CURRICULUM

OIC

19/08/2022

MASTER OF PHILOSOPHY IN

ENGLISH LANGAUGE TEACHING

M.PHIL IN ENGLISH (ELT)

2022 AND ONWARDS

DEPARTMENT OF ENGLISH
UNIVERSITY OF MALAKAND

18-8-22

Chairman
Department Of English
University of Malakand

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APPROVAL DETAILS FROM STATUTORY BODIES

DESCRIPTION	DATE
Recommended in 3rd Board of Studies, Department of English	31-08-2021
Recommended in 5th Board of Faculty, Arts and Humanities	18-01-2022
Recommended in 16th Academic Council, University of Malakand	10-05-2022
Approved by the 45th Syndicate, University of Malakand	23-06-2022 Notification No. UOM/Acad/22/468 Dated 05-08-2022

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(ACADEMIC SECTION)

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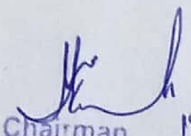No. UOM/Acad/22/468

Dated: 05-Aug-2022

NOTIFICATION

It is notified for the information of all concerned that consequent upon recommendations of the Academic Council made in its 16th meeting held on 10-May-2022, the Syndicate in its 45th meeting held on 23-Jun-2022 [(vide Item-03(5)(A)(1)] approved the scheme of studies and description of courses for M.Phil in English (ELT).

Registrar

Copy for information and necessary action (if any) to:

1. The Dean, Faculty of Arts and Humanities
2. The Controller of Examinations
3. The Director of Academics
4. The Chairperson, Department of English **with the request to furnish a copy of the said document (signed/stamped) to the Network Administrator for uploading the same on the UOM website with intimation to this office for record.**
5. The Network Administrator
6. PS to Vice-Chancellor, UOM
7. PA to Registrar, UOM
8. Relevant File

Deputy Registrar Academics

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SUBJECT: MINUTES OF THE MEETING OF THE 5th BOARD OF FACULTY, FACULTY OF ARTS AND HUMANITIES, UNIVERSITY OF MALAKAND

The 5th meeting of the Board of Faculty was held on 18-01-2022 (10.00 am) at the office of the Dean: Faculty of Art & Humanitites, University of Malakand. The following attended the meeting:

1. **Prof. Ata Ur Rahman** Dean, Faculty of Arts and Humanities (Chair)
2. **Prof. Qaisar Khan,** Chairman: Deptt: English, UOM
3. **Prof. Nasar Ullah Wazir,** Director: Pashto Academy, UOP
4. **Prof. Muhammad Tahir,** Deptt: Islamic Studies, AWKUM
5. **Dr. Badshah e Room,** Chairman, Deptt: Pashto, UOM
6. **Dr. Janas Khan,** Associate Professor, Deptt: Islamic Studies, UOM
7. **Dr. Badshah Rahman,** Assistant Professor, Deptt: Islamic Studies, UOM
8. **Dr. Najmul Hasan,** Assistant Professor, Deptt: Islamic Studies, UOM
9. **Dr. Noor ul Basar,** Deptt: Pashto, UOM
10. **Dr. Munir Khan,** Incharge Deptt: Urdu, UOM
11. **Dr. Tariq Khan,** Deptt: English, UOM
12. **Dr. Mian Shah Badshah,** Chairman: Deptt: English, SBBU, Shiringal
13. **Ms. Afshan Jabeen,** Deptt: Urdu, UOM

The meeting started with recitation of verses from the Holy Quran by Dr. Najmul Hasan.

The Dean welcomed all the honorable members and asked Dr. Janas Khan to brief the forum about the agenda items. After the briefing, the forum started discussion on the agenda items the minutes of which are as follows.

AGENDA ITEM NO: 01

SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (ELT)

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

AGENDA ITEM NO: 02

SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (LINGUISTICS)

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

AGENDA ITEM NO: 03

SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGISH (LINGUISTICS)

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

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AGENDA ITEM NO: 04
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (LITERATURE)

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

AGENDA ITEM NO: 05
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGISH (LITERATURE)

Based on the revision in nomenclature by the HEC for English degree programs duly approved by the Syndicate, the Board of Faculty discussed the scheme of studies and the courses. Minor corrections were made, and the scheme of studies and the courses were recommended for onward submission to the Academic Council for consideration.

AGENDA ITEM NO: 06
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN ISLAMIC STUDIES

The Board discussed the scheme of Studies and the description of courses for AD in Islamic Studies. Minor corrections were made, and the case was recommended for onward submission to the Academic Council for consideration.

AGENDA ITEM NO: 07
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR BRIDGING SEMESTER IN ISLAMIC STUDIES

The Board discussed the scheme of studies for bridging semester and decided to place it before the Academic Council with the remarks that the bridging semester should be uniformly implemented in all teaching departments for those students who seek admission after successful completion of their Associate Degrees.

AGENDA ITEM NO: 08
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR STUDENTS HAVING COMPLETED ASSOCIATE DEGREE AND ADMITTED IN ISLAMIC STUDIES
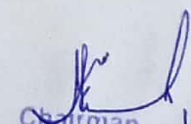
This agenda item related to the scheme of studies designed for students who seek their degree in the Islamic Studies after completing Associate Degree in colleges. The scheme spread over two years (04 Semesters). The Board thoroughly discussed and examined the courses and recommended the same for consideration of the Academic Council. However, the bridging semester shall be additional as per the university policy.

AGENDA ITEM NO: 09
TEACHING OF THE HOLY QURAN WITH TRANSLATION

The Board was informed that a joint resolution was passed by provincial assembly of Khyber Pakhtunkhwa for compulsory teaching of The Holy Quran with Translation. The Syndicate in its 36th meeting decided to implement the course spanning over 04 years.

After detailed discussion, it was recommended that:

1. The course designed for each semester should be placed before the Academic Council.

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2. It was recommended that the course shall be non-credit compulsory part of each semester and it will have 100 Marks. Passing marks will be 50 but in transcript only Pass/Fail be written.

3. It was recommended that there will be Two hours class(es) each weak in each semester.

4. The teachers who are engaged in Teaching The Holy Quran with Translation shall be paid remuneration equivalent to approved 2-0 credit hour course for each class of each semester under the policy of payment for such classes applicable to all disciplines.

AGENDA ITEM NO: 10
PUBLICATION POLICY FOR MURJIS
The Board recommended the proposed policy for publication in Malakand University Research Journal of Islamic Studies (MURJIS) to the Academic Council for further consideration.

AGENDA ITEM NO: 11
LIST OF EVALUATORS/EXAMINERS FOR MPHIL/PHD IN ISLAMIC STUDIES
The Board recommended the list of evaluators/examiners for MPhil/PhD in Islamic Studies for placement before the quarter concerned for consideration/approval.

