ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం
आंध्रप्रदेश केंद्रीय विश्वविद्यालय
Central University of Andhra Pradesh
Jnana Seema, Ananthapuramu

School of Languages

Department of English

Vidya Dadati Vinayam
(Education Gives Humility)

PG Diploma in English Language Teaching

w.e.f. Academic Year 2025- 2026

CONTENTS

Postgraduate Diploma in English Language Teaching (PGDELT)

Introduction to the Programme

The **Postgraduate Diploma in English Language Teaching (PGDELT) is a one-year.** It is a specialised academic programme designed to equip graduates with comprehensive knowledge and practical skills in the field of English language education commencing from the academic year 2025-2026 in alignment with the National Education Policy (NEP) 2020.

Structured over two semesters, this forty-credit diploma comprises ten rigorous courses that cover a broad spectrum of areas, including language acquisition theories, phonetics, grammar, teaching methodologies, curriculum design, assessment practices, and technology-integrated instruction. The programme combines theoretical grounding with hands-on practicum components, enabling learners to engage with real-world classroom scenarios through reflective teaching journals and microteaching sessions. Rooted in learner-centric and communicative approaches, PGDELT prepares participants to respond to the linguistic, cultural, and technological challenges of modern language classrooms. It is particularly relevant in the context of India's multilingual and multicultural educational landscape, aligning with the pedagogical priorities of the NEP 2020.

Graduates of this programme will find diverse career opportunities in both academic and corporate settings. They can work as **English language teachers, curriculum developers, teacher trainers, academic coordinators, instructional designers**, or **language lab facilitators** in schools, colleges, language institutes, and online education platforms. With the rise of EdTech and global demand for English proficiency, they may also pursue roles in **digital content creation, e-learning consultancy,** or become **freelance trainers** for IELTS, TOEFL, and other international English proficiency tests. For those inclined toward further academic pursuits, this diploma provides a strong foundation for MA, MPhil, or PhD programs in English Language Teaching, Linguistics, or Applied Linguistics.

Program Objectives:

1. to equip learners with theoretical and practical knowledge in the field of English Language Teaching (ELT)
2. to enrich research, critical thinking, reflective teaching practices and encourage the integration of technology in ELT to enable learners to apply modern methodologies, including digital tools and communicative strategies, in ELT classrooms
3. to develop pedagogical skills and proficiency in curriculum design, material development, and assessment strategies for diverse learner contexts

Learning Outcomes:

After completing this program, learners will be able to:
1. Demonstrate a strong understanding of key linguistic and pedagogical concepts relevant to English language teaching.
2. Apply theories of language acquisition and methodologies to real-world teaching scenarios.
3. Utilise technology and multimedia tools effectively in language instruction and curriculum development.
4. Design learner-centric lesson plans, teaching materials, and assessment tools aligned with current ELT practices.

Programme Structure

S. No	Course Code	Title of the Course	Total Credits	Credits Distributions		
				*L	*T	*P
Semester– I						
1	PDELT101	Introduction to English Language Teaching	4	3	1	0
2	PDELT102	Theories of Language Learning and Acquisition	4	3	1	0
3.	PDELT103	Methods and Approaches in ELT	4	3	1	0
4.	PDELT104	MOOC/NPTEL/SWAYAM	3	3	0	0
5	PDELT105	MOOC/NPTEL/SWAYAM	3	3	0	0
6	PDELT106	Internship	2	0	0	2
		Total	**20**	**15**	**3**	**2**
S. No	Course Code	Title of the Course	Total Credits	Credits Distribution		
				*L	*T	*P
Semester– II						
1	PDELT201	Curriculum Design and Materials Development	4	3	1	0
2	PDELT202	Language Testing and Assessment	4	3	1	0
3	PDELT203	MOOC/NPTEL/SWAYAM	3	3	0	0
4	PDELT204	MOOC/NPTEL/SWAYAM	3	3	0	0
5	PDELT205	Dissertation	6	0	0	6
		Total	**20**	**12**	**2**	**6**

Note: Project Work is compulsory and has to be submitted to the department one week before the second semester examination. Department faculty will allot a supervisor to each student at the end of the first semester.

