**Course Title: English Language Teaching Methods and Practices**

Course No: Eng.Ed. 432 Full marks: 100

Nature of the Course: Theory Pass marks: 35

Level: B. Ed. Periods per week: 6

Year: Third Time per period: 55 minutes

Total periods: 150

**1. Course Description**

This course has been designed for the students of B. Ed. third year majoring English as a specialized subject. It provides students with knowledge of planning and managing classes in terms of content, time and resources. In addition, it offers students various insights into understanding the nature of language teaching, teaching methods and teaching materials, along with the modern technology for facilitating successful learning. While focusing on various aspects of language such as vocabulary, grammar, functions, etc. and different basic skills including listening, speaking, reading and writing, the course further aims at helping students develop practical aspects and skills of English language teaching. As language teaching also involves language assessment, the students will also learn about basic principles and procedures of language assessment in this course. Furthermore, this course also engages students in understanding the concepts and processes of teacher development in English language teaching.

**2. General Objectives**

**This course has following objectives:**

* To acquaint the students with various aspects of language learners, teachers and teaching learning activities.
* To familiarise the students with the fundamental concepts and principles of classroom management and teaching plans.
* To provide students with insights into understanding the approaches and methods of English language teaching.
* To prepare the students for teaching various aspects of the English language.
* To equip the students with the strategies for teaching language skills.
* To prepare the students in the use of various instructional materials and modern technology in the classroom.
* To enable the students to design the tools for language assessment.
* To familiarize the students with the concepts and approaches to English language teacher development.

**3. Specific Objectives and Contents**

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| --- | --- |
| **Specific Objectives** | **Contents** |
| * State various aspects related to language learners and language learning * State the roles and qualities of an English teacher * Design teaching learning activities for language class | **Unit I:Learners, Teachers and Teaching Learning Activities (10)**   * 1. Learners      1. Reasons for learning      2. Different contexts for learning      3. Learner differences      4. The importance of student motivation      5. Responsibility for learning   2. Teachers      1. Describing good teachers      2. Rapport building      3. Teacher tasks      4. Teacher skills      5. Teacher knowledge   1.3 Activities for language class |
| * State the importance of lesson planning * Design lesson plans for teaching various skills and aspects * Present micro peer lesson in the class * Manage the classroom   in terms of time, content and resources | **Unit II: Teaching Plans and Classroom Management (15)**   * 1. Teaching Plans      1. Reasons for planning      2. A proposal for actions      3. Lesson shapes      4. Planning questions      5. Plan formats      6. Planning   2. Managing the classroom      1. Classroom management      2. The teacher in the classroom      3. Talking to students      4. Giving instructions      5. Student talk and teacher talk      6. Using the L1      7. Creating lesson stages      8. Students grouping and seating arrangement |
| * Describe and use the language teaching methods * Differentiate between approaches, methods and techniques | **Unit III: Language Teaching Approaches and Methods (25)**   * 1. Historical Approaches   3.1.1 The grammar-translation method  3.1.2 The direct method  3.1.3 The audio-lingual method  3.2 Communicative Approaches  3.2.1 Community language learning  3.2.2 Communicative language learning  3.2.3 Co-operative language learning  3.2.4 Experiential language teaching  3.2.5 Notional functional approach  3.2.6Total physical response  3.3 Language Arts Approaches  3.3.1 Language experience approach  3.2.2 Literature-based approach  3.3.3 Natural approach  3.3.4 Whole language approach  3.4 Academic Approaches  3.4.1 Cognitive Academic language learning approach  3.4.2 Content-based second language instruction  3.4.3 Lexical approach  3.4.4 Competency-based approach  3.4.5 Critical Pedagogy  3.4.6 Learner centred approach  3.5 Learning strategy training, cooperative learning and multiple intelligences |
| * Describe various aspects of language teaching | **Unit IV:Teaching Aspects of Language (10)**  4.1 Aspects of language teaching  4.1.1 Vocabulary  4.1. 2 Grammar  4.1.3 Functions |
| * Explain various components of teaching listening, speaking, reading and writing * Design materials and activities for teaching listening, speaking, reading and writing * Teach various language skills such as listening, speaking, reading and writing | **Unit V: Teaching Language Skills (30)**  5.1 Teaching listening  5.1.1 Reasons for listening  5.1.2 Different kinds of listening  5.1.3 Listening levels  5.1.4 Listening skills  5.1.5 Listening principles  5.1.6 Listening sequences  5.1.7 Use of audio and video aids  5.1.8 Listening suggestions  5.2 Teaching speaking  5.2.1 Reasons for speaking  5.2.2 Speaking sequences  5.2.3 Discussion  5.2.4 Speaking suggestions  5.2.5 Teacher's role during speaking activities  5.2.6 Correcting speaking  5.3 Teaching reading  5.3.1 Reasons for reading  5.3.2 Different kinds of reading  5.3.3 Reading levels  5.3.4 Reading skills  5.3.5 Reading principles  5.3.6 Reading sequences  5.3.7 Reading suggestions  5.3.8 Encouraging students to read  5.4 Teaching writing  5.4.1 Reasons for teaching writing  5.4.2 Writing issues  5.4.3 Writing sequences  5.4.4 Writing suggestions  5.4.5 Handwriting  5.4.6 Correcting written work |
| * Analyse, select, and use course books appropriately * Use appropriate technology in the English class | **Unit VI:Instructional Materials and ELT Technology in the classroom (15)**  6.1 Using course book  6.1.1 Use of course book  6.1.2 Adding, adapting and replacing course book  6.1.3 Reasons for (and against) using a course book  6.1.4 Textbook analysis  6.1.5 Relation between course book and curriculum/syllabus  6.2 ELT Technology in the classroom  6.2.1 Use of OHP, computer-based technology, email, internet, online resources |
| * State various reasons of testing * Distinguish between good test and their types * Design and mark different types of language tests | **Unit VII: Language Assessment(15)**  7.1 Reasons for assessing students  7.2 Good test and test types  7.3 Designing and marking test tools and tests  7.3.1 Testing language aspects  7.3.2 Testing language skills |
| * Explain various strategies and expertise of teacher learning * Explain various approaches to teacher development | **Unit VIII: Language Teacher Development(30)**  8.1 The nature of teacher development/education  8.1.1 Teacher training and teacher development  8.1.2 Understanding teacher learning  8.1.3 Novices and Experts  8.1.4 Individual and Institutional Perspective  8.1.5 Collaborative and self-directed learning  8.2 Approaches to teacher development  8.2.1 Workshops/ Seminars  8.2.2 Self Monitoring  8.2.3 Teacher Support groups  8.2.4 Keeping a teaching journal  8.2.5 Peer observation and peer coaching  8.2.6 Teaching portfolios  8.2.7 Analyzing critical incidents and case analysis  8.2.8 Team Teaching and Action Research |