AGENDA ITEM NO: 12
RECTIFICATION IN THE SYLLABUS OF ASSOICATE DEGREE IN ISLAMIC STUDIES
The Board recommended the rectifications for consideration of the Academic Council.

AGENDA ITEM NO: 13
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN URDU
The Board thoroughly discussed the scheme of studies and description of courses for Associate Degree in Urdu. Minor changes were made in the draft and it was recommended that the case may be submitted to the Academic Council for consideration.

AGENDA ITEM NO: 14
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR ASSOCIATE DEGREE IN PASHTO
The Board thoroughly discussed the scheme of studies and description of courses for Associate Degree in Pashto. Minor changes were made in the draft and it was recommended that the case may be submitted to the Academic Council for consideration.

The meeting ended with a vote of thanks from and to the Chair.

Dean
Faculty of Arts and Humanities
University of Malakand

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SUBJECT: **MINUTES OF THE 3ᴿᴰ MEETING OF THE BOARD OF STUDIES, DEPARTMENT OF ENGLISH**

The 3ʳᵈ Meeting of the Board of Studies, Department of English, University of Malakand was held in the office of the Chairperson, Department of English on August 31, 2021 at 10:30 AM. The following attended the meeting.

Prof. Dr. Qaisar khan	Chairperson	Convener
Dr. Tariq Khan	AP, University of Malakand	Member
Dr. Shaukat Ali	AP, University of Malakand	Member
Dr. Tariq	Lecturer, University of Malakand	Member
Dr. Abdul Hamid	AP, University of Swat	Member
Dr. Amir Sultan	AP, IIUI Islamabad	Member
Mr. Imran Ullah	Lecturer GPGC Timergara	Member
Mr. Imdad Ali	Lecturer University of Haripur	Member

The following members apologized for not attending.

Mr. Sadiqullah	Associate Professor, GPGC Dargai	Member
Dr. Sajid Iqbal	Lecturer, University of Malakand	Member

The meeting started with recitation of verses from the Holy Quran by Mr. Imran Ullah, Lecturer, GPGC Timergara. The members were then formally welcomed to the meeting. The convener briefed the members about the agenda items to be discussed. Thereafter, discussion on each item was initiated, the minutes of which are as follows.

AGENDA ITEM NO: 01
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (ELT)
The Board recommended the scheme of Studies for MPhil in English (ELT). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

AGENDA ITEM NO: 02
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (LINGUISTICS)
The Board recommended the scheme of Studies for MPhil in English (Linguistics). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

AGENDA ITEM NO: 03
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGISH (LINGUISTICS)
The Board recommended the scheme of Studies for PhD in English (Linguistics). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.
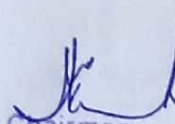
AGENDA ITEM NO: 04
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (LITERATURE)
The Board recommended the scheme of Studies for MPhil in English (Literature). The Board also discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

AGENDA ITEM NO: 05
SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR PHD IN ENGISH (LITERATURE)
The Board recommended the scheme of Studies for PhD in English (Literature). The Board also

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discussed the detailed course contents and suggested changes that were made on the spot. The courses were then recommended for onward submission to the relevant quarter.

AGENDA ITEM NO: 06

TWO NOMINATIONS FOR BOARD OF FACULTY

The Board unanimously nominated Dr. Tariq Khan and Dr. Shaukat Ali for the Board of Faculty as provided in the constitution of the Faculty in Statutes.

General Decision

It was decided to share the finalized draft with members after formatting through email and in case of no observation, the same draft shall stand approved from the Board of Studies and recommended for consideration of the Board of Faculty.

The meeting ended with a vote of thanks from and to the Chair.

Chairperson
Department of English
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SCHEME OF STUDIES AND DESCRIPTION OF COURSES FOR MPHIL IN ENGISH (ELT)

List of Core Courses MPhil in English (ELT)

The following **four** core courses (12 credits) are compulsory (two in each semester). Each MPhil scholar shall study these courses.

ENG717	Teaching and Learning in Large Classes
ENG725	Language Teaching Methods and Approaches
ENG731	Research Methods in Applied Linguistics
ENG732	Introduction to Critical Pedagogy

List of Elective Courses MPhil in English (ELT)

Each MPhil scholar must take **Four** elective / major courses (two in each semester). Although any course from across the two disciplines — Literature and Linguistics — may be considered as related, the following courses are offered as related / electives depending upon the choice of the students, research direction, and availability of local expertise in the institution. Each course shall be of 3-0 credit hours.

ENG710	Language and Technology
ENG716	Multilingualism
ENG718	Cross-Cultural Communication
ENG727	Language Testing and Assessment
ENG728	English for Specific Purposes
ENG741	Bilingualism
ENG742	Applied Linguistics
ENG743	Second language Acquisition
ENG744	Syllabus Designing
ENG745	World Englishes
ENG746	Language and Education
ENG747	Pakistani English

There shall be mandatory (ENG798) Research Thesis at the successful completion of course work as per University / HEC criteria.

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DESCRIPTION OF COURSES FOR MPHIL IN ENGLISH (ELT)

TEACHING AND LEARNING ENGLISH IN LARGE CLASSES	ENG717	CH: 3

Course Objectives

The aims of the course are:

- To review current research on class size.
- To identify the issues in teaching and learning in large classes.
- To explore techniques and strategies for teaching English in large classes.

Course Contents

- Research on class size
- What is large class? Why do large classes occur?
- Does class size affect learning and achievement?
- Teacher-learner behavior and classroom processes in small and large classes
- Learner strategies in large classes
- Teacher's view of and response to large classes
- Methodological issues in research on large classes
- Rethinking teaching and learning of English in large classes
- Teaching the language skills
- Group work
- Materials and resources
- Assessment procedures
- Approaches to the management of large classes
- The class size question: Politics and/or pedagogy?

Recommended Readings

- Blatchford, P. (2003).The Class Size Debate: Is Small Better? Philadelphia: Open UP.
- Carbone, E. (1998). Teaching Large Classes: Tools & Strategies. Volume 19. Sage Publications.
- Coleman, H. (1987). "Little Tasks Make Large Returns: Language Teaching in Large Crowds." In Murphy, D. & Candlin, C. N. (Eds.), Task and Exercise Design. (Lancaster Practical papers in English Language Education, 7), (21-145). London: Prentice-Hall.
- Gibbs, G. & Jenkins, A. (1997). Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources? Kogan Page Ltd.
- O' Sullivan, M. C. (2006). "Teaching Large Classes: The International Evidence and a Discussion of Some Good Practice in Ugandan Primary Schools." International Journal of Educational Development. (24-37).
- Urquiola, M. (2000) Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia. Development Research Group. The World Bank.
- Weimer, M. G. (Ed.), (1987). Teaching Large Classes Well. London: Jossey-Bass.
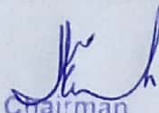- Wilcockson, D. A. &Wilcockson, M. A. (2002). "Does Class Size Matter?"Education Today. 51 (3), (15-21).

