	UNIVERSITY OF HYDERABAD **School of Humanities** **Centre for English Language Studies**
Course: MA Semester: III	Duration:
Course Number: EG-507 No. of Credits: 4 Instructor:	Title of the Course: **Critical Issues in ELS**

Course objective --

This course intends to introduce students to the research trends in the area of English Language Studies. It will deal with some of the basic concepts that are fundamental to the discipline , their critiques and discussions around them. In the process, the course will introduce students to some of the theorists and their contributions to the discipline. The course will also discuss research papers in each of the areas outlined below and introduce students to the critical perspectives in ELS. After doing this course, the students should be able to look at issues in English Language Studies critically, and think of research in and around their area of study. The course will try to give special attention to English language Education in South Asia and see how these dynamics have reshaped and reorganised the field of ELS.

1. Major Schools of Thought: Behaviourism, Cognitivism, Constructivism

- Basic concepts – Language Learning and Teaching
- Linguistic theories and language teaching.

1. Critical Perspectives on Methods

- Constituents and Categories of Methods
- Language-Centered, Learner-Centered, Learning-Centered Methods
- Post-method Pedagogy
- Critical pedagogy
- Bilingualism/Multilingualism and Bilingual/Multilingual Education

1. Critical perspectives on Curriculum Designing and Materials Production

- Types of Curriculum Design
- Constituents of Curriculum Design
- Ideology and Curriculum
- Materials production and Critical pedagogy.

Readings:

(This is a list of the major texts. Apart from this, the course will deal with Research papers on the different topics).

Apple Michael W. (2012). *Knowledge, Power, and Education: The Selected Works of Michel W. Apple*. Routledge.

Apple, Michael W.(1990). *Ideology and Curriculum*. Routledge.

Canagarajah, Suresh A. (1993).Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction through ESOL. *TESOL Quarterly.* Vol. 27, No. 4. pp. 601-626

Canagarajah, Suresh. (2012). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.

FRUZSINA SZABÓp and ILDIKÓ CSÉPES. (2022). Constructivism in language pedagogy. *Hungarian Educational Research Journal*. DOI: 10.1556/063.2022.00136

Kumaravadivelu, B.(1999). Critical Classroom Discourse Analysis. T*ESOL Quarterly,* Vol. 33, No. 3, (Critical Approaches to TESOL).pp.453-484.

Kumaravadivelu, B.(2006).*Understanding Language Teaching: From Method to Postmethod*.Routledge.

Pennycook, Alastair(2021) *Critical Applied Linguistics: A Critical Introduction.* Routledge.

Freire, Paulo (2005). *Pedagogy of the Oppressed.* (First published in 1970). Continuum.

Giroux, Henry A. (2020). *On Critical Pedagogy.* Bloomsbury Academic.

Bell Hooks (1994). *Teaching to Transgress*. Routledge.

Mohanty, Ajit and Minati Panda. (2009). *Multilingual Education For Social Justice*. Orient BlackSwan.

Course	**Internship**				Credits	2
Course Type		Int/RI/CE				
Course Description						
In line with the vision of the NEP-2020, Internships are included to improve the employability of the students. The CELS internships will be for a duration of 4 weeks. They would be designed in such a way that they can enhance the competencies, capabilities, skills, and confidence of the students in the area of English Language Studies. The CELS would like students to do professional, research, and community internships. Students may do their internship in publishing houses, media production houses, online news portals, legal firms, content creation firms for social media, newspaper/radio/TV, research organizations, and organizations promoting English education in the community.						
Course Objectives						
Course Learning Outcomes (in bullet points)						
Mapped to Programme Level Outcomes						
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO							

	UNIVERSITY OF HYDERABAD School of Humanities **Centre for English Language Studies**

MA program Semester: III	Duration: Course Instructor: Phone Number/Email:
Course Number: **EG508** Core/ Optional: **Elective** No. of Credits: **4** Lectures**: 4 hours /week**	Title of the Course: **Language Assessment**

