

<b>COURSE TITLE</b>	<b>ENGLISH LANGUAGE TEACHING</b>
<b>COURSE CODE</b>	<b>07MA0309</b>
<b>COURSE CREDITS</b>	<b>4</b>

**Objective:**

- 1 To introduce learners to key concepts, methods, and trends in English Language Teaching.
- 2 To develop understanding of course and materials development for diverse learners.
- 3 To explore the role of technology in enhancing language teaching and learning.
- 4 To engage with current research and innovations in ELT globally and locally.

**Course Outcomes:** After completion of this course, student will be able to:

- 1 Demonstrate understanding of major approaches and SLA theories.
- 2 Design need-based courses and teaching materials.
- 3 Integrate appropriate digital tools in ELT contexts.
- 4 Critically evaluate trends and practices in contemporary ELT.

**Pre-requisite of course:**NA

**Teaching and Examination Scheme**

<b>Theory Hours</b>	<b>Tutorial Hours</b>	<b>Practical Hours</b>	<b>ESE</b>	<b>IA</b>	<b>CSE</b>	<b>Viva</b>	<b>Term Work</b>
4	0	0	50	30	20	0	0

<b>Contents : Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
1	<p><b>Introduction and Approaches to English Language Teaching (Selected excerpts/chapters from Techniques &amp; Principles in Language Teaching by Diane Larsen-Freeman &amp; Anderson M. and Principles and Practice in Second Language Acquisition by Stephen Krashen)</b></p> <p>What is English Language Teaching (ELT)? – Scope, Purpose, and Importance , Second Language Acquisition (SLA): Key Concepts and Theories, Different methods and approaches to English Language Teaching: Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), Dogme ELT and Post-method Pedagogy</p>	15

<b>Contents : Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
2	<b>Course and Materials Development (Selected excerpts/chapters from Syllabus Design by David Nunan and Materials Development in Language Teaching by Brian Tomlinson)</b> Understanding Course Design: Factors, Principles, and Process, Types of Syllabi: Product-oriented and Process-oriented, Needs Analysis: Techniques and Applications, Designing Courses for Specific Purposes (ESP & EAP), Principles of Materials Development, Teacher-directed vs. Self-directed Learning Materials, Developing Materials for LSRW Skills, Evaluating and Adapting Teaching Materials	15
3	<b>Technology in Language Teaching (Selected excerpts/chapters from The handbook of technology and second language teaching and learning by Chapelle, C. A., &amp; Sauro, S. (Eds.))</b> Historical Overview of Technology Integration in ELT, Theories Underpinning Technology Use: CALL, MALL, TELL, Freeware, Software, and Open Educational Resources (OER), MOOCs and Language Labs, Artificial Intelligence (AI), AR/VR in Language Teaching, Blended and Flipped Learning Models, Creating and Assessing E-Materials, E-portfolios, Rubrics, and Digital Feedback Tools	15
4	<b>Current Trends and Research in ELT (Selected excerpts/chapters from Second Language Classrooms: research on teaching and learning by Chaudron, C. and other research-related books)</b> Action Research in the ELT Classroom, Reflective Practice and Teacher Development, English as a Global Language and Global Englishes, English for Specific and Academic Purposes (ESP & EAP)	15
<b>Total Hours</b>		<b>60</b>

**Textbook :**

- 1 Techniques & Principles in Language Teaching., Diane Larsen-Freeman & Anderson M., Oxford University Press., 2011
- 2 Principles and Practice in Second Language Acquisition., Krashen, S. D., Pergamon Press., 1982
- 3 Syllabus Design, David Nunan., Oxford University Press, 2010
- 4 The handbook of technology and second language teaching and learning, Chapelle, C. A., & Sauro, S. (Eds.), Hoboken, NJ: Wiley Blackwell., 2017

**References:**

- 1 Second Language Classrooms: research on teaching and learning., Second Language Classrooms: research on teaching and learning., Chaudron, C., Cambridge University Press., 1988
- 2 The Study of Language., The Study of Language., Yule, George., Cambridge University Press, 2003

### References:

- 3 The Study of Second Language Acquisition, The Study of Second Language Acquisition, Ellis, Rod, Oxford: Oxford University Press., 2002
- 4 Approaches and Methods in Language Teaching., Approaches and Methods in Language Teaching., Richards, J. & T.S. Rogers, Cambridge University Press., 1986
- 5 Second Language Pedagogy., Second Language Pedagogy., Prabhu N. S., Oxford University Press, 1983
- 6 Fundamental Concepts of Language Teaching., Fundamental Concepts of Language Teaching., Stern, H.H., Oxford University Press., 1983

### Suggested Theory Distribution:

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

Distribution of Theory for course delivery					
<b>Remember / Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Higher order Thinking / Creative</b>
0.00	15.00	35.00	25.00	20.00	5.00

### Instructional Method:

- 1 Lecture method combined with discussion
- 2 Use of ICT tools
- 3 Assignments,
- 4 Presentations
- 5 Workshops
- 6 Expert lectures
- 7 Self-study