LANGUAGE TEACHING METHODS AND APPROACHES	ENG725	CH: 3

Course Objectives

This course is a gateway to the field of language teaching methods and approaches. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects.

Course Contents

- A Brief Historical Overview of Language Teaching
- The Nature of Approaches and Methods in Language Teaching
- The Direct Method
- The Audio-lingual Method
- Total Physical Response
- Community Language Learning
- Competency-Based Language Teaching
- The Natural Approach
- Content-based Instructions

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- Task-based Language Teaching
- The Communicative Approach
- The Eclectic Approach

Recommended Books:

- Abbot, G. and Wingard, P. (eds.) (1981). The teaching of English as an International Language. Collins.
- Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3). Oxford: OUP.
- Brown, H. (1987). Principles of Language Learning and Teaching. CUP.
- Brumfit, C. (1984). Communicative methodology in language teaching. CUP.
- Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
- Larsen-Freeman, D. (1986). Techniques and principles in language teaching. London: OPU.
- Richards, J. (1985). The context of second language learning. CUP
- Richards, J. and Rodgers, R. (2002). Approaches and methods in language teaching. CUP.
- Stern, H.H. (1983). Fundamental concepts of language teaching. CUP.

RESEARCH METHODS IN APPLIED LINGUISTICS	ENG731 CH: 3

Course Description

This course looks at various approaches to the study of linguistics using both qualitative and quantitative methods of investigation. With a focus on the area of linguistics, students are introduced to the process of hypothesis formulation and testing, issues of interpretation, evaluation and replicability of data and of research results, questionnaire and interview design, data gathering and recording, statistical description and analysis.

Course Objectives

The aims of this course are to enable the students:

- To be familiar with selected research techniques and approaches within the qualitative and quantitative research paradigms;
- To develop understanding and skills of using appropriate tools for collecting data
- To develop an understanding of ways of analyzing and reporting qualitative and quantitative data
- To develop an understanding of basic concepts underlying the use of statistics;
- To develop an understanding of ways of constructing, analyzing and reporting quantitative data;
- To use of SPSS for analysis of data
- To understand and use ethical issues at all stages of the research process.

Course Contents

- Research Questions in Linguistics
- Principles of Research Design
- Basic Features and Philosophical Underpinnings of Qualitative Studies
- Quantitative, Qualitative or Both? Combining Methods in Linguistic
- Data Collection and Data Analysis in the Social Sciences
- Descriptive and Inferential Statistical Techniques and the handling of Multivariate Data
- Standard Descriptive Terminology and Concepts in Applied Linguistics,
- Organising and Processing Data: the Nuts and Bolts of Quantitative Analyses•
- Discourse Analytic Approaches to Text and Talk
- Linguistic Ethnography
- Interviews and Focus Groups
- Multimodal Analysis: Key Issues
- Narrative Analysis in Linguistic Research

Recommended Readings

- Alvesson, Mats. & Sköldberg, Kaj. (2000). Reflexive Methodology: New Vistas for Qualitative Research. Sage Publication.
- Abelson, R. P. (1995). Statistics as Principled Argument. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Black, T. R. (1999).Doing Quantitative Researching the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics. London, UK: Sage.
- Blaikie, N. (2003). Analysing Quantitative Data: From Description to Explanation. Thousand Oaks, CA:
- Bogdan, R. C., Biklen, S. K. (1998). Qualitative Research for Education: An Introduction to Theory and Methods (Third edition.). New York: Allyn and Bacon.
- Byrne, D.(2003).Interpreting Quantitative data. Thousand Oaks, CA: Sage.
- Cohen, L., Manion, L., & Morrison, K. (2000).Research methods in education. (Fifth edition). London:
- Creswell, J. W. (2002). Research design: Qualitative, Quantitative, and Mixed Methods Approaches.

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London: Sage Publication
- Darlington, Y. & Scott, D. (2002). Qualitative Research in Practice: Stories from the Field. Philadelphia: Open University
- Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.), (2002). Theory and Practice in Action research. Oxford: Symposium Books.
- Denzin, N. K. & Lincoln, Y. S. (2005). The Handbook of Qualitative Research. (Third edition). Sage.
- Field, A. & Graham, H. (2003). How to Design and Report Experiments. Sage.
- Fielding. N. G. & Lee, R. M. (1998). Computer Analysis and Qualitative Research. London: Sage.
- Glesne, C. (1999). Becoming Qualitative Researchers: An Introduction. New York: Longman.
- Gorard, S.(2001). Quantitative Methods in Educational Research. London: Continuum.
- Hammersley, M. & Atkinson, P. (1995). Ethnography: Principles and Practices. London: Routledge.
- Holliday, A. (2002). Doing and Writing Qualitative Research. London: Sage.
- Huck, S. W. (2004).Reading Statistics and Research. (Fourth edition). Boston, MA: Allyn and Bacon.
- Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA:
- Lincoln, Y. L. and Guba, E. G. (1985). Naturalistic Inquiry. London: Sage.
- Mason, J. (2002). Qualitative Researching. Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2005). Qualitative Research Design: An Interactive Approach. (Second edition). Thousand Oaks, CA: Sage.
- Merriam, S. (1998). Qualitative Research and Case Study Applications in Education. San Francisco: Jossey-Bass Publishers.
- Smith, L. M. (2004). Yesterday, Today, Tomorrow: Reflections on Action Research and Qualitative Inquiry. Educational Action Research. 12:2. 175-195.
- Strauss, A. & Corbin, J. (1998). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks, CA: Sage.
- Tesch, R.(1990). Qualitative Research: Analysis Types and Software Tools. London: Falmer.
- Bell, Judith. (2010). Doing Your Research Project. Berkshire: McGraw-Hill Education.
- Edward Arnold Mackey, A. & Gass, S.M. (2005) Second Language Research: Methodology and Research. Mahwah, New Jersey: Lawrence Erlbaum Associates
- Gay, L. R. (2008). Educational Research. Florida: Pearson.
- Kirszner, Laurie G., and Stephen R. Mandell. (2002).The Pocket Handbook. Philadelphia: Heinle.
- Litosseliti, L. (2010) Research Methods in Linguistics. Continuum Books
- Neuman, W.L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education.
- Nunan, David. (1992). Research Methods in Language Learning. Cambridge UP.
- Seliger, Herbert & Elana Shohamy. (1990). Second Language Research Methods. Oxford: Oxford UP.
- Wei, Li and Melissa G. Moyer (2008). Research Methods in Bilingualism and Multilingualism. Blackwell Publishing.
- . & Trott, K., Bloomer, A., Reay, S., Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language.