 *L: Lectures, ***T**: Tutorials, ***P**: Practical

Note: 1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM & other related platforms as suggested/recommended by the Department.

   2. The desired changes may be made by the Department in the programme structure as and when necessary with the prior approval of the BOS.

Credit Distribution

Semester	Total Credits
Semester-I	20
Semester-II	20
Total	**40**

Important Information to Students

1. Eligibility:

   i. CUAP/Non-CUAP students pursuing/completed any PG/PhD Programmes can enrol for the PG Diploma Programme offered by the University.
   ii. Non-CUAP students shall have to appear for an Entrance Examination conducted by the University.
   iii. A student can enrol for as many PG Diploma Programmes as he/she wish.
2. The minimum duration for completion of any Postgraduate Diploma Programme is two semesters (one academic year).
3. The maximum duration of completion of the programme is two years.
4. A student should have a minimum of 75% attendance in classes, seminars, and practical/ lab in each course of study, without which he/she will not be allowed to take the semester-end examination.
5. All theory courses in the programme shall have a Continuous Internal Assessment (CIA) component of 40 marks and a Semester-end component of 60 marks. The minimum pass mark for a course is 50%.
6. The student has to appear at 3 CIA tests of 15 marks each per semester in each course, from which the best 2 performances shall be considered for the purpose of calculating the marks. A record of the continuous assessment is maintained by the department. The remaining 10 marks are awarded based on participation and performance in:
   - Assignments
   - Class presentations
   - Seminars
   - Quizzes
7. A student should pass separately in both CIA and the Semester-end Examination.
8. Semester-end examination shall consist of objective-type questions, descriptive-type questions, short-answer questions and case studies or any others.
9. A student failing to secure the minimum pass marks in the CIA is not allowed to take the semester-end examination of that course. They must retake the course by attending special classes for that course and achieving a passing percentage in the internal tests to become eligible to take the semester-end examination.
10. Students failing a course due to lack of attendance should redo the course.

Course Code: PDELT101 No. of Credits: 4 Total Hours: 60	Introduction to English Language Teaching

Course Objectives

- To familiarise learners with the historical, sociolinguistic, and pedagogical foundations of ELT
- To contextualise English language teaching within global, postcolonial, and multilingual realities
- To introduce key concepts shaping ELT policies, teacher roles, classroom contexts, and emerging trends
- To enable learners to critically examine debates and challenges in contemporary ELT

Learning Outcomes

By the end of the course, learners will be able to:
- Explain foundational concepts and socio-historical developments in ELT
- Critically evaluate Indian ELT policy frameworks
- Analyse the pedagogical demands of diverse ELT contexts
- Apply reflective and inclusive principles to classroom practice
- Discuss emerging global trends influencing the future of English teaching

Course Outline

Unit I: Conceptual Foundations of ELT   **12 hours**
- Definition, Scope, and Nature of ELT
- English as a Global Language
- English in the Indian Linguistic Ecology
- ELT in Postcolonial and Multilingual Contexts

Unit II: Historical and Policy Perspectives   **12 hours**
- Global History of English Language Teaching
- ELT Policy and Planning in India
- Three-Language Formula: Philosophy and Practice
- English in School, Higher Education, and Skill Ecosystems

Unit III: The ELT Teacher and the Classroom   **12 hours**
- Roles, Competencies, and Professional Attributes of ELT Teachers
- Teacher Development, Professionalism, and Reflective Practice
- Needs Analysis: Principles and Applications
- Competency-Based Language Teaching Frameworks

