

**Department of Teacher Education
University of Karachi**

B.Ed. Hons. (Elementary)

Semester VII

Pedagogy of English

Course Code: DTE 631

Course description

This three-credit hour course has been designed to train Student Teachers in teaching English in elementary grades. This course consists of 48 sessions to be completed in 16 weeks. These sessions will be learner-centred, and they will be assessed in both formative and summative ways. The course aims to equip Student Teachers with multiple methodologies and research-oriented activities to facilitate language teaching. Student Teachers will also be trained to maintain validity in both their teaching and testing practices. One of the major aims of the course is to make Student Teachers self-sufficient and independent learners. Student Teachers will be enabled to make effective use of the language as a medium of instruction. Finally, Student Teachers will be able to design and develop their own teaching materials and activities to make their students proficient in the English language.

Course outcomes

At the completion of the course of English pedagogy, Student Teachers will be able to:

- adapt teaching methodologies to make their students proficient users of the English language;
- develop reliable and valid teaching materials, testing items, and evaluation criteria;
- use English efficiently as a medium of instruction in the classroom;
- make use of different texts and resources to teach language; address potential problems faced in ELT classrooms; and,
- develop competence in ELT.

Learning and teaching approaches

The course will be taught through language-learning approaches such as the communicative and interactive approach. During classes, handouts of the relevant material will be distributed among learners so that they may read and discuss the material with each other. Individual, pair, and group activities will be devised to make the classes activity based.

Semester outline

Unit 1: Introduction to English pedagogy

This unit will cover the initial three weeks of the course, during which the Instructor will explain to Student Teachers about the course, the context in which they will be teaching, and the areas and topics in which they can research their practice.

UNIT 1	Introduction to English pedagogy
Week	Topic
1: English as a medium of instruction	Introduction to the course Scope of English used as a medium of instruction in Pakistan Ways of using the English language effectively as a means of instruction
2: Challenges in ELT in Pakistan	Types of challenges in ELT in Pakistan Possible suggestions to address the challenges Opportunities for ELT in the context of Pakistan
3: Research in ELT	Awareness about key research in the field of ELT Potential areas of research in ELT in the context of Pakistan

Unit 2: Lesson planning

This three-week unit allows Student Teachers to plan and execute lessons, integrate learning, and plan for various learning profiles by making effective use of the language theories discussed earlier. Student Teachers will be encouraged to use the experience of designing activities to teach the four language skills they learned in the English II course. They may do this individually or in groups.

UNIT 2	Lesson planning
Week	Topic
4: Planning lessons to integrate language skills	Scope of integration of teaching language skills in one session Plan and execute at least one such lesson either as microteaching or as an activity for practicum
5: Planning lessons considering multiple intelligences	Scope of considering multiple intelligences in planning lessons for ELT Plan and execute at least one such lesson either as microteaching or as an activity for practicum
6: Planning lessons adapting and/or merging language teaching methodologies	Scope of adapting or merging language teaching methodology Plan and execute at least one such lesson either as microteaching or as an activity for practicum

Unit 3: Teaching language through literature

This unit spans three weeks, during which Student Teachers will learn and practice how texts from literature can be used to teach language and make learning entertaining and meaningful. They will also learn to use a single text for teaching multiple language items.

UNIT 3	Teaching language through literature
Week	Topic
7: Use of various texts to teach language	Identifying kinds of texts (such as short stories and poems) from literature to use in elementary grade classrooms Identifying elements of grammar to be taught through selected literary items
8 and 9: Using a single text for multiple purposes	Using texts to conduct an integrated lesson, combining at least two language skills Using texts through activities to inculcate language sensitivity among learners Assisting cognitive development of the English language in students using these texts

Unit 4: Teaching the grammar and vocabulary of English

This unit covers three weeks, during which Student Teachers will be introduced to various techniques of teaching English grammar and vocabulary in elementary grades. It aims to draw Student Teachers' attention to the problems of teaching grammar and vocabulary to secondlanguage learners.

UNIT 4	Teaching the grammar and vocabulary of English
Week	Topic
10 and 11: Teaching grammar to English language learners	Identifying elements of grammar for different levels Exploring teaching of grammar through literature Problems of teaching grammar in Pakistani ELT classes Grammar-translation approach
12: Teaching vocabulary to English language learners	Using texts to teach vocabulary Strategies of incorporating vocabulary into language teaching

Unit 5: Researching assessment of language skills

This unit covers three weeks, during which Student Teachers will implement their previous knowledge about testing language skills. They will pilot test items and the marking criteria they developed in the Semester 4 English II course to check their effectiveness. After the exercise, they will write a report based on their reflection, experience, and lessons learned during piloting.

UNIT 5	Researching assessment of language skills
Week	Topic
13 and 14: Pilot test items to assess language skills	Student teachers will pilot the test items they developed
15: Teaching	Reflection and evaluation on lessons learned through piloting

Textbooks and references

Atkins, R. (2002). *Teaching tenses: Ideas for presenting and practising tenses in English*. Brighton, East Sussex: ELB Publishing.

Shamim, F. (2001). English as the language for development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language*. London: British Council.

Swan, M., & Smith, B. (2001). Learner English: A teacher's guide to interference and other problems (2nd ed.). *Cambridge Handbooks for language teachers*. Cambridge: Cambridge University Press.

Tomić, D. F. (1996). Challenges and rewards in the mixed culture classroom. *College Teaching*, 44, 69–73

Suggested articles

‘Challenges and Rewards in the Mixed Culture Classroom’
<http://www.jstor.org/stable/27558769>

‘English Language Teaching in China: Trends and Challenges’ <http://www.jstor.org/stable/3587867>

Course assignments

Short research-oriented assignments will be given in individual and group forms to help Student Teachers to become creative and research-oriented teachers.

Grading policy

A variety of assessments will be used in the course, including midterm and final examinations.

Suggested allocation of marks:

Assignments and presentations, etc. (individual and group) → 20 marks

Midterm → 20 marks