INTRODUCTION TO CRITICAL PEDAGOGY	ENG732 CH: 3

Course Contents

1. Critical Pedagogy: Brief History of the Discipline
- Paulo Freire, Giroux, Ira Shor, Kinchole
- Past, Present and future (with special reference to Pakistan)
2. The role of Critical Pedagogy in Education
- In Curriculum Development
- In Character Building
3. The Need to develop Critical Pedagogy in Teacher education.
4. The role of Critical Pedagogy in Literature.
5. The role of Critical Pedagogy in Popular culture. (Film, media, print)
6. The role of Critical Pedagogy in building international Culture.
7. The role of Critical Pedagogy in Popular culture. (Film, media, print)
8. Theoretical understanding in the following areas:
- Critical Pedagogy and Ideology.
- Critical Pedagogy and freedom of Individual thought.
- Critical Pedagogy and Contemporary issues.
- Critical Pedagogy and issues in language culture and identity.

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- Critical Pedagogy and Institutionalized Power (different types of power)
- Critical Pedagogy and Popular culture
- Critical Pedagogy and construction of an critical thought
- Critical Pedagogy and issues of gender
- Critical Pedagogy and our Limitations

Suggested Readings

- Apple,M. (2003). The State and the Politics of Knowledge. New York: Routledge/Falmer. Ch. 1 & 9. 1-24; 221-225. PDF
- Apple,M. (1979). On Analyzing Hegemony.Ideology and Curriculum. New York, NY: Routledge & Kegan Paul. 1-25. PDF
- Bartolomé, Lilia (2004). "Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers" (PDF). Teacher Education Quarterly. Winter: 97–122 – via teqjournal.
- Dewey, John. (1938). Experience and Education.
- Freire, Paulo (2009). Pedagogy of the Oppressed. New York, NY: The Continuum International Publishing Group Inc. ISBN 0-8264- 1276-9
- George, Ann. "Critical Pedagogy: Dreaming of Democracy." A Guide to Composition Pedagogies. Gary Tate, Amy Rupiper,
- Kurt Schick. New York, New York: Oxford University Press, 2001. 92-112. Print
- Giroux, Henry. "Beyond the Ethics of Flag Waving: Schooling and Citizenship for a Critical Democracy." The Clearing House, Vol. 64, No. 5 (May - June., 1991): 305-308. Taylor & Francis, Ltd. JSTOR. 22 Oct. 2012.
- Giroux, H. (October 27, 2010) "Lessons From Paulo Freire", Chronicle of Higher Education. Retrieved 10/20/10.
- Glass, R.D. (2011). Critical Pedagogy and Moral Education.In Devitis & Yu (Eds.). Character and Moral Education: A Reader. New York: Peter Lang Publishers. PDF
- Glass, R.D. (2008). Staying Hopeful.In M. Pollock (Ed.), Everyday AntiRacism. New York: The New Press. 337-340. PDF.
- Glass, R.D (2006). On Race, Racism, and Education. (manuscript). PDF.
- Haymes.Pedagogy of Place for Black Urban Struggle.Critical Pedagogy Reader.(1st edition).211-237.
- Hicks, Stephen R.C. (2004) Explaining Postmodernism: Skepticism and Socialism from Rousseau to Foucault. Tempe, AZ: Scholargy Press, ISBN 1-59247-646-5
- Kincheloe, Joe (2008) Critical Pedagogy Primer. New York: Peter Lan
- Kincheloe, Joe; Steinberg, Shirley (1997). Changing Multiculturalism. Bristol, PA: Open University Press. p. 24. Critical pedagogy is the term used to describe what emerges when critical theory encounters.
- Kincheloe, J. & Steinberg, S. (2008) Indigenous Knowledges in Education: Complexities, Dangers, and Profound Benefits in Ed Denzin, N. Handbook of Critical and Indigenous Methodologies
- Shor, I. (1980). Critical Teaching and Everyday Life. Boston, Massachusetts: South End Press.
- Weiler, K.(1991). Freire and a Feminist Pedagogy of Difference.Harvard Educational Review.61 (4).

LANGUAGE AND TECHNOLOGY	ENG710 CH: 3

Course Description

This course is multidisciplinary in nature and provides critical understanding for creative cross disciplinary research. The course provides opportunities to develop innovative scholarship based on increasingly complex, multidimensional, transdisciplinary and vibrant ideas in Language & emerging Technologies, Information Communication Technology, Social Media, Mobile Technologies, Digital Media Technologies and Digital Games, Human Computer Communication, hypertext, cybertext, digital games and cinema, digital narratives and Digi-socio-cultural dimensions of language usage.

This course focuses on a strong connection of 'technology' and 'language' and encourages critical understanding of impressions of technological progression in the field of linguistics and changing perspectives in language usage and language learning technologies due to a strong and exciting interface of language and technology.

Course Objectives

- To develop critical understanding of multidimensional perspectives of interface of technology and language
- To develop understanding of the vital issues and concepts in the use of language in different forms and formats of digital technology
- To critically analyze ICT tools, Digital Media, Mobile Technologies, Social Media on the Internet, virtual reality, digital games and Learning Technologies for language usage, language learning and teaching

Course Outcomes

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By the end of the course, the students will be able to:

- have clear understanding of multidimensional perspectives of the interface of technology and language
- Critically evaluate various digital technologies for language usage in different forms, formats and language learning
- Develop innovative research projects based on the use of technology in language pedagogy, Digi-socio-cultural language usage, Digital Media, ICT tools, gender based issues of language and technology, virtual reality and Human Computer Communication

Course Contents

1. Introduction to Language & Technology
2. Human-Machine Communication
3. Digital Text
4. Hypertext
5. Cybertext
6. Interactive Texts
7. Digital Media
8. Communication in Virtual Reality
9. Digital Gaming
10. Language and Social Media
11. TELL (Technologically Enhanced Language Learning)
12. m-learning (mobile learning)
13. Flipped learning
14. Digital Visual Discourse
15. Emerging Technologies

Recommended Readings

- Bell, Alice. (2010). the Possible Worlds of Hypertext Fiction. London: Palgrave Macmillan.
- Bodomo, Adams B. (2009). Computer-Mediated Communication for Linguistics and Literacy Technology and Natural Language Education. Hong Kong: University of Hong Kong Press.
- Brave, Robert J. Blake. (2008). New Digital Classroom Technology and Foreign Language Learning. Washington: Georgetown University Press.
- Chapelle, Carol A. (2003). English Language Learning and Technology. Amsterdam: John Benjamins Publishing.
- Erneling, Christina E. (2010). Towards Discursive Education Philosophy, Technology, and Modern Education. Cambridge: CUP.
- Evans, Michael. (2009). Foreign-Language Learning with Digital Technology Education and Digital Technology. Cambridge: CUP.
- Landow, George P. (2006). Hypertext 3.0 Critical Theory and New Media in an Era of Globalization. Baltimore: Johns Hopkins University Press.
- Monroe, Barbara Jean. (2004). Crossing the Digital Divide Race, Writing, and Technology in the Classroom Language and Literacy Series. New York: Teachers College Press.
- Sproat, Richard. (2010). Language, Technology, and Society. Oxford: OUP.
- Thomas, Michael and Hayo Reinders. (2010).Task-Based Language Learning and Teaching with
- Zajda, Joseph and Donna Gibbs. (2009). Comparative Information Technology Languages, Societies and the Internet Globalisation, Comparative Education and Policy Research.

