

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	THE PHONETICS OF ENGLISH
Category (Mention the appropriate category (a/b/c) in the course description.)	a) Existing course without changes
Course code	PGDTEE 663
Semester	2
Number of credits	5
Maximum intake	Core
Day/Time	Wednesday: 11am -1pm Friday: 3pm– 5pm
Name of the teacher/s	Dr. Dominic Savio
Course description	<p>i) A brief overview of the course</p> <p>The course ‘ThePhonetics of English’ deals with certain advanced aspects of phonetics. The course presents an overview of the concepts of phoneme and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language - syllable, word accent, rhythm and intonation. It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentencesand marking for intonation is inbuilt in the respective modules of this course.</p> <p>ii) Course Objectives: By the end of the course students will be able to:</p> <p>1) Knowledge and Understanding</p> <p>CO1:gain thorough knowledge to identify the allophonic variants of all the consonants and vowels of English; and the phonetic environments in which they are realized (aligns with PO1 and PO2). CO2:learn the principles behind marking primary and secondary accent in wordsand use all the weak and contracted forms in connected speech of English(aligns with PO1 and PO2). CO3: learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes(aligns with PO1 and PO2).</p> <p>2) Skills related to one’s specialization</p> <p>CO3:acquire skills in phonetic transcription using the International Phonetic Alphabet (IPA) (aligns with PO6). CO4: train ESL learners/corporate language trainers in differentiating the</p>

	<p>attitudinal nuances of intonation (aligns with PO6, PO7 and PO8).</p> <p>3) Application of Knowledge and skills</p> <p>CO5:transcribe phonetically, and read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech (aligns with PO9).</p> <p>4) Generic learning Outcomes</p> <p>CO6:appreciate the differences in some select accents of English and identify and overcome the features of English spoken in India to be intelligible, both in the national and the international scenarios (PO13 and PO14).</p> <p>iii) Learning outcomes</p> <p>a) domain specific outcomes</p> <p>Upon completion of the course, students will:</p> <ul style="list-style-type: none"> • gain thorough knowledge to identify and phonetically transcribe the allophonic variants of all the consonants and vowels of English. • learn the principles behind marking primary and secondary accent in words and use all the weak and contracted forms in connected speech of English. • learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes. • appreciate the differences in some select accents of English. <p>b) value addition This course is aimed at neutralizing the accent of ESL (English as a second language) learners.</p> <p>c) skill-enhancement This course will adequately train the learners to improve their pronunciation skills and equip them with skills needed to train ESL learners in English pronunciation.</p> <p>d) employability quotient On completion of this course, the learners will be thoroughly equipped to teach the nuances of English language pronunciation thereby increasing the scope of employability in academia and corporate world.</p>
Course delivery	Lecture and experiential learning
Evaluation scheme	Internals (40%): Written Tests (40 %) Externals (60%): Semester-end Written Exam (60%)

Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1) Roach, P. (2009). <i>English phonetics and phonology paperback with audio CDs (2): A practical course</i>. Cambridge University Press. 2) Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons. 3) Cruttenden, Allen. 2008. <i>Gimson's Pronunciation of English</i>, 7th ed. London: Hodder Education part of Hachette. 4) Hughes, Arthur & Trudgill, P. 1979. <i>English Accents and Dialects</i>. London: Arnold Publishers. 5) Tench, Paul. 2015. <i>The Intonation Systems of English</i>, 1st ed. London: Bloomsbury publishers. 6) Wells, J.C. 1982. <i>Accents of English</i>. Cambridge: CUP.
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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	DESIGNING LANGUAGE ASSESSMENT
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	PGDTEE670
Semester	II
Number of credits	4
Maximum intake	
Day/Time	Tuesday – 2-4 pm and Thursday 11-1 pm
Name of the teacher/s	Prof. Revathi Srinivas
Course description	<p>Include the following in the course description</p> <ol style="list-style-type: none"> i) A brief overview of the course This course offers an in-depth exploration of the theoretical principles of designing language assessments for ESL classroom. Students will examine various assessment frameworks, investigate the creation and adaptation of assessment items across different language skills, and critically analyze the effectiveness of existing assessment tools. The course emphasizes the importance of validity, reliability, and ethical considerations in language assessment design while providing hands-on experience in developing assessment materials for diverse language learning contexts. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course

is being offered)

This course aims at enabling students to

- understand the foundational theories and models of language assessment; (PO6)
- analyze and critique existing language assessment design models ;
- design and evaluate assessment tools that align with specific language learning outcomes; and (PO7)
- integrate insights from cognitive and sociocultural perspectives in developing authentic assessment practices.