Unit IV: Pedagogical Issues in ELT   **12 hours**
- Inclusive and Equitable Language Classrooms
- English for Specific and Academic Purposes (ESP/EAP)
- Technology-Enhanced Language Learning
- Debates on Testing, Standardisation, and Language Ideologies

Unit V: Trends and Future Directions   **12 hours**
- English in the Global South: Opportunities and Challenges
- AI, Digital Pedagogies, and Hybrid Learning
- Translingual and Plurilingual Approaches
- The Future of English, Lingua Franca Paradigms, and Changing ELT Landscapes

References:

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. CUP.
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Routledge.
- Agnihotri, R. K., & Khanna, A. L. (Eds.). (1994). *Second Language Acquisition: Socio-Cultural and Linguistic Aspects*. Sage.

Course Code: PDELT102 No. of Credits: 4 Total Hours: 60	**Theories of Language Learning and Acquisition**

Course Objectives

- To introduce foundational theories of first and second language acquisition.
- To examine learner-internal and learner-external factors affecting language learning.
- To connect theoretical insights with classroom practice.
- To encourage critical engagement with multilingual, identity-based, and socio-cultural perspectives.

Learning Outcomes

Learners will be able to:

- Demonstrate understanding of major FLA and SLA theories
- Identify and analyse learner variables influencing language learning
- Apply theoretical concepts to classroom decision-making
- Evaluate multilingual and culturally informed approaches

Course Outline

Unit I: First Language Acquisition (FLA)   12 hours
- Behaviorist Models of Acquisition
- Nativist Approaches: Chomsky and Universal Grammar
- Cognitive and Social-Interactionist Theories (Piaget, Vygotsky)
- Stages and Milestones of First Language Development

Unit II: Second Language Acquisition (SLA)   12 hours

- Krashen's Monitor Model Revisited
- Interlanguage, Fossilisation, and Error Development
- Individual Differences in SLA
- The Critical Period Debate

Unit III: Learner Variables   12 hours
- Age, Gender, Motivation, Aptitude
- Learning Styles, Strategies, and Metacognition
- Identity, Culture, and Classroom Participation
- Affective Filters: Anxiety, Attitude, Willingness to Communicate

Unit IV: Classroom-Oriented Perspectives   12 hours
- Implications of SLA Theories for ELT Practice
- Error Analysis, Corrective Feedback, and Form-Focused Instruction
- Developing Instruction Based on Learner Profiles
- Multilingualism: Translanguaging, Code-Mixing, Code-Switching

Unit V: Contemporary Perspectives in Acquisition   12 hours
- Usage-Based Theories and Input Processing

- Sociocultural Theory in SLA
- Role of Digital Environments in Language Learning
- Neurocognitive Insights and Emerging Research Directions

References

- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned*. Oxford University Press.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.
- Cook, V. (2016). *Second Language Learning and Language Teaching*. Routledge.
- Mitchell, R., Myles, F., & Marsden, E. (2019). *Second Language Learning Theories*. Routledge.

Course Code: PDELT103 No. of Credits: 4 Total Hours: 60	Methods and Approaches in EL

Course Objectives

- To provide an overview of major methods and approaches in ELT
- To encourage critical reflection on the strengths and limitations of methods
- To develop the ability to design adaptable, context-responsive pedagogies
- To equip learners with practical skills for classroom implementation

Learning Outcomes

Learners will be able to:
- Compare and critique major ELT methods
- Apply post-method thinking to classroom situations
- Design lessons suited to learner needs and contexts
- Integrate authentic, blended, and interactive pedagogies
- Demonstrate confidence in managing diverse classrooms

Course Outline

Unit I: Classical and Structural Methods   12 hours
- Grammar-Translation Method
- Direct Method
- Audio-Lingual Method and Structural Approach
- Role of Drills, Habit Formation, and Pattern Practice

Unit II: Communicative and Humanistic Approaches   12 hours
- Communicative Language Teaching (CLT): Principles and Practices
- Task-Based Language Teaching (TBLT)
- Humanistic Approaches: Silent Way, Natural Approach
- Suggestopedia, TPR, and Affective Learning