MULTILINGUALISM	ENG716 CH: 3

Course Description

This course is designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of multilingualism. The students will examine how multilingualism is defined and measured, the development of multilingualism, linguistic behaviors of multilingual speakers, the psycholinguistic and neurolinguistic bases of multilingualism, the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for multilinguals and society as a whole.

Course Objectives

- To understand and discuss different definitions of multilingualism
- To explore and evaluate different methods of 'measuring' multilingualism
- To understand the basics of how multilingualism learn and use their languages in different situations
- To understand the effects of family background, societal and cultural norms concerning language, education and age on multilingualism
- To understand cognitive differences and similarities between multilinguals and monolinguals

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- To understand how society can contribute to, or hinder multilingualism
- To understand the basic issues of multilingual education
- To understand and discuss basic issues of language planning and language policy that can affect multilinguals and multilingualism

Course Contents

Introduction to multilingualism:
- Definitions and Descriptions of multilingualism
- Unilingualism
- Multilingualism

Dichotomies and Characteristics
- Multilingualism vs. Multilingualism
- Natural Multilingualism vs. Transition Multilingualism Why Multilingualism? Exploring Multilingualism in Cultural Contexts
- Impact of family, society, economy and education on achieving and maintaining Multilingualism
- The Price of Multilingualism: Issues, Problems, Concerns
- Methods of 'measuring' Multilingualism

Language Skills and Multilingualism
- Speaking skill
- Listening Skill
- Reading Skill
- Writing skill
- Degrees of Multilingualism

Language Practices in Pakistan
- Source
- Status
- Value
- Identifying the Sources
- Pakistani Language Policies
- Pakistani Education Policies

Language Change and the New Global Linguistic Order
- Nationality, Supranationality and role of languages

Issues of Language Spread and Maintenance
- Language Shift
- Language Change
- Language Desertion
- Sharing the studies conducted in Pakistani/ International Contexts

Code Switching, Code Mixing, Hybridization
- Code Switching
- Definitions
- Factors initiating/ constraining Code switching
- Pragmatic aspects
- Sharing case studies/ sample research
- Borrowing and Code Mixing: Insertion, Alternation, Variation in Mixing Patterns

Perception of Identity and Multilingualism
- The Politics of Language: Issues of Identity and Globalization
- Multilingualism in a diglossic situation
- Diglossia, Multilingualism and presentation of self
- Sharing Case Studies
- The Politics of Language in America
- Language and Identity Politics in Canada

The Bilingual / Multilingualism Child
The Bilingual Brain and Intelligence
Early education and Multilingualism Issues
Bilingual Education and Language Policy
- The Future of Multilingualism and Education
- Political Ideology and Multilingual Education
- Multilingualism across the curriculum
- Multilingual Education in the UK and the US Research in Bilingualism Possibilities and Practices Sharing Research on possibilities and practices

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Suggested Readings

- Aronin, L and Singleton, D. (2012).Multilingualism. Netherlands: John Benjamins Publishing.
- Baker, C. (1993). Foundations of Bilingual Education and Bilingualism.Clevedon: Multilingual Matters
- Baetens-Beardsmore, H. (1986). Bilingualism.Basic Principles.Clevedon: Multilingual Matters
- Bialystok, E. (2001). Bilingualism in Development: Language, Literacy and Cognition. Blackledge, A and Creese, A. (2010). Multilingualism: A Critical Perspective.
- Cambridge: Cambridge University Press.
- Clyne, M. (2003).Dynamics of Language Contact: English and Immigrant Languages. Cambridge: Cambridge University Press.
- Cenoz, J., & Genesee, F. (Eds.). (1998). beyond bilingualism: Multilingualism and multilingual education (Vol. 110). Multilingual Matters.
- Edwards, J. (2002). Multilingualism.Routledge.
- Edwards, John. (2012). Multilingualism: Understanding linguistic diversity. NY: Continuum International
- Gorter, D. (Ed.). (2006). Linguistic landscape: A new approach to multilingualism. Multilingual Matters.
- Hoffmann, C. (1991) An introduction to bilingualism. London: Longman.
- Myers-Scotton, C. (2006). Multiple Voices: An Introduction to Bilingualism. Oxford: Blackwell.
- Wei, L. (2000). The bilingualism reader. London/New York: Routledge
- Weber, Jean J. and Horner, K. (2012).Introducing Multilingualism: A Social Approach. London: Taylor and Francis.

CROSS-CULTURAL COMMUNICATION	ENG718 CH: 3

Course Objectives

The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.

Course Contents

- Introduction to Intercultural Communication
- Theoretical perspectives that help to explain interactions between members of different cultures.
- Current literature and prevailing concepts in the field of cross- cultural communication
- Principles to improve intercultural communication.
- Strategies to avoid communication breakdown among people of diverse cultures
- Influence of culture on communication
- Anxiety in Intercultural Encounters
- Barriers to Intercultural Communication
- Sources of Intercultural Miscommunication
- Strategies to improve Intercultural Communication
- Cross-cultural adaptation
- Multicultural Collaboration

Recommended Readings

- Anderson, R. and Ross, V. 1998. Questions of Communication: A Practical Introduction to Theory (second edition). New York: St. Martin's Press
- Chick, K. J. 1996. "Intercultural Communication."In McKay, L. S. and Hornberger, H. N. Eds. Sociolinguistics and Language Teaching. CUP
- Griffin, E. 2000. A First Look at Communication Theory (third edition). New York: McGraw Hill
- Gumperz, J. and Roberts, C. 1980. Developing Awareness Skills for Interethnic Communication. Occasional Papers No: 12. Singapore: Seameo Regional Language Centre
- Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." In (D. Carbaugh, Ed.)Language in Society. 22. Pp. 300-304.
- Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert.Ed. Language and Society in Africa.Pp.197-214. Johannesburg: University of the Witwaters and Press.

LANGUAGE TESTING AND ASSESSMENT	ENG727 CH: 3

Course Description

Since language testing is essential to know whether students learn that they are expected to. This course therefore, aims at educating students about authentic, valid, and reliable assessment tools. In addition, this course focuses on providing students the basics of theoretical background and relevant practice via available assessment tools and resources. This course will serve as a introduction to basic concepts of language testing and assessment.

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Course Objectives

The objectives of the course are:

- Familiarize students with the key concepts of language testing and assessment
- Comprehend, interpret, and develop critical approach to testing and assessment materials
- Evaluate particular testing materials with regard to the purpose and context of assessment.

