



ENG503

Treasure for Final-Term

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik

Introduction to ELT

Lesson-21

UNDERSTANDING AND TEACHING THE LANGUAGE IN USE

Topic- 111: Deixis and Reference

Major Kinds of Deixis

Person Deixis: They usually operate in three-part division of pronouns; those of first person (I, we), second person (you), and third person (he, she, they). Examples of personal deixis are him, them, those, Khan, Qureshi, etc.

Spatial Deixis: Spatial deixis are used to indicate the relative location of people and things. They are also known as 'place deixis'. Examples are here, there, near that, etc.

Temporal Deixis: It is also known as 'time deixis.' Temporal deixis and the choice of verbs are present tense (proximal form) and past tense (distal form). Psychological basis of temporal deixis 'the coming week' is now (present) Versus then (past and future), last week, next week, today, tonight, and yesterday, etc.

Reference: An act by which a speaker (or writer) uses language to enable a listener (or reader) to identify something. The words don't refer to anything, people do by using proper nouns, other nouns or pronouns. There is a range of references for each word or phrase. The pronouns (e.g. it, they, he, she, them, etc.), demonstratives (this, that, these, those), the article the, etc. are used for identification.

Major Forms of Reference

- ❖ **Endophoric Reference (Endophora)** - where the interpretive source lies in the co-text. An Endophoric reference can be divided into two sub-types:
- ❖ **Anaphoric Reference (Anaphora):** where the referent lies in the prior text, e.g. respect a man, he will do the more.
- ❖ **Cataphoric Reference (Cataphora):** where the referent lies in the text to come, e.g. When I met her, Mary looked ill.
- ❖ **Exophoric Reference (Exophora):** where the interpretive source lies in the context, e.g. (Mary is standing there) I like her.

Topic- 112: Presupposition and Entailment

Presupposition: A presupposition is something the speaker assumes to be the case prior to making an utterance. Speakers, not sentences, have presupposition. It is treated as a relationship between two propositions. **E.g.,** • Mary's dog is cute. ($=p$) • Mary has a dog. ($=q$) $p \gg q$

Entailment: An entailment is something that logically follows from what is asserted in the utterance. Sentences, not speakers, have entailments. The relationship between two sentences where the truth of one (A) requires the truth of the other (B).

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Example: (A) The president was assassinated entails (B) the president is dead.

Topic- 114: Politeness Theory

Face: It is defined as “the public self-image that every member wants to claim for himself”, and the efforts made by interlocutors to “maintain each other’s face”. Under politeness theory, there is a positive and a negative face.

Positive face reflects the desire to have one’s self-image approved of by others.

Negative face is a part of personality that desires not to be imposed upon.

Politeness strategies will differ depending on whether a person is dealing with another’s positive or negative face.

Face-Threatening act - If you say something that represents a threat to another person’s self-image. Example: If you use a direct speech act to get someone to do something (Give me that paper!), you are behaving as if you have more social power than the other person.

Face-Saving act- Whenever you say something that lessens the possible threat to another’s face.

Example: An indirect speech act, in the form associated with a question (Could you pass me that paper?), removes the assumption of social power - this makes your request less threatening.

Negative Politeness - A face saving act which is oriented towards a person’s negative face. It tends to show deference, concern for other’s time and may also include an apology for the imposition. Examples: Could you lend me your pen? I am sorry to bother you, but can I ask for a pen or something.

Positive Politeness – A face saving act which is concerned with the person’s positive face. It tends to show solidarity, emphasize that both speakers want the same thing, and they have a common goal : appeal to friendship. It may be preceded by some ‘getting to know you’ talk. Example: Hey, buddy, I’d appreciate it if you’d let me use your pen.

Three Maxims of Politeness (Lakoff, 1973)

1. ‘Don’t impose’ – ‘I’m sorry to bother you but....’
2. ‘Give options’ – ‘Do you think you could possibly come to pick me up?’
3. ‘Make your hearer feel good’ – ‘You’re better at this than me’, ‘Oh that’d be great’.

Topic- 115: Speech Act Theory

According to Austin (1975), the speech act theory is a foundational part of pragmatics. It attempts to explain the processes of how meanings are constructed within conversations. According to Austin and Searle “Language is used to ‘do things’ other than just refer to the truth and falseness of particular statements.” Speech acts are defined as what actions we perform when we produce utterances. Similar to physical acts, people also perform acts by using language, e.g., to give orders, to make requests, to give warnings or to give advice to do things that go beyond the literal meanings of what we say.

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Facets of Speech Acts According to Austin, there are three part system for describing a speech act.

- ❖ **Locutionary Act** -- Literal meanings of the actual words. What speaker says and makes sense; i.e. follows the rules of pronunciation and grammar.
- ❖ **Illocutionary Act** - Speaker's intention in uttering the words; the uses to which language is put in a society.
- ❖ **Perlocutionary Act** - The effect or 'take up' of an utterance on the thoughts or actions of the other person; what follows an utterance.

Lesson-22

LANGUAGE AND SOCIETY

Topic- 116: Introduction to Sociolinguistics

- ❖ **Sociolinguistics** - study of the relationship between language and society.
- ❖ **Society** - any group of people who are drawn together for a certain purpose or purposes.
- ❖ **Language** - what the members of a particular society speak.

Possible Relationships Between Language and Society

- ❖ Social structure may either influence or determine linguistic structure and/or behavior (Age-Grading).
- ❖ Linguistic structure and/or behavior may either influence or determine social structure (Whorfian hypothesis).
- ❖ Language and society may influence each other (Marxist View).
- ❖ There is no relationship at all between linguistic structure and social structure (Chomsky).

Topic- 117: Variation in language

Varieties of Language

- ❖ **Abstand** is a variety considered as a language, rather than a dialect, by virtue of being different in its linguistic characteristics.
- ❖ **Ausbau** is a variety which derives its status as a language, not so much from its linguistic characteristics but from its social, cultural and political characteristics (Norwegian and Swedish).
- ❖ **Dialect** is a language variety, spoken by a speech community, that is characterized by systematic features (e.g., phonological, lexical, grammatical) that distinguish it from other varieties of the same language

Types of Dialect

- ❖ **Idiolect** - The speech variety of an individual speaker.
- ❖ **Sociolect** - A variety or lect which is thought of as being related to its speaker's social background rather than geographical background. E.g., in India, social system "caste" determines which variety of a language a speaker uses.