Course Introduction:

The course is designed to introduce students to the current research trends in the areas of English Language Research. It intends to help the students to develop their understanding of some of the research areas in English Language in particular and provide a foundation for the learners to become familiar with research ideas. It also helps in enabling the learners to relate the research in both, the theoretical and applied areas of research. Due to constraints of time this course will particularly focus on certain areas such as Language and Cognition, Analyzing Texts, Multilingualism, Indian English, and Society and Language Use. However, the course will not be limited only to the above-mentioned areas but any other areas of research that the learners may be interested in.

Course Objectives:

By the end of the course, the learners will be able to

- Construct a clear concept of research in the various areas of English Language
- Discuss a research study and understand the concepts, theoretical frameworks, methodology and findings of that study
- Be familiar certain concepts and frameworks to see how they suit various types of research.
- Describe the significant ideas of research in certain areas of language research
- Probe and evaluate the theoretical and applied areas of language research
- **Recommended Reading:**
- Evans, Vyvyian and Green, Melanie. (2006) *Cognitive Linguistics: An Introduction.* Edinburgh University Press, Edinburgh.
- Martin-Jones, Marilyn, Blackledge, Adrian and Creese, Angela. (2012) *The Routledge Handbook of Multilingualism.* Routledge: New York
- Singh, Rajendra and Agnihotri, Rama Kant (Eds) (2012) *Indian English: Towards a New Paradigm. Orient Blackswan*
- Wardhaugh, Ronald. (2006) *An Introduction to Sociolinguistics* 5th Ed. Blackwell Publishers Ltd. Oxford.
- William C and Thompson, Sandra A. (Eds) (1992) *Discourse Description: Diverse Linguistic Analyses of a Fund-raising Text* John Benjamin's Publishing Company, Amsterdam.
- Other recommendations will be made by the instructor while dealing with the topic.
- **Course outline:**

S.No	Topic	No. of Classes
Unit I	**Language and Cognition**	**10 hours**

Unit II	**Analyzing Texts**	**10 hours**
Unit III	**Multilingualism**	**10 hours**
Unit IV	**Indian English**	**10 hours**
Unit V	**Society and Language Use**	**10 hours**

- **Course Delivery:**
- Lectures, Discussions, classroom learning tasks, Individual study and presentations
- **Assessment Tasks and Weighting:**

Type of Assessment	**weighting**	**Remarks**
Student Presentations	**20%**	Best two scores will be taken as internal marks
Written Assignment	**20%**	
Student presentations	**20%**	
Final Exam	**60%**	Entire course content

Course	**Research Methods EG502**	Credits	4
Course Type	DSC		
Course Description			

The course is designed to introduce students to the principles, methods and traditions of research with focus on language studies. It intends to help students develop research skills and to enable them gain theoretical knowledge and understand how that knowledge may be transferred into practice. Students will also gain an understanding of how to report the research in a systematic manner.

Course outline: The following major topics will be discussed in the course.

Topics	**No. of Classes**
1. Research Understanding Research Types of research Quantitative Qualitative Mixed methods Longitudinal vs Cross-sectional studies Locating research	4hours
2. Quality criteria Research ethics Research variables Validity Reliability Plagiarism	4 hours
Review of literature Research questions and hypotheses	4 hours
Quantitative research Descriptive statistics Correlational research Experimental research Quasi-experimental research	4 hours
Qualitative research	2 hours
Issues in SL classroom research	4 hours
Case study	2 hours
Ethnography	2 hours
Classroom research	2 hours
Introspective methods	2 hours
Interaction analysis	2 hours
Programme/Course evaluation	2 hours
Research Designs Types of research designs	2 hours

Data Collection Understanding data gathering Sampling Issues related to data gathering Quantitative data collection Qualitative data collection Mixed methods Coding data	4 hours
Data Analysis Quantitative data analysis Qualitative data analysis Data analysis in mixed methods research	4 hours
Reporting Research Structure of quantitative research report Writing qualitative research report Writing mixed methods report Style manuals Major components of published research	2 hours
Analyse the methodology and design of different research studies Generate viable research topics for study Create a template for a research proposal	4 hours

Course Delivery:

Lectures and Discussions.