Course Contents

1. Language Assessment in context;
2. Concepts, Principles and Limitations of Measurement;
3. Scope of language assessment in education and Research;
4. Interrelationship of language abilities and Language Assessment Instruments;
5. Characteristics of Assessment Methods affecting Performance on Language Assessment Instruments;
6. Reliability and validity of Assessment;
7. Current Issues in Language Assessment and Language Assessment Research.
8. Designing Tests for Assessing Language Skills.

Recommended Readings

1. Alderson, J. C. (2000). Assessing Reading. Cambridge Language Assessment. CUP.
2. Brown, J. D. (1996). Testing in language programs. New York: Prentice-Hall Regents.
3. Brown, D. & Abeywickrama, P. (2010). Language Assessment: Principles and Classroom Practices. (Second edition). Longman.
4. Buck, G. (2001). Assessing Listening. Cambridge Language Assessment. CUP.
5. Chapelle, A.C. and Brindley, G. (2001). Assessment. In Schmitt. N. (Ed.), An Introduction to Applied Linguistics. Arnold, London.
6. Heaton, B. J. (1988). Writing English Language Tests. A practical guide for teachers of English as a second or foreign language. (Second edition). Longman.
7. Hughes, A. (2003). Testing for language teachers. (Second edition). Cambridge: Cambridge UP.
8. Luoma, S. (2004). Assessing Speaking. Cambridge Language Assessment. CUP.
9. Madsen, S.H. (1983). Techniques in Testing. O.U.P.
10. Mcnamara, T. (2000). Language Testing. Oxford. O.U.P.
11. Purpura, E. J. (2004). Assessing Grammar. Cambridge Language Assessment. CUP.
12. Read, J. (2000). Assessing Vocabulary. Cambridge Language Assessment. CUP.
13. Weigle, S. C. (2002). Assessing Writing. Cambridge Language Assessment. CUP.
14. Weir, C. J. (1993). Understanding and developing language tests. NY: Prentice Hall.
15. Weir, C. J. (1990). Communicative Language Testing. Hemel Hempstead: Prentice Hall.

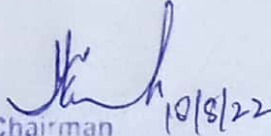| **ENGLISH FOR SPECIFIC PURPOSES (ESP)**	**ENG 728 CH: 3**

Course Objectives

- The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting.
- To examine classroom practices for effective ESP instruction
- Develop an understanding of the major issues of concern for ESP practitioners
- Become aware of the methods currently practiced in the teaching of ESP
- Be able to conduct needs analysis of the students they are designing the syllabus for
- Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

Course Contents

- Introduction and Types to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives)Course and Materials: evaluation, design and development)
- The role of ESP Teacher
- Focusing the major language skills in ESP
- Grammar Teaching in ESP
- Assessment and Evaluation of ESP programmes
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

Recommended Readings:

- Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In English for Specific Purposes, 22. 297-314.
- Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. Ed. ELT

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Textbooks and Materials: Problems in Evaluation and Development. ELT Documents 126.
- Dudley-Evans, T. & St. John, M. J. (1998). Developments in English for Specific Purposes. Cambridge: CUP.
- Fanning, P. 1993. "Broadening the ESP Umbrella." English for Specific Purposes. 12 (2).
- Holliday, A. and T. Cooke. 1982. "An Ecological Approach to ESP." In Lancaster Practical Papers in English Language Education. 5 (Issues in ESP). University of Lancaster.
- Johns, A. M and T. Dudley-Evans. 1991. "English for Specific Purposes: International in Scope, Specific in Purpose." In TESOL Quarterly. 25 (2).
- McDonough, J. 1984. ESP in Perspective: A Practical Guide. London: Collins.
- Okoye, I. 1994. "Teaching Technical Communication in Large Classes." English for Specific Purposes. 13
- Widdowson, H.G. 1981. English for Specific Purposes: criteria for course design. In L. Selinker, E. Tarone and V. Hamzeli (Eds.) English for Academic and Technical Purposes. Rowley, Mass: Newbury.
- Swales, J. (1990). Genre Analysis. Cambridge: Cambridge University Press.

BILINGUALISM	ENG741 CH: 3

Course Description

This course is designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of bilingualism. Role of bilingualism and its various aspects in the development of linguistic and social enterprise would be the focus of the course.

Course Objectives

The objectives of the course are:
- To understand and discuss different definitions of bilingualism.
- To explore and evaluate different methods of 'measuring' bilingualism.
- To understand the basics of how bilingualism learn and use their languages in different situations.
- To understand the effects of social and cultural factors on bilingualism.
- To understand cognitive differences and similarities between bilinguals and monolinguals.
- To understand and discuss basic issues of bilingual education, language policy and planning.

Course Contents
- Introduction to bilingualism
- Dichotomies and Characteristics of bilingualism in cultural contexts
- Language Skills and bilingualism
- Language Practices in Pakistan: Code Switching, Code Mixing, Hybridization
- Language Change and the New Global Linguistic Order
- Issues of Language Spread and Maintenance
- Perception of Identity and bilingualism
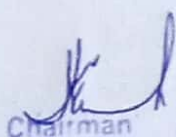- Research in bilingualism: Possibilities and Practices

Recommended Readings
- Aronin, L and Singleton, D. (2012).Multilingualism. Netherlands: John Benjamins Publishing.
- Baker, C. (1993). Foundations of Bilingual Education and Bilingualism.Clevedon: Multilingual Matters
- Baetens-Beardsmore, H. (1986). Bilingualism.Basic Principles. Clevedon: Multilingual Matters
- Bialystok, E. (2001). Bilingualism in Development: Language, Literacy and Cognition. Blackledge, A and Creese, A. (2010). Multilingualism: A Critical Perspective.
- Cambridge: Cambridge University Press.
- Clyne, M. (2003). Dynamics of Language Contact: English and Immigrant Languages. Cambridge: Cambridge University Press.
- Edwards, John. (2012). Multilingualism: Understanding linguistic diversity. NY: Continuum International publishing.
- Gorter, D. (Ed.). (2006). Linguistic landscape: A new approach to multilingualism. Multilingual Matters.
- Hoffmann, C. (1991) An introduction to bilingualism. London: Longman.
- Myers-Scotton, C. (2006). Multiple Voices: An Introduction to Bilingualism. Oxford: Blackwell.
- Wei, L. (2000). The bilingualism reader. London/New York: Routledge
- Weber, Jean J. and Horner, K. (2012). Introducing Multilingualism: A Social Approach. London: Taylor and Francis.

