growth mindset and self-regulated vocabulary learning. *System, 121*, 103282. - Thornbury, S. (2002). *How to teach vocabulary*. Longman. - Zeng, Y. (2025). Vocabulary instruction for English learners: A systematic review of theories guiding vocabulary instruction. *Education Sciences, 15*(3), 262.

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	**Teaching Oral Communication**
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes
Course code	MAELEC472
Semester	2
Number of credits	4

Maximum intake	15 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday 2-4 pm and Wednesday 11-1 pm
Name of the teacher/s	Ajit Kumar P

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

Course delivery	Lecture/Seminar/Experiential learning. All 3 strategies will be used throughout the course.
Evaluation scheme	Internal (modes of evaluation): 50 marks; quizzes, tests, take home assignments End-semester (mode of evaluation):50 marks; term paper and book review/ Viva Voce *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 Additional reading

COURSE DESCRIPTION

Effective oral communication is a cornerstone of mastering English and is crucial for successful interaction. However, many teachers in Indian schools find teaching this skill challenging. The course, 'Teaching Oral Communication,' is designed to bridge the gap between linguistic competence and communicative competence. It will equip graduate students with both theoretical knowledge and practical skills, empowering them to teach oral communication with greater effectiveness and confidence.

The course will begin with an exploration of current theoretical perspectives on oral communication and its application in ESL classrooms. It will then review and analyze existing teaching practices and instructional materials used in India. Following this, students will experiment with innovative teaching strategies and materials, aligned with communicative language teaching principles and tailored to the unique needs of English language learners in India.

By the end of the course, graduate students will be able to:

- develop and adapt instructional materials, including authentic resources.

- teach oral communication in a structured and supportive manner that fosters collaborative and experiential learning.
- provide constructive feedback to enhance student learning,and
- ensure that learning is effectively transferred to real-life settings.

This course will empower English teachers to apply their new insights in the classroom, helping their students achieve fluency, accuracy, confidence, and social appropriateness in oral communication.

Objectives/ Outcomes

- Demonstrate a comprehensive understanding of theories and principles related to teaching, learning oral communication in ESL contexts.**PO1**
- Exhibit knowledge of the principles behind designing instructional materials.**PO2**
- Design, develop, adapt effective and appropriate instructional materials.**PO4**
- Select and apply appropriate teaching methods, materials, assessment activities for teaching.**PO7**
- Create and implement outcome-based assessment and evaluation activities.**PO6**
- Provide constructive feedback.
- Facilitate transferability of learning to real-time settings.
- Communicate complex conceptual knowledge regarding teaching oral communication effectively in oral, written, and digital forms.**PO10**
- Exhibit strong multidisciplinary, collaborative, and critical thinking skills.**PO11**

Reading list

1. Littlewood, W. (1992). *Teaching oral communication: A methodological framework*. Wiley-Blackwell.
2. Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge University Press.
3. Harmer, J. (2015). *The practice of English language teaching*. Pearson Education ESL.
4. Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
5. Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
6. Brown, H. D. (2014). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education ESL.
7. Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
8. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
9. Hughes, R. (2010). *Teaching and researching speaking*. Routledge.
10. Bygate, M. (1987). *Speaking*. Oxford University Press.

11. Burns, A. (2017). *Research and the teaching of speaking in the second language classroom.* Handbook of Instructed Second Language Acquisition. Routledge
12. Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
13. Lam, Wendy Y. K. (2010). *Implementing Communication Strategy Instruction in the ESL Oral Classroom: What Do Low-Proficiency Learners Tell Us?* TESL Canada Journal, v27 n2 Spr 2010.
14. Muhammad Rahimi, Lawrence Jun Zhang. (2015). *Exploring non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication.*SystemVolume55, December 2015.
15. Gan, Z. (2012). *Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong.* Australian Journal of Teacher Education (Online), 37(1).
16. Khan, Said Muhammad. (2015). *Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners.* Advances in Language and Literary Studies, v6 n6.
17. Lidya Ayuni Putri. (2013). *Communication Strategies in English as a Second Language (ESL) Context*. TESOL International Journal, v15 n1.
18. Burns, Anne. (2019). *Concepts for Teaching Speaking in the English Language Classroom.* Language Education and Acquisition Research Network, v12 n1.
19. Marian J. Rossiter, Tracey M. Derwing, Linda G. Manimtim, Ron I. Thomson. (2010). *Oral* *Fluency: The Neglected Component in the Communicative Language Classroom.* The Canadian Modern Language Review 2010 66:4.
20. Lawrence Jun Zhang, Muhammad Rahimi. (2014). *EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes.*SystemVolume 42, February 2014.
21. Gudu, Benter Oseno. (2015). *Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*. Journal of Education and Practice, v6 n35.
22. Ellis, R. (2005). *Principles of instructed language learning.*System, 33(2).

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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	TEACHING LISTENING
Category (Mention the appropriate category (a/b/c) in the course description.)	c. Existing course without changes d. Existing course with revision. Mention the percentage of revision and highlight the changes made. e. New course
Course code	MAELEC471
Semester	II
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis **for MA courses only**)
Day/Time	Monday4-6

	Thursday 9-11
Name of the teacher/s	Sharada Mani.N

Course description	Include the following in the course description
	
	    i) A brief overview of the course
	
	Listening is one of the most challenging of the language skills, not the least because the spoken word leaves no trace, and one has to be confident about what one has heard It involves, more often than we may grant, "a great leap of faith" to continue on what we have heard.
	
	This course will address the listening skill which is as active as any of the other skill. It will range along the classroom devices that include what makes a good listener and continue onto the methods, methodologies and approaches that the teaching of listening involves. The assessment of needs, the designing of materials, the requirements of the classroom in terms of teacher- and learner involvement are some of the central issues that will be addressed. The other language skills including grammar and vocabulary will be integrated into the course insofar as they feed into teaching the listening skill. The focus will be on developing skills for academic listening, but will not be limited to it. An attempt will be made to teach listening to the differently-abled such as learners with visual issues, and others.
	
	The course will culminate in the teaching of how to assess listening. The course will draw on the different sources that listening will be based on—the electronic media, real-life in person listening, and the like.
	
	    ii)
	    iii) Objectives of the course in terms of Programme Specific Outcomes
	    Students will be able to:
	1) Demonstrate a broad understanding of listening as a skill
	
	2. Trace the history and the background of methods in teaching listening
	3) Identify and utilize listening strategies
	4) Understand and explore the concept of listening comprehension
	5) Utilize and produce differentiated listening resources.

Course delivery	Lecture/Seminar
Evaluation scheme	Internal assessment: two tests (content-based and application-based) (40%) Final assessment: semester-end examination (60%)

	*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 Anderson,A. & Lynch,T. Listening Vandergrift,L& Goh Teaching and Learning Second Language Listening Rost,M Teaching and Researching Listening :Past ,present and future Additional reading Buck, G. (2001). Assessing listening. Cambridge: Cambridge University Press. Field, J. (2008). Listening in the Language Classroom. New York, NY: Cambridge UniversityPress. Flowerdew, J., & Miller, L. (2005). Second Language Listening: Theory and Practice. New York, NY: Cambridge University Press. Nation, I.S. P, & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. New York, NY: Routledge.