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Factors that contribute to bring variation in a Language : There are many factors to cause variation like social situation, occupation, age, geography, education, gender, social status/class, and ethnicity.

Topic- 118: Language Choice and Code Switching

Code Switching: It is a process in which the bilingual speakers shift back and forth between one language or a dialect and another language or dialect within the same conversation (Trudgill, 2003). Myers-Scotton (1993) coined a cover term for “alternations of linguistic varieties within the same conversation”.

Code Switching and Code Mixing: There is difference between code switching and code mixing. Some linguists (Kachru, 1983; Singh, 1985; Sridhar & Sridhar, 1980) reserve the term code switching for inter-sentential switches only, and instead prefer to use code-mixing for intra-sentential switches. Code mixing requires the integration of the rules of the two languages in the discourse. Muysken (2000) avoids using the term code switching as a cover term because they believe that switching suggests alternation only, as in the case of switching between turns or utterances, but not necessarily insertion. Instead, they prefer to use code-mixing as a hyponym to cover both code switching (intra-sentential only) and borrowing.

Borrowing: It is a process by which bilingual/multilingual speakers introduce words from one language into another language, and these words eventually become an integral part of the second language. E.g., ‘restaurant’ is a French word and now it has become an integral part of English language.

Kinds of Code-switching

1. **Situational Code-Switching:** It is a tendency to use different codes in different situations. When code switching is constrained by where speakers happen to be, it can be called ‘domain-based’ or ‘situational code switching’. When it is constrained by who a speaker happens to be talking to, it can be called addressee-based.
2. **Metaphorical Code-Switching:** Each of the code represents a set of social meanings is called metaphorical code switching. Reasons for Code-Switching
 - ❖ To show identity with a group
 - ❖ Lack of facility/vocabulary
 - ❖ Lack of register
 - ❖ To seek attention (advertisements)

Topic- 120: Language Contact

Causes of Language Contact

- ❖ Increase of social interaction
- ❖ Colonization
- ❖ Conquests
- ❖ Missionaries
- ❖ Spread of Language of Power, Knowledge and Prestige

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Outcomes of Language Contact

Pidgins and Creoles: Pidgin is a variety of language without native speakers which arises in a language contact situation and operates as a lingua franca. Pidgin language, later on, can have native speakers, but that pidgin is called creole.

Diglossia: Diglossic situation exists in a society when it has two distinct languages which show clear functional separation; that is, one is employed in one set of circumstances and the other is entirely different set. “High” Versus “low” variety of a language.

Topic-121: Bilingualism and Multilingualism

Kinds of Bilingualism

1. **Simultaneous Bilinguals:** Children acquiring two first languages since birth, but one language usually dominates the other.
2. **Additive Bilingualism:** A majority group learns a second language without this being a threat to its first language (e.g., Urdu speakers learning any regional language).
3. **Subtractive Bilingualism:** A speaker is forced to learn a high status language, and in doing so, also absorbs its values. As such, they learn to view their own language as inferior.
4. **Cultural Advantage:** Bilingualism develops a broader cultural understanding, multicultural sensitivity, greater tolerance and social harmony.
5. **Personal Advantage:** Bilingualism stimulates creativity, raises self-esteem, enhances interpersonal and social skills, and develops greater social sensitivity.

Lesson-23

TEACHING DISCOURSE ANALYSIS

Topic- 122: Teaching Discourse and its Analysis

What is Discourse?

It is defined as ‘a stretch of language in use, of any length and in any mode, which achieves meaning and coherence for those involved.’ What is Discourse Analysis (DA)? ‘The use and development of theories and methods which elucidate how this meaning and coherence is achieved’ (Cook, 2012). First introduced by Zellig Harris in 1952 to examine; the language beyond the level of the sentence and relation between linguistic and non-linguistic behavior. It makes us look at patterns of language across texts as well as the social and cultural contexts in which the text occurs. It ranges from textually-oriented views of discourse to socially-oriented views of discourse. Applied linguists’ interest in discourse analysis originated in an awareness of the inability of formal linguistics to account for how participants in communication achieve meaning.

Different Aspects of DA

- ❖ Discourse as the social construction of reality.
- ❖ Discourse and socially situated identities.

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- ❖ Discourse and Performance: ‘a Discourse is a ‘dance’ (Gee, 2005, p. 19). While we say something, we also do it.
- ❖ Discourse and Intertextuality.
- ❖ Difference between spoken and written Discourse: Writing is more structurally complex; spoken discourse has its own complexity.
- ❖ Grammatical intricacy.

- ❖ **Lexical Density:** Written discourse tends to be more lexically dense because of the ratio of content words.
- ❖ **Nominalization:** There is a high level of nominalization in written texts ; actions and events are presented as nouns rather than as verbs.
- ❖ **Explicitness:** Writing is considered to be more explicit than speech. This view, however, is not absolute.
- ❖ **Contextualization:** Writing is more decontextualized than speech. Speech depends on a shared situation and background.
- ❖ **Spontaneity:** Spoken discourse is often spontaneous.
- ❖ **Repetition, Hesitation, and Redundancy:** Spoken discourse employs more repetition, hesitation and redundancy than written discourse.

Topic- 123: Coherence and Intertextuality

Coherence: It refers to the relationship which links the meanings of utterances in a discourse. Coherence focuses on the unity of meaning. What is said or written should make sense in terms of people’s normal experience of things. The key to the concept of coherence (“everything fitting together well”) is not something that exists in words or structures, but something that exists in people. Not all relations among the various parts of a discourse are explicitly marked. Still, we are able to understand it because sociocultural and background knowledge.

A: Could you give me a lift home?

B: Sorry, I’m visiting my sister.

Intertextuality: A complex interrelationship between a text and other texts taken as basic to the creation or interpretation of the text. Discourse produced in one context inevitably connects to discourse produced in other contexts. As social actors interact, they draw upon established genres to frame their discourse (Hodges, 2015).

Topic- 124: Conversational Analysis (CA)

Cook (1989: 51) says that talk may be classed as conversation when:

1. It is not primarily necessitated by a practical task.
2. Any unequal power of participants is partially suspended.
3. The number of the participants is small.
4. Turns are quite short.

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5. Talk is primarily for the participants not for an outside audience .(cited in Cutting, 2010)

Turn-Taking The cooperation in conversation is managed by all participants through turn taking. In most cultures, only one person speaks at a time: speakers take turns. All cultures have their own preferences as to how long a speaker should hold the floor, how they indicate they have finished and another speaker begins.