Unit III: Post-Method Perspectives   12 hours
- Limitations of Method-Oriented Pedagogy
- Kumaravadivelu's Post-Method Pedagogy
- Parameters of Particularity, Practicality, and Possibility
- Eclectic and Flexible Teaching Approaches

Unit IV: Designing Pedagogic Strategies   12 hours
- Blended, Hybrid, and Online Methods
- Lesson Planning, Staging, and Learning Cycles
- Managing Mixed-Ability and Large Classes
- Using Authentic Materials, Visuals, and Real-World Resources

Unit V: Contemporary Instructional Practices   12 hours

- English Medium Instruction (EMI)
- Content and Language Integrated Learning (CLIL)

- Project-Based and Experiential Approaches
- Reflective and Inquiry-Based Teaching

References

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. CUP.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching*. Routledge.

Course Code: PDELT104 No. of Credits: 3	MOOCs/ NPTEL/ SWAYAM

Online Learning Resources of MHRD

A UGC-recognised online course/courses (MOOCs) – carrying a total of at least 3 credits on English Language Teaching (ELT).

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_ online_learning_resources.pd

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

https://swayam.gov.in

or NPTEL courses

Course Code: PDELT105 No. of Credits: 3	MOOCs/ NPTEL/ SWAYAM

<p align="center" style="color:blue">Online Learning Resources of MHRD</p>

A UGC-recognised online course/courses (MOOCs) – carrying a total of at least 3 credits on English Language Teaching (ELT).

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_ online_learning_resources.pd

<p align="center" style="color:blue">Swayam</p>

(Study Webs of Active Learning for Young Aspiring Minds)

https://swayam.gov.in

or NPTEL courses

Course Code: PDELT106 No. of Credits: 2	Internship

The student does a twenty-one-day internship at any institution/organization recognized by the University during the first or second semester summer vacation. The internship carries two credits and is worth a maximum of 100 marks, with 80 marks allocated to the internship report and 20 marks to the presentation on the report.

Course Code: PDELT201 No. of Credits: 4 Total Hours: 60	Curriculum Design and Materials Development

Course Objectives

- To familiarize learners with curriculum design principles and syllabus types
- To equip students with skills for developing culturally appropriate ELT materials
- To engage with digital, multimodal, and AI-supported content creation
- To train learners to critically evaluate and adapt teaching materials

Learning Outcomes

Learners will be able to:

- Develop syllabi appropriate for varied ELT contexts
- Create engaging materials suited to learner needs
- Integrate technology and AI responsibly in materials design
- Evaluate textbooks and digital resources systematically
- Adapt and localise content for specific educational settings

Course Outline

Unit I: Curriculum and Syllabus Foundations   12 hours
- Curriculum vs. Syllabus: Concepts and Distinctions
- Models of Curriculum Design
- Approaches to Syllabus Development: Structural, Functional, Task-Based
- ELT Frameworks: CEFR, NCF, NEP-Informed Designs

Unit II: Principles and Processes of Materials Development   12 hours

- Qualities of Effective Language Teaching Materials
- Authentic vs. Created Materials
- Materials for Diverse and Mixed-Ability Classrooms
- Culturally Responsive and Contextualised Resources

Unit III: Creating Teaching-Learning Materials   12 hours
- Designing Worksheets, Tasks, and Projects
- Visuals, Graphic Organisers, and Multimodal Supports
- Digital and Multimedia Material Development
- Games, Simulations, and Collaborative Activities

Unit IV: Technology and Innovation in Materials   12 hours
- AI-Driven Content Creation and Ethical Use
- OERs and Open-Source Resources
- Localization, Adaptation, and Re-contextualization
- Interactive Platforms and EdTech Tools

Unit V: Evaluation and Review   **12 hours**
  - Textbook Evaluation Rubrics
  - Pilot Testing, Feedback Cycles, and Revision
  - Supplementation and Remediation Techniques
  - Continuous Curriculum Improvement

References

  - Richards, Jack C. *Curriculum Development in Language Teaching*. CUP, 2001.
  - Graves, Kathleen. *Designing Language Courses: A Guide for Teachers*. Heinle ELT, 2000.
  - Tomlinson, Brian. *Materials Development in Language Teaching*. CUP, 2011.
  - Nunan, David. *Syllabus Design*. OUP, 1988.

