**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 410** |
| Course Title | **Teaching of English** |
| Resource Person(s) | Dr Irfan Bashir |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counselling Hours | [irfanbashir@umt.edu.pk](mailto:irfanbashir@umt.edu.pk) |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course will equip prospective teachers with knowledge and skills to teach English as a second language from grade I through VIII. They will become familiar with the National English curriculum and expected student learning outcomes. Prospective teachers will learn how to teach different language skills to students using appropriate methods. The course will enable participants to use active teaching-learning learning strategies in class. The course will also encompass Language lesson plan and language assessment strategies.

**Course Learning Outcomes:**

After the successful completion of the course, the graduates will be able to:

1. Discuss the importance of English language teaching, and components of language in relations to teachers and learners-C2
2. Use appropriate methods/approach to teach language skills and other components (grammar, vocabulary, Listening, speaking reading and writing) to students of various classes-C3
3. prepare lesson plans to teach various skills and genres of English Language e.g Prose, Poetry, Composition and Grammar -C6
4. Effectively use of audio visual aids and textbooks. C3
5. Measure and evaluate the students’ progress in English language class C5

**Teaching Methodology:**

The course will be taught using various techniques and modes including model lessons, lectures, discussions, reading & writing assignments, presentations, group work, and micro teaching.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Reading Assignments and class activities | 10% |
| Quizzes | 10% |
| Mid Term Exam | 25% |
| Project + presentation | 15% |
| Final Exam | 40% |
| Total | 100% |

**Recommended Text Books:**

Harmer . J. (2010). *How to Teach English.*  Longman

Richard,J.C; Rodger. S.T. (2006). *Approaches and Methods in Language Teaching*. CUP

**Recommended Reference Books:**

Murcia, M.C. (1991), *Teaching English as a Second Foreign Language,* 2nd Ed. New Bury House: A Division of Harper Collins Publishers.

Rob Nohand (1993). *Conversation,* London: Oxford University Press*.*

Sheikh. N. A. (1998). *Teaching* of *English* as a S*econd Language.* Lahore: Carvan Book House.

**Internet Resources**

**Students will get enrolled in coursera**

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | Lecture, Discussion | **CLOs** |
|  | **Language, Learners, Teachers and classroom-I**   * A brief History of Language Teaching * Learners characteristics, needs, * Good Teachers, * Environment * Main branches of Linguistics | Harmer 1,2,3  Richard 1 | Discussion, reading | 1 |
|  | **Language, Learners, Teachers and classroom-II**   * Language System * Main branches of Linguistics | Harmer 4,5,6 | Quiz, lecture | 1 |
|  | **Language and its Four skills**   * introduction to English sounds and alphabet. English as a Second language and/or Foreign language * **Listening Comprehension Skills** Techniques of developing listening ability * Careful listening habits * Use of AV aids in developing listening skills * Methods of teaching listening Sub Skills | Harmer 10 | Assignment | 2 |
|  | **Teaching Speaking**   * Types of Speaking * Fluency vs accuracy * Correcting speaking | Harmer 9 | lecture | 2 |
|  | **Teaching reading**  • Reasons for reading • Different kinds of reading • Reading levels • Reading skills • Reading principles • Reading sequences • Encouraging students to read extensively | Harmer 7 | Discussion, videos | 2 |
|  | **Teaching writing**  • Reasons for teaching writing • Writing issues • Writing sequences • More writing suggestions • Correcting written work • Handwriting | Harmer 8 | Lecture, Discussion | 2 |
|  | **Using Textbooks and other Aids** • Options for Textbook use • Adding, adapting and replacing • Reasons for (and against) Textbook and AV aids use • Choosing Textbooks and teaching Aids | Harmer 11 | Discussion, reading | 4 |
|  | **Planning and Developing a Language Lessons**  • Reasons for planning • A proposal for action • Lesson shapes • Planning questions • Plan formats • Planning a sequence of lessons • After the lesson (and before the next) | Harmer 12 | Quiz, lecture | 3 |
|  | **Language Testing Reasons for testing students** • Good tests • Test types • Marking tests • Designing tests | Harmer 13 | Lecture, Discussion | 5 |
|  | Oral and Situational Language Teaching, Audio Lingual Method | Jack C Richard 3, 4 | Discussion, reading | 2 |
|  | Communicative Language Teaching | Jack C Richard 5 | Quiz, lecture | 2 |
|  | Total Physical Response | Jack C Richard 6 | Assignment | 2 |
|  | Community Language Learning | Jack C Richard 7 | Lecture, Discussion | 2 |
|  | Natural Approach | Jack C Richard 9 | Discussion, reading | 2 |
|  | Micro Teaching |  | Quiz, lecture | 3 |
|  | **Micro Teaching** |  |  | 3 |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  | ✔ | ✔ |  |
| 2 |  | ✔ |  | ✔ | ✔ |  | ✔ |  |
| 3 |  |  | ✔ |  |  |  | ✔ | ✔ |
| 4 |  | ✔ | ✔ |  |  |  |  | ✔ |
| 5 |  |  | ✔ | ✔ | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLOs | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO5 |
| PLO 1: Subject matter knowledge | ✔ |  |  |  |  |
| PLO 2: Human Growth and Development- |  | ✔ |  |  |  |
| PLO 3: Knowledge of Professional and Ethical Values |  |  |  |  |  |
| PLO 4: Instructional Planning and Strategies |  |  | ✔ |  |  |
| PLO 5: Students’ Assessment |  |  |  |  | ✔ |
| PLO 6: Learning Environment |  |  |  |  |  |
| PLO 7: Effective Use of Information and Communication Technologies |  |  |  | ✔ |  |
| PLO 8: Collaboration and Partnership |  |  |  |  |  |
| PLO 9: Continuous Professional Development and Code of Conduct |  |  |  |  |  |
| PLO 10: Teaching of English | ✔ | ✔ | ✔ | ✔ | ✔ |