Transition Relevance Place (TRP) – A point in a conversation where a change of turn is possible. It is usually end of a sentence. Interruption - when speakers do not want to wait until the TRP. Usually indicated with a //.

Pause – acceptable length. If the pause is intended to carry meaning – attributable silence. Adjacency Pairs: Conversation contains frequently occurring patterns, in pairs of utterances known as ‘adjacency pairs’. Speech acts are ordered with a first part and a second part.

Preference Structure: each first part has a preferred and a dispreferred response. E.g., ‘request’ has ‘acceptance’ and ‘refusal’. Examples: question – answer, offer – accept, blame – deny, request - acceptance, promise –acknowledgement.

Sequences: As speakers mutually construct and negotiate their conversation, certain sequences emerge. Presequences, insertion sequence.

Limitations of CA

- ❖ Lack of systematicity - list of all adjacency pairs is not exhaustive.
- ❖ Does not take into account pragmatic or sociolinguistic aspects of interaction.
- ❖ May be coupled with discourse analysis and cultural approaches.

Topic- 125: Critical Discourse Analysis (CDA)

Assumptions of CDA

- ❖ Language use is always social.
- ❖ Discourse both reflects and constructs the social world.
- ❖ Power relations are discursive.
- ❖ Discourse does ideological work.
- ❖ Discourse is historical.
- ❖ The link between text and society is mediated. Discourse is a form of social action.

Important Tools of CDA

CDA and Framing: The way in which the content of the text is presented to its audience, and the sort of perspective, angle and slant the writer or speaker is taking.

Foregrounding: What is chosen to emphasize.

Backgrounding: What is chosen to de-emphasize or leave out of the text. It can easily be identified in newspaper reporting.

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Presupposition: Background knowledge, assumptions, attitudes and points of view that the text presupposes.

Topicalization: What has been put at the front of each sentence to indicate what it is about.

Agency: Who initiates the action, agent-patient relationship – who does what to whom? ,Who has the most authority and power in the discourse? What agents have been left out of sentences ?

Choice of words: The connotations of particular words or phrases, degree of formality/informality, technicality, certainty, etc.

Criticisms of CDA: It should include discussions with the producers and consumers of the text. It does not always consider the role of a reader, and is not detailed and systematic.

Lesson-24

TEACHING WORLD ENGLISHES

Topic- 129: Profiles Across Cultures: Asian Englishes I

Status of South Asian English

English remained a foreign language in India for several decades after independence. Kachru defines modern South Asian English (SAE) as ‘the educated variety of South Asian English’, with, ‘varieties within this variety’. The passage of the Official Languages Act 1967 made English co-equal with Hindi ‘for all official purposes of the union, for Parliament, and for communications between the union and the states’ (Ferguson, 1996: 31). One important aspect of the value of English in South Asia is its capacity to provide neutralization. Choosing a given code in a multilingual context asserts one or more identities, for example, of religion, caste, and educational attainment, in addition to signaling the message. Similar to India, in contemporary Pakistan, English continues to have a central position in the national life

Topic- 131: Profiles Across Cultures: African Englishes

A second type of property is use of generic nouns or pronouns in regionally characteristic ways. E.g., he is a real/whole person [i.e. an adult]. Other examples include the use of ‘boy’ by girls for their friends and ‘footing’ to mean ‘walking’ in Zambia (Tripathi, 1990).

Lesson-25

TEACHING OF VOCABULARY

Topic- 133: Introduction to Vocabulary

Vocabulary (the knowledge of words and word meanings) is one of the key building blocks in learning a new language. Majority of meaning is carried lexically. Vocabulary is the total number of words in a language one knows. It largely consists of ‘content’ words as opposed to ‘structure’ words. The term ‘word’, in vocabulary teaching, refers to expressions made up of one or more terms which form units of meaning (Campillo). Therefore, idioms and multi-word verbs such as

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phrasal and prepositional verbs (e.g., give up, to put up with) will be considered words in the same way as single words (e.g., fan).

Importance of Vocabulary

Learning The more words a learner knows, the more they will be able to understand what they hear and read, and the better they will become at expressing what they want to when speaking or writing. Motivational impact raises achievement and confidence in L2 learning. Vocabulary helps students in becoming independent learners. Without words to express a wide range of meanings, communication in an L2 just cannot happen in a meaningful way.

Topic- 135: Presentation and Teaching of Vocabulary

1. Visual Techniques

- ❖ Useful for teaching vocabulary at the elementary level.
- ❖ Help teachers to establish a link between a word and its meaning.
- ❖ Realia – objects in the class.
- ❖ Mime, gestures, actions, facial expressions, etc.
- ❖ Interesting, direct and makes an impression on the class.

2. Verbal Techniques

- ❖ By presenting examples of the type – e.g., illustrating the meanings of superordinates.
- ❖ By using illustrative situations to explain abstract words/ideas.
- ❖ Definitions to make sure that it is clear.
- ❖ They may check in a learner dictionary.
- ❖ Ask questions to check whether students have understood properly.
- ❖ Synonyms/Antonyms; the use of the words a student already knows can be effective for getting meaning across.
- ❖ Scales for Gradable items.

Topic- 137: Strategies for Teaching Vocabulary II

Activities for Teaching Vocabulary

- ❖ Semantic Map
- ❖ Word Cards
- ❖ Reading Technique
- ❖ Cross Word Puzzle
- ❖ Word Definition

Lesson -26

TEACHING OF GRAMMAR

Topic- 138: Grammar and its Teaching

Importance of Teaching Grammar

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Sentence - Machine Argument: Grammar enables students to generate new sentences. 'Rules' provide learners with the means to generate an enormous number of original sentences. It potentially limitless linguistic creativity.

The Fine-Tuning Argument: It serves as a corrective measure against ambiguities and allows for greater subtlety of meaning than a merely lexical system can cater for.

The Advance-Organizer Argument: A kind of advance organizer for one's later acquisition of the language.

The Discrete Item Argument: It helps to reduce the apparent enormity of the language learning task for both teachers and students. Grammarians make language digestible by organizing it into neat categories.

The Rule-of-Law Argument: Since grammar is a system of learnable rules, it lends itself to a view of teaching and learning known as transmission. Grammar offers the teacher a structured system that can be taught and tested in methodical steps.