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)

At the end of the course, students will be able to:

a) **Domain specific:**

- demonstrate comprehensive understanding of theoretical frameworks underlying language assessment
- critically analyze the effectiveness of assessment design based on established criteria
- develop valid and reliable context-specific assessment tools for various language skills and diverse language learning environments
- apply principles of assessment design to diverse linguistic and cultural contexts

b) **Value addition:**

- develop ethical approaches to language assessment that prioritize fairness and accessibility.

c) **Skill-enhancement:**

- enhance skills in assessment design, item writing, and constructs of assessment.
- develop analytical skills for interpreting assessment results and providing feedback.
- improve digital literacy for creating and administering online assessments.
- master technical skills in creating digital assessment tools
- develop analytical skills for evaluating assessment materials
- enhance ability to adapt assessments to specific learner needs

d) **Employability quotient:**

	<ul style="list-style-type: none"> • Gain expertise in assessment design for educational institutions • Develop professional assessment design skills applicable for assessment companies • Build consultancy capabilities for language assessment organizations • Prepare for roles in educational research, curriculum development, and language assessment institutions by applying innovative assessment strategies.
Course delivery	<p>Module 1: Foundations of Language Assessment (Interactive lectures and multimedia presentations)</p> <ul style="list-style-type: none"> • Major Theoretical Frameworks in Language Assessment • Distinction Between Testing, Assessment, and Evaluation • Principles of Validity and Reliability in Language Assessment • Ethics and Fairness in Language Assessment • Washback Effects and Consequential Validity • Socio-political Dimensions of Language Assessment <p>Module 2: Designing Assessments</p> <ul style="list-style-type: none"> • Defining Constructs and Specifications for Assessment design • Item Writing Techniques • Creating Effective Rubrics and Rating Scales • Developing items for Language Skills • Integrating Skills in Assessment Materials • Aligning assessment design with learning outcomes and curricula • Adapting assessments for diverse learner populations (e.g., age, proficiency levels) <p>Module 3: Evaluation and Validation of Assessment Tools (Discussion; peer feedback and collaborative learning)</p> <ul style="list-style-type: none"> • Methods for evaluating and validating language assessment tools to ensure their effectiveness • Interpreting and Communicating Assessment Results • Using assessment results to improve teaching and learning <p>Module 4: Technology in Language Assessment (discussion; peer feedback and collaborative learning)</p> <ul style="list-style-type: none"> • Overview of digital tools for assessment design and delivery • Creating computer-based and online language tests • Using AI and automated scoring systems

	<ul style="list-style-type: none"> Evaluating the effectiveness of technology-enhanced assessments
Evaluation scheme	<p>Internal (modes of evaluation): 40%</p> <ul style="list-style-type: none"> Language assessment analysis portfolio (10%): Critical evaluation of existing assessment design Assessment design project (20%): Development of original assessment tool Seminar presentation (10%): Presentation and defense of assessment design principles <p>End-semester (mode of evaluation): 60%</p> <p>Written examination: Essay-based assessment focusing on theoretical principles and practical applications of language assessment design</p>
Reading list	<p>Essential Reading</p> <p>1. Foundations of Language Assessment: Bachman, L. F., & Palmer, A. S. (1996). <i>Language Testing in Practice: Designing and Developing Useful Language Tests</i>. Oxford University Press. Brown, H. D., & Abeywickrama, P. (2019). <i>Language Assessment: Principles and Classroom Practices</i> (3rd ed.). Pearson Education. Fulcher, G., & Davidson, F. (2007). <i>Language Testing and Assessment: An Advanced Resource Book</i>. Routledge.</p> <p>2. Designing Assessment Materials: Alderson, J. C., Clapham, C., & Wall, D. (1995). <i>Language Test Construction and Evaluation</i>. Cambridge University Press. Hughes, A. (2003). <i>Testing for Language Teachers</i> (2nd ed.). Cambridge University Press. Weir, C. J. (2005). <i>Language Testing and Validation: An Evidence-Based Approach</i>. Palgrave Macmillan.</p> <p>3. Technology in Language Assessment: Chapelle, C. A., & Voss, E. (2016). <i>Evaluation of Language Tests Through Validation Research</i>. Routledge. Winke, P., & Isbell, D. R. (2017). <i>Computer-Assisted Language Learning: Diversity in Research and Practice</i>. Cambridge University Press. Ockey, G. J., & Wagner, E. (2018). <i>Assessing L2 Listening: Moving Towards Authenticity</i>. John Benjamins.</p> <p>4. Evaluating and Interpreting Assessment Results: McNamara, T. (2000). <i>Language Testing</i>. Oxford University Press.</p>

Kane, M. T. (2013). *Validating the Interpretations and Uses of Test Scores*. *Journal of Educational Measurement*, 50(1), 1-73.

Brown, J. D. (2005). *Testing in Language Programs: A Comprehensive Guide to English Language Assessment* (2nd ed.). McGraw-Hill.