APPLIED LINGUISTICS	ENG742 CH: 3

Course Description

This course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches,

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linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents

1. Theories of language learning
2. The nature of approaches and methods in language learning
- GTM
- The Direct Method
- The Audio-lingual Method
- The Natural Approach
- CLT
- The Eclectic Approach
3. Error Analysis
- Nature and purpose
- Causes of errors (Interlingual errors, Intralingual errors, Overgeneralization, Literal translations)
4. Contrast between Behavioristic and Mentalistic attitude to errors
5. Stages of error analysis
6. Definition and scope of syllabus
7. Considerations common to all syllabuses
8. Relationship between theory of language, language learning and language syllabuses
9. Dichotomies of Syllabuses '
10. Product vs. Process-oriented syllabuses
11. Analytical Synthetic syllabuses
12. Product-Oriented Syllabuses
- Grammatical Syllabus (Theoretical bases, Selecting and grading contents, Criticism)
- Notional Functional Syllabus (Theoretical bases, Selecting and grading contents, Criticism)
13. Process-Oriented Syllabuses
- Procedural Theoretical bases
- Selecting and grading contents Criticism
- Process Syllabus
- Theoretical bases
- Selecting and grading contents Criticism
- Objectives: Types and Criticism Needs analysis for syllabus designing

Suggested Readings

- Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3). Oxford: OUP.
- Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
- Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon.
- Harmer, J. (1991). The practice of English language teaching. Harlow: Longman
- Johnson, K. (1996). Language teaching and skills learning. London: Blackwell.
- Larsen-Freeman, D. (1986). Techniques and principles in language teaching. London: OPU.
- Munby, J. (1978). Communicative syllabus design. Cambridge: CUP.
- Norrish, J. (1987). Language learners and their errors. New York: Macmillan.
- Nunan, D (1988). Syllabus design. Oxford: OUP.
- Omaggio, A. C. (1 986). Teaching language in context. New York: HHP
- Prabhu, N. S. (1987). Second language pedagogy: A perspective. Oxford: OUP.
- Richards & Rodgers. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge. CUP
- Richards, J. C (1980). Error analysis. London: Longman.
- Steinberg, D. D. (1988). Psycholinguistics. London: Longman
- Ur, P (1996). A course in language leaching. Cambridge: CUP.
- Ur, P. (1988). Grammar practice activities: A practical guide for teachers. Cambridge: CUP.
- Wilkins, D. (1976). Notional syllabuses. Oxford: OUP.
- Wilkins, D.A. (1985). Linguistics in language teaching. London: Arno

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SECOND LANGUAGE ACQUISITION | ENG743 CH: 3

Course Description

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories.

Course Objectives

The objectives of the course are to:
- Enable the students to explore and evaluate SLA theories from the point of view of second language learners
- Develop students' understanding of the cognitive and social dimensions of SLA
- Enable the students to gain an understanding of basic concepts of SLA.

Course Contents

Basic Concepts of SLA
- Key issues in second language acquisition
- Language, acquisition and learning
- First language acquisition
- Comparing and contrasting first and second language acquisition
- Factors affecting second language acquisition
- Social factors and second language acquisition
- Cognitive factors and second language acquisition
- Individual differences and second language acquisition
- Classroom second language acquisition
- Formal instruction and second language acquisition
- Classroom interaction and second language acquisition
- Input, interaction and second language acquisition
- Error analysis and second language acquisition

Theories of SLA
- The Monitor Model
- The Acquisition versus Learning Hypothesis.
- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis
- The Affective Filter Hypothesis

Interlanguage Theories
- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage
- Language Socialization in SLA
- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory
- Cognitive approaches to second language acquisition
- Cognitive Processes in Second Language Learners
- Universal grammar
- Role of Universal Grammar in First and Second Language acquisition
- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

Recommended Readings
- Cook, V. (1993).Linguistics and Second Language Acquisition. London: MacMillan Cook, V. (1991).Second Language Learning and Language Teaching. London: Edward Doughty, C. J. &.
- Ellis, R. (1985).Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1992).Second language acquisition and language pedagogy. Clevedon: Multilingual Matters.

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- Ellis, R. (1994) The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1997).Second language acquisition. Oxford: Oxford University Press.
- Gass, S. M. & Selinker, R. (2001) Second Language Acquisition: An Introductory Course. London: Routledge.
- Johnson, K. (2001) An Introduction to Foreign Language Learning and Teaching. London: Longman.
- Long, M.H. (2002). The Handbook of Second Language Acquisition. Oxford: Blackwell.
- McLaughlin, B. (1987) Theories of Second-Language Learning. London: Edward Arnold.
- Mitchell, R. & Myles, F. (1998) Second language learning theories. London: Arnold.
- Ortega, L. (2007) Understanding Second Language Acquisition. London: Hodder Arnold.

SYLLABUS DESIGNING	ENG744 CH: 3

Course Objectives

This course is a gateway to the field of syllabus designing for second language learning. It will introduce students to different approaches to syllabus designing adopted throughout the tradition of language teaching to teach language, at the same time probing into the approaches, linguistic or psychological, that backed them. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents

- Definition and scope of syllabus
- Considerations common to all syllabuses
- Relationship between theory of language, language learning and language syllabuses
- Dichotomies of Syllabuses '
- Product vs. Process-oriented syllabuses
- Notional Functional Syllabus
- Grammatical Syllabus
- Analytical Synthetic syllabuses

Suggested Readings

- Harmer, J. (1991). The practice of English language teaching. Harlow: Longman
- Munby, J. (1978). Communicative syllabus design. Cambridge: CUP.
- Nunan, D (1988). Syllabus design. Oxford: OUP.
- Omaggio, A. C. (1 986). Teaching language in context. New York: HHP
- Prabhu, N. S. (1987). Second language pedagogy: A perspective. Oxford: OUP.

WORLD ENGLISHES	ENG745 CH: 3

Course Description

The English language now has more than one billion speakers worldwide. Many millions speak English as a native language; many more speak English as a second language, but most speak it as a foreign language. Yet, the English spoken by the largest group is considered distinct from the traditional "native" varieties of English. This course explores the historical, political, and socio-cultural issues associated with the globalization of englishes, focusing on some of the structural differences of these varieties, but also on the ideological underpinnings of the debates about nativization/ indigenization, standardization, identity, and ownership.

Course Objectives

The course aims at developing amongst students the following skills:

- To demonstrate critical understanding of the concepts and theories regarding World Englishes and also of the main dimensions of language variation at the international level;
- To develop an understanding of the causes behind the global spread of English and the implications regarding its use for native languages;
- To show a sound understanding of the key sociolinguistic and cultural issues arising from the spread of English.

Course Outcomes

By the end of this course, the students should be able to:

- Analyse and critically discuss some of the main characteristics of the international varieties of English, including non-standard varieties;
- Demonstrate that they have developed an ability to critically assess the materials and themes discussed in the course;
- Demonstrate the ability to carry out an investigative study of any of the topics regarding global English and report their findings.