Assessment:

Continuous assessment consists of tests and assignments for 50 per cent and final examination for 50 per cent.

Texts:

Brown, J. D. & Rodgers, T. S. (2002). *Doing Second Language Research.* Oxford: OUP.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics.* Shanghai: OUP.

Kumar, R. (2011). *Research Methodology.* London: Sage Publications Ltd.

Mackey, A & Gass, S. M. (2005). *Second language Research: Methodology and Design.* London: Lawrence Erlbaum Associates.

Nunan, D. (1992). *Research Methods in Language Learning.* Delhi: OUP.

Perry, Fred L. (2005). *Research in Applied Linguistics: Becoming a Discerning Consumer.* London: Lawrence Erlbaum Associates.

Course Objectives

Course Learning Outcomes (in bullet points)

By the end of the course, the learners will be able to

- Demonstrate the understanding of the research process and its elements
- Differentiate between different types of research
- Relate research processes and data collection techniques
- Construct literature review
- Describe the different research methods for a specific area or topic of study
- Analyse the methodology and design of different research studies
- Generate viable research topics for study
- Create a template for a research proposal.

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√		√			√	
CLO2	√					√	
CLO3	√		√			√	
CLO4	√					√	√
CLO5			√			√	
CLO6	√		√			√	√
CLO7					√	√	√

Course : Research related reading course I			
Course Type : FSE		Course number: EG522	
Credit : 4			
Course Description			

Course	**Research Report Writing and Publication Ethics**	Credits	4
Course Type	ScSE		
Course Description			

The course is designed to introduce learners to the purpose and various elements that are part of a research proposal. It also suggests some strategies to avoid common pitfalls in writing a research proposal. It also provides a step-by-step plan for crafting an effective proposal, from early preparation through to submission. This course will also introduce students to the essential publication aspects such as different types of journals and ethical guidelines and best practices.

Course outline:

S.No	Topic	No. of Classes
Part I	**Research and Publication Ethics**	**10**
Part II	**Research Proposal Writing**	**15**
	What is a Research Proposal? Elements of a Research Proposal	
	Writing Practice	**15**

Course Delivery:
Lectures, Discussions, classroom learning tasks, Individual study and presentations

Assessment Tasks and Weighting:

Type of Assessment	weighting	Remarks
Designing a proposal draft 1	**20**	Assignment
Final Product	**20**	Assignment
Presentation/Test	**20**	
Final Exam	**60**	Written Exam

Recommended Reading:

Urban, Jennifer Brown and Van Eeden-Moorefield, Brad (2018). *Designing and Proposing Your Research Project*. United States: APA.
Punch, Keith. (2006). *Developing Effective Research Proposals*. India: SAGE Publications
Chaudary, Nimit, Sunayana and Prakash, Monika (2024). *Research and Publication Ethics: An Introduction*. India: Routledge.
Other recommendations will be made by the instructor while dealing with the topic.

Course Objectives

Course Learning Outcomes (in bullet points)

By the end of the course, the learners will be able to

- Identify the key preparation steps of a research proposal
- articulate your research questions and general research plan effectively using all the steps
- Identify what each section of the proposal requires
- Craft a research proposal to demonstrate and articulate the merits of the researcher, the research question, and the proposed methods
- Develop strategies to overcome or avoid potential obstacles in writing your proposal
- Identify research misconduct and predatory publications
- Use Indexing and citation databases effectively, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools

Mapped to Programme Level Outcomes

PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	√					√	
CLO2	√		√			√	
CLO3			√			√	
CLO4			√			√	√
CLO5	√					√	√
CLO6						√	
CLO7						√	√