Additional Reading

1. Foundations of Language Assessment:

Shohamy, E. (2001). *The Power of Tests: A Critical Perspective on the Uses of Language Tests*. Pearson Education.

Spolsky, B. (1995). *Measured Words: The Development of Objective Language Testing*. Oxford University Press.

Kunnan, A. J. (Ed.). (2014). *Companion to Language Assessment*. Wiley-Blackwell.

2. Designing Assessment Materials:

Davidson, F., & Lynch, B. K. (2002). *Testeraft: A Teacher's Guide to Writing and Using Language Test Specifications*. Yale University Press.

Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action*. Routledge.

Purpura, J. E. (2016). *Assessing Grammar*. Cambridge University Press.

3. Technology in Language Assessment:

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.

Chapelle, C. A., & Douglas, D. (2006). *Assessing Language Through Computer Technology*. Cambridge University Press.

Jamieson, J., & Chapelle, C. A. (2010). *Evaluating CALL Use Across Multiple Contexts*. *System*, 38(3), 357-369.

4. Evaluating and Interpreting Assessment Results:

Bachman, L. F. (2004). *Statistical Analyses for Language Assessment*. Cambridge University Press.

Chalhoub-Deville, M., & Deville, C. (2005). *A Look Back at and Forward to What Language Testers Measure*. *Language Testing*, 22(3), 301-322.

Messick, S. (1989). *Validity*. In R. L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 13-103). Macmillan.

5. Emerging Trends and Special Topics:

	<p>Taylor, L. (Ed.). (2013). <i>Examining Speaking: Research and Practice in Assessing Second Language Speaking</i>. Cambridge University Press.</p> <p>Knoch, U., & Macqueen, S. (2020). <i>Assessing English for Professional Purposes: Language and the Workplace</i>. Routledge.</p> <p>Harding, L., & Kremmel, B. (2016). <i>Teacher Assessment Literacy and Professional Development</i>. <i>Language Assessment Quarterly</i>, 13(4), 321-327.</p> <p>Suggested Journals for Further Reading</p> <p><i>Language Testing</i> (SAGE Publications)</p> <p><i>Language Assessment Quarterly</i> (Taylor & Francis)</p> <p><i>Assessing Writing</i> (Elsevier)</p> <p><i>TESOL Quarterly</i> (Wiley-Blackwell)</p> <ul style="list-style-type: none"> • <i>Computer-Assisted Language Learning</i> (Taylor & Francis)
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TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Effective Practices in ESP.
Category (Mention the appropriate category (a/b/c) in the course description.)	<p>a. Existing course without changes</p> <p>b. Existing course with revision. Mention the percentage of revision and highlight the changes made</p> <p>c. New course</p>
Course code	PGDTEE657
Semester	II
Number of credits	4
Maximum intake	30
Day/Time	Mon- 11.00.1.00, Thurs- 9.00 - 11
Name of the teacher/s	
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>The course aims at providing an overview of current practices in the field of English for Specific Purposes and sensitizing students to certain effective practices in the field of ESP such as Needs Analysis, Curriculum Design, Materials Development, Implementation and Evaluation. Such an awareness will equip students to adopt the features of best practices and design courses and develop materials for specific ESP contexts.</p> <p>ii) Objectives of the course in terms of Programme Specific</p>

	<p>Outcomes (PSO of the Programme under which the course is being offered)</p> <p>This course aims at developing competency of students in needs analysis, course and materials development, teaching and evaluation in the context of ESP</p> <p>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)</p> <p>By the end of the course students will be able to design short term courses for different professionals by analyzing their needs, teach them and assess them. Students will have greater chance of employability as they will learn to do needs analysis, course design, teaching and evaluation independently.</p>
Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these):</p> <p>The course will be implemented through lectures, group discussions, presentations and projects.</p>
Evaluation scheme	<p>Internal (modes of evaluation): Project work+ Presentation=40%</p> <p>End-semester (mode of evaluation):Sit in exam=60%</p> <p>*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</p>
Reading list	<p>Essential reading;</p> <p>Dudley Evans and Maggie St. Joan. (2008). <i>Developments in English for Specific Purposes</i>. Cambridge: CUP.</p> <p>Hutchinson and Alan Waters. (2009). <i>English for Specific Purposes</i>. Cambridge: CUP.</p> <p>Friedenberg, Joan, Deborah Kennedy, Anne Lamparis, William Martin , Kay Westerfield .(2003). <i>Guidelines for Providers of Work Place English Language Training Services</i>. Alexandria, VA: TESOL.</p> <p>Additional reading:</p> <p>Richards, Jack C. (2003). <i>Curriculum Development in Language Teaching</i>. Cambridge UP.</p> <p>Robinson, P. (1991). <i>ESP Today: A Practioner's Guide</i>. Hermel Hempstead: Prentice Hall International.</p>