**Teaching of English Language**

**Course Code:** EDU- 509 **Credit Hours:** 04

**Introduction:**

The deteriorating standard and quality of education in general and at elementary & secondary level in particular are due to substandard and low quality of ELT. The major drawbacks of our students up to secondary level are their poor pronunciation, fluency, comprehension and creative writing. Moreover, their skills of reading, writing, speaking and listening are also deficient. The major reason for these deficiencies is our English teachers who are not well- trained only but are also non –professionals. And even if they are somewhat trained, their training is not up to the mark. Usually graduate teachers with B.Ed. are appointed as English teachers whose training lacks many things .Keeping in view all these limitations and demands of the 21**st** century education ,we have designed these courses of ELT to meet the challenges of new-millennium . One of these two courses deals with the methods techniques and approaches to ELT. It focuses mainly on the latest methods & techniques especially the modern softwares & simulations available in the market. The second course in this regard consists of the review of English content from class I--X and its effective teaching by applying various methods studied in the first course. Moreover, we have a special course of four credit hours to improve the communication skills of the students in the first semester entitled as “Communication Skills” in English.

**Objectives:**

On the successful completion of this course the student teachers will be able to:

* + Review the English Language syllabi of elementary & secondary level and understand the linguistic units in them
	+ Teach different units of the syllabi efficiently and effectively up to secondary level
	+ Exhibit practical skills in teaching English language at secondary level bringing into use the theoretical knowledge about language teaching
	+ Develop the four communication skills of reading ,writing ,listening & speaking effectively & efficiently

**Course Outline**

1. **Teaching Writing**
	1. Approaches to teaching writing at elementary & secondary level
	2. Simple sentence
	3. Complex sentence
	4. Paragraph writing
	5. Essay writing
	6. Report writing
	7. Creative writing
	8. Story writing
	9. Letter writing
	10. Application writing
2. **Teaching Reading**
	1. Approaches to teaching reading
	2. Loud reading
	3. Silent reading
	4. Reading strategies
	5. Scanning
	6. Skimming
	7. Dealing with comprehension question
	8. Reading poetry
	9. Reading prose
	10. Extensive reading
	11. Intensive reading
	12. Checking faulty reading: subvocalization, fingerpointing, regressions
3. **Teaching Speaking**
	1. Approaches to teaching speaking
	2. Teaching pronunciation
	3. Dialogues (simulation)
	4. Monologues (Presentations & paper reading)
	5. Discussions
	6. What is efficient and effective speaking?
4. **Teaching Listening**
	1. Approaches to teaching listening
	2. Listening words
	3. Listening utterances
	4. Using different clues for understanding
	5. What is efficient and effective listening?
5. **Teaching Vocabulary**
	1. Introducing new words and improving vocabulary
	2. Vocabulary through reading
	3. Guessing through contexts
	4. Spellings
6. **Teaching Grammar**
	1. What is grammar? Basic concepts
	2. Parts of speech
	3. Phrases
	4. Clauses
	5. Punctuation
	6. Tenses
	7. Change of voice
	8. Change of narration
	9. Common grammatical errors
7. **English Language Teaching**
	1. Theoretical background to language teaching
	2. Difference between first language, second language learning
	3. Status of English in Pakistan
	4. Why learn second language?
	5. Theories of learning and their applications in language learning and teaching
8. **Methodologies**
	1. The grammar translation method
	2. The direct method
	3. The audio-lingual method
	4. The natural approach
	5. The communicative language teaching
	6. The eclectic approach
9. **Error Analysis**
	1. What is error analysis?
	2. Why do errors occur? (Causes or sources of errors)
		1. Types of errors:
			1. Interlingual errors (L I interference)
			2. Intralingual errors
	3. The different stages of Error Analysis: Recognition, interpretation, reconstruction classification and explanation.

**Recommended Books:**

Nuttall, C. (1996). *Teaching reading skills in a foreign language.* London: Heinemann Wallace, C. (1992). *Reading***.** London: OUP

Rost, M. (1990). *Listening in language learning***.** NY. Longman Underwood, M. (1990). *Teaching listening.* NY: Longman Donn, B. (1999). *Teaching writing skills.* NY: Longman

Donn, B. (2000). *Wall pictures for language practice: Teacher’s handbook.* NY: Longman.

Hill, L.E. (1999). *Sounds and spelling***.** Oxford: OUP

John, H. (1998). *Introduction to English language teaching***.** NY: Longman. Byrne, D. (1997). *Teaching oral English***.** NY: Longman.Allen & Corder