*Note: The figures within the parentheses indicate approximate periods allotted to respective units.*

**4. Instructional Techniques**

The instructional techniques for this course are divided into two groups. First group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

**4.1. General Instructional Techniques**

* Lecture
* Discussion
* Demonstration

**4.2. Specific Instructional Techniques**

**Unit VI-VIII:** Practical activities and presentation (analyzing textbooks, curriculum/syllabus, designing test tools and marking schemes, etc.)

**Unit VIII:** Project work (Preparing teaching portfolios including description of the nature of the course, a report of classroom observation, teaching journal, analyzing critical incidents and cases, a report of action research, etc.)

**5. Evaluation**

Annual examination will be carried out by the Office of the Controller of Examinations. The types and number of test items to be asked in the annual examination are as follows:

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| --- | --- | --- | --- |
| **Nature of questions** | **Total questions to be asked** | **Number of questions to be answered and marks allotted** | **Total marks** |
| Group A: Multiple choice items | 20 questions | 20 x 1 marks | 20 |
| Group B: Short answer questions | 8 with 3 alternative questions | 8 x 7 marks | 56 |
| Group C: Long answer questions | 2 with 1 alternative question | 2 x 12 marks |  |

**6. Recommended Books and Reference**

**Recommended Books**

Brown, D. (1994). *Principles of language learning and teaching.* London: Prentice Hall.**(For unit III)**

Norland, DL & Pruett-Said,T. (2006). *A kaleidoscope of models and strategies for teaching English to speakers of other languages*. USA: Teacher Ideas Press

Doff, A. (1988). *Teach English- A training course for teachers*(Trainers’ Handbook and Teachers’ Book). Cambridge: CUP.**(For units V - VIII)**

Harmer, J. (2008). *How to teach English*. London: Pearson Longman. **(For units I,II, IV, V, VI, VII)**

Huges, A. (2008). *Testing for language teachers*. Cambridge: CUP. **(For unit VII)**

Larsen-Freeman, D. (2006). *Techniques and principles in language teaching.* Oxford: OUP.**(For unit III)**

Lindstromberg, S. (Ed.) (1999). *The standby book: Activities for the language classroom.* Cambridge: CUP.**(For unit II)**

Mackay, R. (2014). *Basic introduction to English language teaching.* Delhi. Oxford University Press. **(For Units I, II, III, IV and V)**

Richards, J.C. & Farrel, S.C. (2005). *Professional development for language teachers*. London: Cambridge University Press.**(For unit VIII)**

Richards, J.C. & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: CUP. (**For UnitsV, VI**)

**References**

El-Araby, S.A.(1974). *Audio-visual aids for teaching English*. London: Longman

Nunan, D. (1998*).Language teaching methodology*. New York: Prentice Hall.

Richards, J.C. &Rodgers, T.S. (2005).*Approaches and methods in language teaching.* Cambridge: CUP.

Scrivener, J. (1994). *Learning teaching.* Oxford: Heinemann.

Underwood, M. (1989). *Teaching listening.* London: Longman.

Ur, P. (1996). *Teaching listening comprehension.* Cambridge: CUP.

Ur, P. (2006*). A course in language teaching*. Cambridge: CUP.

White, R. &Arndt,V. (1991).*Process writing*. London: Longman.

Wright, A. (1986). *Visual materials for the language teache*r*.* London: Longman.

Wright, A. &Haleem, S. (1992).*Visuals for the language classroom*. London: Longman.