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Course Content

The course will cover the following areas:
- Standard English: RP
- British and American englishes
- Variation and change: accents, dialects and global englishes
- Language contact
- Standards and norms in global englishes
- Current debates and issues in World Englishes
- The global use of English in education and its implications
- Globalisation and global english(es)
- Multilingualism in Europe and English
- Global Multilingualism and English(es)
- Postcolonial englishes
- Case studies:
  o Singlish
  o Australian English (AusEng)
  o Canadian English (CanEng)
  o Pinglish (PakEng)
  o Inglish (IndEng)
  o Black Vernacular English (BEV)
- Prospects and future of (Global) English(es)

Recommended Readings

- Ansaldo, U. (2009). The Asian typology of English: Theoretical and methodological considerations. English World-Wide, 30(2), 133- 148
- Cheshire, J. (Ed.). (1991). English around the world: Sociolinguistic perspectives. Cambridge University Press.
- Hickey, R. (Ed.). (2005). Legacies of colonial English: Studies in transported dialects. Cambridge University Press.
- Jenkins, J. (2003). World Englishes: A resource book for students. Psychology Press.
- Jenkins, J. (2014). Global Englishes: A resource book for students. Routledge.
- Kachru, Y., & Nelson, C. L. (2006). World Englishes in Asian contexts (Vol. 1). Hong Kong University Press.
- Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2009). The handbook of world Englishes (Vol. 48). John Wiley & Sons.
- Kachru, B. B. (2006). The English language in the outer circle. World Englishes, 3, 241-255.
- Murata, K., & Jenkins, J. (Eds.). (2009). Global Englishes in Asian Contexts. Palgrave Macmillan.
- Mair, C. (Ed.). (2003). The politics of English as a world language: New horizons in postcolonial cultural studies (Vol. 65). Rodopi.
- Parakrama, A. (1995). De-hegemonizing language standards: learning from (post) colonial Englishes about" English". London: Macmillan Press.
- Phillipson, R. (2009). Linguistic imperialism continued. Routledge.
- Schneider, E. W. (2007). Postcolonial English: Varieties around the world. Cambridge University Press.
- Schneider, E. W. (2011). English around the world: An introduction. Cambridge University Press.

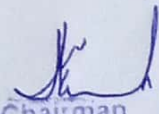| LANGUAGE AND EDUCATION	ENG746 CH: 3

Course Objectives

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future researchers and policy makers. By the end of the courses the students will:
- have got an overview of the language in education policies of Pakistan
- be able to compare language in education policies of Pakistan with other countries
- be able to give their opinion on medium of instruction controversy
- be able to develop a range of perspectives to review the language in education situation in a country and its possible impacts on prospective socio-economic status of students

Course Contents

- Language Policies of Pakistan: Historical Perspective
- An Overview of the Language Policies of Selected Countries
- Medium ofInstruction Issue in Bilingual and Multilingual Communities
- Role of Majority and Minority Languages

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- Issue of Placement of Vernacular Languages and English in Education
- Linguistic Rights
- Language and Literacy

Recommended Readings

- Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. ELT Journal 49:2. 122-132.
- Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), Power and Inequality in Language Education. (34-58). Cambridge: Cambridge University Press.
- Phillipson, R. (1992)..Linguistic Imperialism. Oxford: Oxford University Press.
- Platt, J., Weber, H., & Ho, M. (1984). The New Englishes. London: Routledge.
- Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. TESOL Quarterly 30:3, 401-428.
- Schiffman, H. E. (1996). Linguistic Culture and Language Policy. London: Routledge.
- Smith, L. (Ed.), (1981). English for Cross-cultural Communication. New York: Macmillan.
- Strevens, P. (1982). World English and the World's Englishes or, Whose Language is it Anyway? Journal of the Royal Society of Arts. June, 418-31.

PAKISTANI ENGLISH	ENG747 CH: 3

Course Description

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world. The course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.
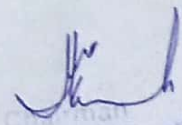
Course Contents

- Introduction to the course & historical background
- Language Variation
- Levels of language variation
- Language change and language contact
- Ecology comes first
- Categorizing World Englishes
- Interrelationship of World Englishes to Sociolinguistics
- Major Trends in World Englishes specifically in ESL situation
- South Asian Englishes
- Pakistani English: Introduction
- Historical Background of Pakistani English
- A Short survey of British colonization
- Types of colonization
- Motives and consequences for communicative patterns
- Phonological variations in Pakistani English
- Morphological variations in Pakistani English
- Syntactic variations in Pakistani English
- Semantic and Pragmatic variations in Pakistani English
- Discoursal variations in Pakistani English
- Stylistic variations in Pakistani English
- Corpus based explorations of Pakistani English
- Pakistani English and cultural context
- Pedagogical impact of using Pakistani English in classroom
- Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
- Status of Pakistani English (Moag, Kachru, Schneider's Models)
- Language policy and planning
- Future prospectus
- English as a Lingua Franca
- International English (IE)
- ELF- A Contact Language
- Pakistani English (PE)

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- Pedagogical Norms in PE
- Patterns in PE Pronunciation
- Problems of PE Pronunciation
- Vowel Restructuring
- Vowel epenthesis in Pakistani English
- Syllable Onset Clusters and Phonotactics
- Vowel disappearance from middle syllables
- Patterns in PE writing
- Grammar
- Lexis
- Code switching
- Borrowing
- Code mixing
- Conversions
- Obsolete Vocabulary
- PE as an independent variety
- Fiction in Pakistani English
- Poetry in Pakistani English
- Journalistic Language of Pakistani News Papers

Suggested Readings

- Crystal, D. (1995). The Cambridge encyclopedia of the English language. Cambridge: Cambridge University Press.
- Crystal, D. (1997). English as a global language. Cambridge: Cambridge University Press.
- English Around The World: An Introduction (2011) by Edgar W. Schneider
- English as an Islamic Language: A Case Study of Pakistani English (2009) by AhmarMahboob
- English: The Industry (2011) by AhmarMahboobPakistani English (2014) by Tariq Rahman
- Graddol, D. (1997). The future of English?: A guide to forecasting the popularity of English in the 21st century. London: British Council.
- Kachru Braj B. (1983). The Indigenization of English : The English Language of India . Delhi: Oxford University Press.
- Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). The Handbook of varieties of English .Oxford: Blackwell.
- Mahboob, A. (2004). Pakistani English: Morphology and Syntax. In Kortmann, Bernd /Schneider, Edgar W. (eds.). A Handbook of Varieties of English: Volume 2: Morphology and Syntax, (pp. 1045-1057). Berlin: Walter de Gruyter.
- Mehmood, M. A. (2009). A Corpus Based Analysis of Pakistani English. Ph D Dissertation BZU multan
- Pakistani English: Phonology (2004) by Ahmar Mahboob and Nadra Huma Ahmar
- The Form and Functions of English in Pakistan (2002) Dr Mubina Talaat Ph D Dissertation
- The Routledge Handbook of World Englishes (2010) Edited by Andy Kirkpatrick.