Topic- 139: The Deductive Approach

Criticism of DA (Adamson)

1. Teaches grammar in an isolated way.
2. Little attention is paid to meaning.
3. Practice is often mechanical.

Topic- 140: The Inductive Approach

Disadvantages of IA

It may make learning process slow. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice. Students may hypothesize the wrong rule - a danger where there is no overt testing of their hypotheses. It can place heavy demands on teachers in planning a lesson; need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule. Some language areas (e.g., aspect and modality) resist easy rule formulation. It may frustrate those students who prefer simply to be told the rule.

Topic- 141: Functional-Notional Approach

People who study and use a language are mainly interested in how they can do things with language - how they can make meanings, get attention to their problems and interests. They are only interested in the grammatical structure of the language as a means to getting things done.

Objectives

- ❖ To explain language in terms of how people use it to live.
- ❖ Adopts a semantic and pragmatic orientation inside the grammar.
- ❖ It does not see semantics and pragmatics as extra levels of organization but sees them as integral to the organization of the grammar.

- ❖ Communicative meanings that learners would need in order to express themselves and to understand others effectively.

Lesson-27

TEACHING OF PRONUNCIATION

Topic- 145: The Aspects and Fundamentals of Pronunciation

1. **Sounds:** The sound is a basic element. There are two types of sounds vowels and consonants. They perform different sounds in a syllable.
2. **Combinations of Sounds:** Sounds may occur in groups (e.g., consonant cluster).
3. **Linkage of Sounds:** While moving from one word to the next.
4. **Rhythm:** English speech resembles music as it has a beat. There are groups of syllables, within each group there are strong and weak beats.
5. **Strong Beats:** They usually fall on nouns, verbs, adjectives, and adverbs.
6. **Weak Beats:** Fall on prepositions, articles, and pronouns (words with a grammatical function).
7. **Intonation:** Speech also uses changes in pitch. Speakers change their voice by making it higher or lower in pitch at their will, it is called Intonation. The rise and fall of voice may be very sudden or gradual and can be put together in various combinations (rise-fall-rise, fall-rise-fall, etc.). Speakers use pitch to send various messages. Sentence stress and intonation work together to help speakers send precise messages.

Topic- 146: Factors Affecting Pronunciation

1. The Native Language

Foreign accent has some characteristics of speakers /learners' native language. Difference in learners' native language pronunciation and TL pronunciation can be of critical importance. The more differences there are the more difficulties learners will have in pronouncing English.

2. Age Factor

Some linguists support the idea, known as the Critical Period Hypothesis that a learner needs to begin learning the language before age 7 in order to develop native-like pronunciation. However, more recent research suggests that other factors (environment, motivation, etc.) may be more important factors in the development of native-like pronunciation (Schaetzel, 2009). We do not yet have clear-cut evidence for a simple and straightforward link between age and the ability to pronounce a new language. The primary aim is that students be understood. Good pronunciation is needed for this, but a "perfect accent" is not (Harmer, 1991).

3. Motivation and Exposure

Learner's motivation for learning the language and the cultural group that the learner identifies with help determine his/her pronunciation skills. Personal or professional goal for learning English can influence the need and desire for native-like pronunciation. Even adults can become highly proficient, even native-like, speakers of second languages, especially if motivated to do so. Teachers may encourage learners to speak English outside the classroom.

4. Phonetic Ability

Some people may have a 'better ear' for foreign languages than others. They have 'aptitude for oral mimicry', 'phonetic coding ability' and 'auditory discrimination ability'. Some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately. Such people benefit from pronunciation tasks more.

5. Attitude and Identity

A person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of an FL.

6. Intelligibility and Varieties of English

Because English has become an international language, teachers need to keep in mind that their adult students will speak with both native and nonnative English speakers outside the classroom.

Topic- 149: Strategies and Activities for Teaching pronunciation

1. Cultivate Positive Attitudes Toward Accuracy

Teachers should create a classroom atmosphere in which learners work on their English pronunciation in order to be understood. Background lesson on varieties of English will help students work on specific pronunciation features.

2. Identify Specific Pronunciation Features that Pose Problems for Learners

Prior language experiences have an impact on the way a language is learned, but these experiences do not consistently have predictive value (Brown, 2000; Wardhaugh, 1970). Develop lists of sounds that native speakers of particular languages may find problematic in learning English. For example, speakers of Asian languages may have difficulty producing /l/ and /r/ sounds; speakers of Spanish may have difficulty in distinguishing between and producing /sh/ and /ch/ sounds. The checklist can also be used to make learners aware of particular problems.

3. Make Learners Aware of Prosodic Features

It is extremely important to comprehensibility. Prosodic training is for:

- ❖ Listen for rising intonation in yes/no questions.
- ❖ Compare question intonation in English with that of their native languages, imitate dialogues.
- ❖ Lead perception exercises on the duration of stress, loudness of stress, and pitch.

4. Focus on Developing Learners' Communicative Competence

Learners need exposure to conversations so they can hear variation in pronunciation. Using audio-, videotapes, especially of speakers of different varieties of English.

Word stress level

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To communicate clearly when you are speaking in English, it's important to stress the correct syllables in each word. This is called word stress, which means pronouncing one syllable of a multisyllabic word with greater emphasis (stress) than the other syllables in the word. Here are four general rules to keep in mind about word stress as you practice pronunciation:

1. Stress the first syllable of:

- ❖ Most two-syllable nouns (examples: CLImate, KNOWledge)
- ❖ Most two-syllable adjectives (examples: FLIPpant, SPACious)

2. Stress the last syllable of:

- ❖ Most two-syllable verbs (examples: reQUIRE, deCIDE)

3. Stress the second-to-last syllable of:

- ❖ Words that end in -ic (examples: ecSTATic, geoGRAPHic)
- ❖ Words ending in -sion and -tion (examples: exTENSion, retriBUtion)

4. Stress the third-from-last syllable of:

- ❖ Words that end in -cy, -ty, -phy and -gy (examples: deMOCracy, unCERtainty, geOGRAPHy, radiOLOGy)
- ❖ Words that end in -al (examples: exCEPtional, CRItical)