<table>
<tr><td>**Course Code: PDELT202**
No. of Credits: 4
Total Hours: 60</td><td>**Language Testing and Assessment**</td></tr>
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Course Objectives

- To introduce principles and practices of language testing and assessment
- To train students in designing effective and valid test instruments
- To understand the role of feedback and classroom assessment
- To explore innovative and ethical assessment practices

Learning Outcomes
Learners will be able to:
- Explain key principles of language testing
- Design test items and assessment tools aligned with learning outcomes
- Apply appropriate scoring and feedback mechanisms
- Evaluate large-scale tests and their implications for learners
- Demonstrate ethical and informed assessment practices

Course Outline

Unit I: Conceptual Foundations of Testing   **12 hours**
- Concepts of Testing, Evaluation, and Assessment
- Types and Functions of Language Tests
- Reliability, Validity, Practicality, and Ethics
- Norm-Referenced and Criterion-Referenced Assessment

Unit II: Assessing Language Skills   **12 hours**
- Testing Listening and Speaking
- Assessing Reading and Writing
- Objective vs. Subjective Test Items
- Integrative vs. Discrete-Point Assessment

Unit III: Test Design and Scoring   **12 hours**
- Test Blueprints and Specifications
- Item Writing Principles
- Holistic and Analytic Scoring
- Rubrics, Checklists, and Rating Scales

Unit IV: Classroom Assessment Practices   **12 hours**
- Formative Assessment, Feedback, and Self-Assessment
- Portfolio and Project-Based Assessment
- Peer Review, Reflective Assessment
- Using Assessment to Support Learning

Unit V: Innovations and Large-Scale Testing   **12 hours**
- Online and Computer-Assisted Testing
- Automated Scoring and AI-Supported Assessment
- Standardised Tests: IELTS, TOEFL, Cambridge Exams
- Issues of Washback, Fairness, and Accessibility

References

- Hughes, Arthur. *Testing for Language Teachers*. CUP, 2003.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Pearson, 2004.
- Bachman, Lyle F., and Adrian S. Palmer. *Language Testing in Practice*. OUP, 1996.
- Fulcher, Glenn, and Fred Davidson. *Language Testing and Assessment*. Routledge, 2007.

Course Code: PDELT203 No. of Credits: 3	MOOCs/ NPTEL/ SWAYAM

Online Learning Resources of MHRD

A UGC-recognised online course/courses (MOOCs) – carrying a total of at least 3 credits on English Language Teaching (ELT).

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_
online_learning_resources.pd

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

https://swayam.gov.in

or NPTEL courses

Course Code: PDELT204 No. of Credits: 3	MOOCs/ NPTEL/ SWAYAM

Online Learning Resources of MHRD

A UGC-recognised online course/courses (MOOCs) – carrying a total of at least 3 credits on English Language Teaching (ELT).

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pd

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

https://swayam.gov.in

or NPTEL courses

Course Code: PDELT205 No. of Credits: 2	Dissertation

The Postgraduate Diploma Programme encourages students to pursue higher research programmes. In the second semester, the student writes a dissertation on a topic of interest in English Language Teaching (ELT) and submits it to the University. The dissertation carries six credits. The student follows the latest edition of the MLA Handbook.

Dissertation Evaluation is for a maximum of 80 Marks, and Viva Voce for 20 Marks.