Lesson-28

TEACHING OF CREATIVE WRITING

Topic- 151: Processes of Creative Writing

- 1. Preparing:** The creative process begins in preparation, which includes active reading, imitation, research, play and reflection: all conscious actions. The time when you are settling your project, deciding exactly what you are going to do. In this stage, you are also researching ways to help you achieve it, including researching history and other factual data for fiction and creative nonfiction.
- 2. Planning:** It can include research, but can also include other factors, especially acts of premeditation. For instance, a creative nonfiction writer usually begins with subject, not structure, and makes a choice; researches the subject, and carries out interviews and archive and internet searches.
- 3. Incubation:** It is about planning and preparation, may overlap with the incubation stage. In evolution stage, dreams, daydreams, unconsciousness, and random writing play an important role. Incubation creates an incoming wave of the subconscious that washes over the pages you will write.
- 4. Beginning:** Writers agree that getting started on a new piece of writing is the most difficult of all the writing processes. It begins by free-writing and free-associating sentences until some patterns emerge. You have now begun to walk within the open space of the page. The journey becomes an elaborate series of gambles, and there is no sense of forward progression as such; there is shaping and reconfiguring, stepping back, inking in and beginning over.
- 5. Flowing:** The habit of daily writing will lead you to enjoy the exploration and you will actively look forward to see what happens next. It maintains a steady flow of work. Steinbeck: 'Write

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freely and as rapidly as possible and throw the whole thing down on paper. Never correct or rewrite until the whole thing is down.'

6. **The silence reservoir:** Here writing is an organic process. You will often find your fluency naturally slowing in order to allow the reservoir of language and ideas within your unconscious mind to replenish. Finish for the day, and go for a walk. Give yourself the time to recover your eloquence through silence.
7. **Breakthroughs and finish lines:** After giving sufficient fluency through practice, you make artistic breakthroughs and leaps while writing one particular piece and move towards the finishing lines.
8. **On titles:** It is first impression to readers. A little window through which they peep at the interior - must work hard for this.

Topic- 152: The Practice of Fiction

- ❖ **Character:** These are the people (or animals, or creatures). They provide a human element that allows readers to imagine themselves inside the story. John Gardner once wrote that character is the heart and mind of your story – it is what makes it live.
- ❖ **Plot:** The primary threads of your story form the plot. The plot is moved forward through the actions of the characters. It is driven from the inciting incident or ordinary world, through the changes that lead to the conclusion and denouement. Plot is not the story. Plot is a series of events you have devised, and these events may not even occur linearly.
- ❖ **Scenes:** They are often perceived beforehand by the writer as they dream their way through the story. They are usually a location in which characters are seen and heard at close quarters, and they accomplish some action which has an outcome directly bearing on the forward movement of the story.
- ❖ **Form and Structure:** are interchangeable terms because it is almost impossible to separate them in the act of writing. The structures of literary fiction allow you to frame your decision: the architecture of all the action; how you place incidents, and when; where you position and resolve conflicts.
- ❖ **Issues:** Stories have problems. These are the things that make characters take action and that drive the story forward. It is the problems and the way characters solve these problems that make stories interesting, and building an arcing theme or moral or meaning into the story.
- ❖ **Narrative Viewpoint:** It relates to who is telling the story. Sometimes this is a character in the story and sometimes it is an anonymous voice in the abstract that can be presumed.

Topic- 153: Creative Non-Fiction

Under the umbrella, it is called “Creative Nonfiction”, we might find a long list of sub-genres such as: memoirs, personal essays, meditations on ideas, nature writing, travel writing, journals or letters, cultural commentary, hybrid forms, and even, sometimes, autobiographical fiction. In creative nonfiction, reality must be transformed into literature but remains recognizable. It is grounded in life and vivid detail.

Topic- 154: Writing Poetry

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Poems are made up of lines of words that do not usually reach the far side of the page. Words themselves possess a small amount of music because they are made up of syllables, which are themselves made up of short and long speech sounds, and gradations between, just like birdsong. It is hearing your own nature. Poetry is more natural an art form than you might have been led to believe. Lines in your poetry are units of your time. Those units of time operate with the rhythm of language, the beat of your species and of you. Hugo suggests, how we feel about ourselves may color how we write poems.

- ❖ **Inside Poetry:** In writing poems, you hear, see and feel every word, space and punctuation marks intimately. Some poets write to preserve moments of significance, often small and apparently trifling instants or perceptions.
- ❖ **Observation and Memory** are as talismanic to poetry as character and story are to fiction. Poems try to create a small and clear world that goes on recreating itself every time somebody reads it - perceptual and temporal clarity.
- ❖ **Awakening Language** - Language is made to live through poems, but the living language of poetry does not simply begin and end with the meaning of your words, and those words combed into lines and stanzas. Words are sticky with meaning, history and association, and these elements are brought to life through their choice and combination – and by chance created by meter, rhyme and form.

Shaping Language

- ❖ **Form:** The choice you make with the form and structure of poems will inevitably begin to shape what you can do with them. It will shape the expectation of your reader. A sonnet shape sets up quite different expectations from a haiku. The thirty-nine-line sestina tastes quite different to a terza rima of the same length. But forms are not vessels that shape language passively.
- ❖ **Free Verse:** There is nothing free about free verse. The ‘free’ in ‘free verse’ refers to the freedom from fixed patterns of metre and rhyme, but writers of free verse use poetic devices like alliteration, figures of speech and imagery. To James Fenton, free verse seemed democratic because it offered freedom of access to writers. You can write poems in form and in free verse, and many variants between. You can write poems that are confessional, tell stories, and that lock on to one object and express it to its very atoms. Your task is to find the poems you want to write; the ones you are capable of writing well

Lesson-29

CORPORA AND LANGUAGE TEACHING

Topic- 156: Corpora: Nature and Types

Types of Corpora

- ❖ **Monolingual Corpus** is texts in one language only. Usually tagged for parts of speech and is used by a wide range of users for various tasks from highly practical ones, e.g., checking

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the correct usage of a word or natural word combinations, to scientific use, e.g., identifying frequent patterns or new trends in language.

- ❖ **Parallel Corpus** is a corpus consisting of the same text in two languages. The texts are aligned (matching segments, usually sentences are linked). The corpus allows searches in one or both languages to look up translations. The user can then observe how the search word or phrase is translated.
- ❖ **Multilingual Corpus** contains texts in several languages which are all translations of the same text and are aligned in the same way as parallel corpora. Sketch Engine allows the user to select more than two aligned corpora and the search will display the translation into all the languages simultaneously.
- ❖ **Learner Corpus** is texts produced by the learners of a language. Study the mistakes and problems learners have while learning an L2. Sketch Engine can use both error and correction annotation. It provides an interface to search for the error itself, error correction, and error type or for a combination of the three options.
- ❖ **Diachronic Corpus** contains texts from different periods. It is used to study the development or change in language. It's sketch Engine allows searching the corpus as a whole or only includes selected time intervals into the search.

Topic- 157: How is Corpora Relevant to Language Teaching?

1. The insights derived from native-speaker corpora contribute to a more accurate language description, which then feeds into the compilation of pedagogical grammars and dictionaries.
2. The analysis of learner language provides insights into learner's needs in different contexts, which then form learner dictionaries and grammars.
3. Research on learner corpora also contributes to our understanding of language learning processes (Granger et al., 2002).
4. Corpora of language teaching course books enable the examination of the language to which learners are exposed.
5. Facilitate the development of more effective pedagogical materials.

Lesson-30

CURRICULUM DEVELOPMENT IN LANGUAGE TEACHING I

Topic- 160: Language Curriculum Development

What Questions Does the Curriculum Address?

1. What is the purpose of educating students in this particular institution / educational level?
2. What kinds of knowledge should students is taught?
3. What kinds of learning experiences do the students need to go through in order to acquire the knowledge and achieve our purposes?
4. What kinds of teaching methods should be used to help students acquire the knowledge and achieve our purposes?
5. How should these learning experiences be organized?

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6. How should we assess learners in order to see whether the purposes have been achieved?

By answering these questions, a curriculum provides information on: the goals of education, subjects to be taught, activities learners should be engaged in (how), methods and materials, allocation of time and resources and assessment of students and of the curriculum itself.

Topic- 161: Syllabus Design to Curriculum Development

While a curriculum is a theoretical, policy document, a syllabus is a guide for teachers and learners that indicate what is to be achieved. A curriculum is concerned with making general statements about language learning, learning purpose, and experience, and the relationship between teachers and learners. A syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum.

Topic- 164: Need Analysis

Approaches to Need Analysis (Jordan, 1997)

- ❖ **Target-Situation Analysis (TSA)** - focuses on the learner's needs at the end of the course and target level performance.
- ❖ **Present-Situation Analysis (PSA)** - focuses on the learners' competence concerning skills and language at the beginning of a course.
- ❖ **Learning-Centered Approaches** is a process of negotiation between individuals and society, the latter including syllabus, materials, teaching method, etc., and divide needs into necessities, lacks and wants.
- ❖ **Strategy Analysis** focuses on methods of learning i.e. preferred learning styles and strategies.
- ❖ **Learning style** is identified as any individual's preferred way of learning i.e. auditory, visual, kinesthetic/tactile (Reid, 1987), while learning strategy is the mental process the learner employs to learn the language (Nunan, 1991: 168).
- ❖ **Deficiency Analysis** maps existing proficiency against target learner proficiency determining deficiencies/lacks with the use of a three-point rating scale (none/some/lots), which establishes the priority that should be given (West, 1994: 10)

Lesson-31

CURRICULUM DEVELOPMENT IN LANGUAGE TEACHING II

Topic- 166: Planning Goals and Learning Outcomes

Advantages of Describing Objectives are:

- ❖ They facilitate planning: once objectives have been agreed on, course/ planning, materials preparation, textbook selection, and related processes can begin.
- ❖ They "provide measurable outcomes and thus provide accountability: given a set of objectives, the success or failure of a program.

Topic- 167: Course Planning and Syllabus Design

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- ❖ Developing a course rationale
- ❖ Describing entry and exit levels
- ❖ Choosing course content
- ❖ Sequencing course content
- ❖ Planning the course content
- ❖ Preparing the scope and sequence plan
- ❖ Course Rationale -- starting point in course development
- ❖ A brief written description of the reasons and nature of the course

Lesson-32

USE OF LITERARY TEXTS FOR TEACHING ENGLISH

Topic- 175: benefits of different genres of Literature

According to Helton, Asamani and Thomas (1998), the benefits of novels are:

- ❖ Stimulate imagination.
- ❖ Help students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences.
- ❖ Examination of moral attitudes, while developing communication skills.
- ❖ Motivate students to become a lifelong readers.
- ❖ Help them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions

Lesson-33

LESSON PLANNING

Topic- 177: Introduction to Lesson Planning

A lesson plan is a framework for a lesson. It is an important tool that makes both the instructor and the learner focus on the purpose of the lesson and enables learners to efficiently meet their goals. A lesson is a unified set of activities that focuses on one teaching objective at a time. Lesson plan works as a map - shows where you start, where you finish and the route to take to get there. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They are usually, though not always, in written form. As many different kinds of plans as there are teachers.

Trainee teachers often have to produce very detailed written plans, with descriptions, not only of each activity but also listing the exact questions and instructions they will give the class as well as the timings for every activity. In a full-time teaching situation, however, it is impractical to expect teachers to plan with this level of detail. As teachers gain experience, teachers develop the ability to plan much quicker and with less need for detail ;very experienced teachers may be able to go into a class with just a short list of notes.

Topic- 179: Planning a Lesson

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- ❖ **Controlled Practice** - It focuses only on the target language giving students many opportunities to use it. Here are a few examples:
 - Drills and gap-fill
 - Sentence completion
 - Quizzes and tests
 - Games, Information search, dictation, etc.
- ❖ **Freer (less controlled) practice:** Such as Role plays, discussions (on subjects of interest), writing activities (keeping a diary or writing letters and postcards), projects and tasks, etc.

Topic- 180: Selecting Appropriate Methodology

1. **Use of the Mother Tongue:** Everyone has a different opinion about when, how and how often a teacher should use the mother tongue of her/his students. You may find it necessary to give instructions or explain certain items of grammar in the mother tongue.
2. **Eliciting:** By drawing on the board or use pictures to elicit such things as rooms, methods of transport, etc. • To use mime to elicit such things as sports, everyday activities, etc. • To work backwards from answers to elicit question forms; e.g., write 'She's a doctor' on the board to elicit 'What does she do?'
3. **Board Work:** When writing new vocabulary, try to make it clear what part of speech the word is from. • If you only write single words, students may not remember whether it's a verb or a noun. • Write 'a house' instead of just 'house'.
4. **Drilling:** The opportunity to practice saying a new word, phrase or structure in a highly controlled environment.
5. **Pronunciation:** It involves 'modelling' the pronunciation of new language for students to imitate. The modelling can either be done by the teacher or by playing the course book cassette.

Lesson-34

CLASSROOM ISSUES AND MANAGEMENT IN ELT

Topic- 183: Teaching in Cross-cultural Contexts

What is Your Cultural Intelligence? It is the sum of the knowledge, skills, and attitudes, which enables a volunteer teacher to work successfully with students, fellow teachers, administrators, and parents at a host school. You are not born with cultural intelligence, nor is it acquired overnight. How do You Gain Cultural Intelligence?

1. **First** -- Increase your awareness of your own cultural values, beliefs, traditions, and norms and how they affect your behavior.
2. **Next** -- Appreciatively observe everyday school life and ask non-judgmental questions. Make tentative assumptions about the culture. Check your assumptions through additional observations and/or discussions with individuals familiar with the culture. Learn from your mistakes. Study and practice the language.
3. **Finally** - Adapt some behaviors that enable you to function in the culture. An Activity to Gain Insight into a School Culture: A cultural interview activity -- Encourage students or

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teachers to think about school culture and share their thoughts with the teacher. Following questions can be helpful in such interviews:

- ❖ What would your friends tell a new student about this school?
- ❖ What is the one thing your friends would most like to change about this school?
- ❖ Who is a hero at this school? Why?
- ❖ What is your friends' favorite thing about this school?
- ❖ What do your friends think a new teacher should know about this school?

Topic- 184: Strategies for Classroom Management

1. Create an Effective Learning Environment

- ❖ Arrange the room to facilitate your proximity to students and your mobility.
- ❖ Greet students at the classroom door and tell them what to do when they enter the classroom.
- ❖ Learn every student's name and something about each student.
- ❖ End class with a routine that summarizes the day's accomplishments, reminds students what they need to do to prepare for the next day, ensures materials are put away, and leaves the room clean.
- ❖ Develop a set of written behavior expectations (rules and procedures) with the class.
- ❖ Make parents your allies.

2. Establish Classroom Procedures

3. Create a Motivational Environment

- ❖ Create an attractive, enriched environment by asking students to decorate their own classroom.
- ❖ Develop lessons at a level that challenges students.
- ❖ Give clear directions.

Topic- 186: Assessment, Grading, and Cheating

Cheating - How does Cheating Affect Individual and Group Learning? Students do not remember when they copy from others when they do their own work. Students are aware when cheating is allowed to occur - the teacher's credibility is diminished, honest students are disadvantaged, and they may feel compelled to cheat just to keep up. Unchecked cheating can erode students' motivation to learn.

Ideas to Prevent Cheating

- ❖ Make sure that your test accurately represents what you have taught.
- ❖ Define what cheating is before the first quiz or examination.
- ❖ Discuss what you consider cheating, what is unacceptable, and what you expect from your students. (Peace Corps, n.d.)

SKILLS AND ROLES OF ENGLISH LANGUAGE TEACHERS

Topic- 192: Teacher as a Resource, Controller, and Prompter

Teachers use many metaphors to describe what they do. Within the classroom, teacher's role may change from one activity to another. If they are fluent at making changes, the effectiveness as teachers may greatly enhance. Teacher's role such as prompter, resource, or tutor may well fulfill this concept.

Resource: Students do not know everything so they need the teacher's help as a resource. Teachers give information, such as teaching grammar, explaining vocabulary, showing how to write essay or how to prepare a presentation and equip them for creative writing tasks. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity or they might want information about where to look for a book or a website. This is where a teacher can be one of the most important resources they have.

Controller: They are in charge of the class and of the activity taking place. Controllers take the role, telling students things, organize drills, read aloud, and exemplify the other qualities of a teacher-fronted classroom.

Prompter: When students are involved in a role play activity and lose the thread of what is going on and may not be quite sure how to proceed: what should teachers do in these circumstances? They should hold back and let the students work things out for themselves or instead nudge them forward in a supportive way. Controller makes announcements, orders to be restored, provide explanations in a question and answer session. If we opt for the latter we are adopting some kind of a prompting role. Being a prompter, teacher will occasionally offer words or phrases, suggest that the students say something, or what could come next in a paragraph. E.g., often they can prompt students in monolingual groups to speak English rather than using their mother tongue.

Lesson-36

Computer Assisted Language Learning (CALL)

Topic- 194: What is CALL?

The acronym CALL appears to have been coined at the beginning of the 1980s. To Levy it is, 'the search for and study of applications of the computer in language teaching and learning'. To find ways for using computers for the purpose of teaching and learning the language. Computer technologies promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes.

Why CALL? It offers great flexibility for class scheduling and pacing of individual learning, choosing activities and content to suit individual learning styles (Oxford, et. al 1998). It allows us to incorporate multimedia applications, video, sound, and text. CALL widened its scope, embracing the communicative approach and a range of new technologies. It allows the learner to

interact with both the program and other learners (Felix, 1998). It is no longer one subject - division between computer mediated communication and CALL. In the past, teachers had to book computer rooms or language labs to go with their learners and allow them to use CALL software with mostly drill-type exercises.

Lesson-37

LEARNERS MOTIVATION AND INTEREST

Topic- 199: What is Motivation?

Motivation involves the factors behind human actions; ‘why people think and behave as they do’ (Dörnyei, 2005, p. 1). Dörnyei, et al. (2006, p. 9) further elaborate that motivation deals with ‘the direction and magnitude of human action, that is, the choice of a particular action, the persistence with it and the effort expended on it’. It arises from a purpose and then guides human actions. The concept of motivation seems to be a difficult and complex area to define. The multi-dimensional nature and wide range of motives for human behavior make it impossible to develop a comprehensive theory of motivation.

Topic- 200: Factors Affecting L2 Motivation

There are multiple factors interfering learning L2 motivation: Attitudinal Factors

1. **Cultural Interest:** L2 learners are represented important aspects of the socio-cultural attributes of L2 community. It was observed that the awareness about the cultural items of an L2 community influenced L2 attitudes of the learners. Even where direct contact with the native speakers TL is rare, cultural products, such as books, media and music provide L2 learners with the opportunity to be familiar with L2 community.
2. **Attitudes Towards L2 Community:** Successful L2 learning is largely driven by learners’ attitudes towards L2 community. It focuses not only on learners’ attitudes towards L2 community and its ethno-linguistic vitality but also on their desire to meet with this community and travel to the countries that belong to it.
3. **Integrativeness:** Learners may want to integrate into the L2 culture and become similar to the L2 speakers (Dörnyei et al., 2006).
4. **Instrumentality (Promotion and Prevention):** It is one of the most important and widely accepted aspects of motivational research in L2 settings. A significant motivational factor in the previous Pakistani studies. Utilitarian value of the target language serves as an important incentive for the learners.
5. **International Posture:** A tendency to see oneself as connected to the international community. It concerns for international affairs. The readiness to interact with the people other than those from the local context (Yashima, 2009).

Topic- 201: L2 Motivational Self System

Components of L2 Motivational Self System

1. Ideal L2 self

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- ❖ Portrays a range of qualities and aspirations one would like to own.
- ❖ Underlines the L2- related image of one's ideal person.
- ❖ Can be an influential motivating factor provided the person one inspires to become is proficient in L2.
- ❖ Relies on 'the desire to reduce the discrepancy between [their] actual and ideal selves' (Dörnyei, 2009, p. 29).
- ❖ The promotion of a hoped-for future self' (MacIntyre et al., 2009, p. 195).
- ❖ Includes both 'integrative and internalized instrumental motives' (Dörnyei, 2009)

2. Ought-to L2 Self

- ❖ One's inclination to develop certain qualities or skills to prevent negative and feared outcomes in the future (Dörnyei, 2005, 2009).
- ❖ Primarily extrinsic and prevention in nature.
- ❖ It also incorporates those aspects of an individual's future self which other people (such as parents, family, friends) are perceived to desire for her/him – e.g., obligations.
- ❖ May play a more prominent role in Asian L2 contexts

Lesson-38

CULTURE, IDENTITY, AND ELT

Topic- 204: Education, Language and Development

especially in descriptions of instructions. In ELT, teachers and students use both spoken and written language to communicate. Students learn to read and write - learn the discourse of academic disciplines (academic literacies). When it comes to the discussion of language and education, both definitions are important. Relationship Between Language and Education Halliday divided language learning into three heuristic categories relevant to ELT:

- ❖ Language Learning
- ❖ Learning Through Language
- ❖ Learning About Language

Language, education and development are interrelated in language acquisition.

1. Language Learning -Children develop use of complex grammatical structures and vocabulary; communicative competence i.e. comprehension of both spoken and written forms. Teacher helps his student in learning a language -methodology that is different on different levels. For instance, young children are taught with the help of curriculum and the instructional programs. At secondary and postsecondary level, they must learn how to read, write or argue in discipline-specific ways. Moreover, instructional programs may focus on specific language needs -create a student centered environment.
2. Learning Through Language -Learning in classroom is primarily accomplished through language. A teacher may impart a Lesson, ask questions, orchestrate discussions, and assign reading and writing tasks. A teacher can adopt different techniques to help his students 'learn through language' e.g., Scaffolding

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3. Learning About Language -The teaching of foreign language or second language in ELT always includes the coverage of vocabulary, grammar, history of language and its other components. The ultimate goals of language education for both learners and instructors revolve around the acquisition of competency.

Topic- 205: Ideology, Language Varieties, and Culture

Simpson (1993, p. 5) defines ideology as "assumptions, beliefs, value- systems which are shared collectively by social groups". These concepts are dependent on language, because it is with the help of language that people express everything. The relationship of language and ideology has been explicitly studied in CDA. To Fairclough (1995), ideologies are acquired, expressed and enacted with the help of language. He further contended that any variable structure of language is ideologically 'marked'. When it comes to ELT, an understanding of the relationship between language and culture is important for language learners, users and for all those involved in language education. Language is formed by culture, while culture is influenced by language. Without language, culture cannot be completely acquired nor it can be effectively expressed and transmitted and without culture, language cannot exist. Thus, culture shapes languages and language is also formed by it. Language is the medium of culture. Thanasoulas (2001) stated: "Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives. In a sense, it is 'a key to the cultural past of a society' -a guide to 'social reality' (Sapir, 1929, p. 209, cited in Salzmann, 1998, p. 41). Example: This is clearly seen in immigrant societies, for example, in America. These immigrants are accustomed to a certain language, and therefore, despite the assimilation, will continue to use it and keep it alive, creating different and cultured societies in this foreign land to keep the language alive.

Topic- 208: Linguistic Imperialism

Linguistic imperialism means the transfer of dominant language (and all the aspects of its culture) to the speaker of other languages. For instance, the transfer of aspects of English language to Urdu. Linguistic imperialism lingers not only in cultural spheres, but in ideological, social, political and economic practices as well. To Phillipson (1992) "Linguistics imperialism assumes the 'active promotion' of the language by the dominant class as an active expression of power of the powerful over the powerless". It is closely related to cultural imperialism, because it is language which acts as a tool to mediate or permeate imperialism. Linguistic imperialism is concerned with the study of 'linguistic hierarchizations'. It addresses the issues of why some languages come to be used more and others less.

Lesson-39

RESEARCH METHODOLOGY AND TRENDS IN ELT

Topic- 210: Scope of Research in ELT

In recent years, there has been a dramatic change in the scope of English language teaching worldwide and an increasing demand for competent English language teachers, as well as for

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language programmes. Its focus is on English language skills and competencies needed by today's global citizens. The teaching of English consumes a considerable portion of available educational resources in many countries. English is not necessarily a neutral commodity offering equal opportunities for all. English teachers need to appreciate the special status English has in modern life. Research has gained significance in ELT and the façade of research has also changed tremendously over the last decade. It subjects to numerous changes, innovations and perspectives. The global spread of English and its impact is a major reason of increasing research trends in ELT.

Topic- 212: Recent Trends of Research in ELT I

1. **English Language Curriculum, Assessment, and Reform:** What should be taught to students on different levels? How can school/university programs be organized to optimize the English Language Learning development of students? What processes can be employed to enable teachers and policy makers to understand the strengths and weaknesses of schools?
2. **Individual Differences:** L2 Motivation, anxiety, attitudes, aptitudes are powerful contributors to the learner's ability to learn a language.
3. **Learner Autonomy and Self Efficacy:** The learner's autonomy is very much important to make him a successful learner.
4. **Course and Material Development:** It is according to the needs of students and changing trends of the use of English in various social and Academic fields. Not only development but the division is also a popular area of research.
5. **Learning and Teaching Strategies:** They are also very much important in various contexts.
6. **Error Analysis:** It includes systematic methods to analyze learners' errors. It also includes identifying, describing, and explaining student's errors.
7. **Bilingualism and Language Teaching:** It comprises code switching, bilingualism in education – e.g. use of L1 in the teaching of L2.
8. **ELT Teacher Training:** It helps to find new ways to improve teaching skills.
9. **The role of Educational Institutions in ELT in Various EFL/ESL Contexts.**

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Compilation