Courses of Study
for
Masters Program
in
English Language Teaching

DEPARTMENT OF HUMANITIES, MANAGEMENT & SOCIAL SCIENCES

UNIVERSITY OF ENGINEERING & TECHNOLOGY
LAHORE
Introduction

Title of Degree: M.A. ENGLISH LANGUAGE TEACHING
Details of Courses: Appendix-I
Seats: 50
Duration: 2 Years
Teaching System: Semester System
Session Begin: 2013

Admission Criteria

Eligibility and Selection Criteria:
BA/ B. Sc. Minimum 2\textsuperscript{nd} division or CGPA 2.5
Preference will be given in the following order:
i. MA English, BS Hons
ii. B.A (English Literature of 200 Marks)
iii. BA/B.Sc
Merit will be calculated as per UET policy given in the prospectus.

Credit Hour: 60
Department: Department of Humanities, Management and Social Sciences
Faculty: Natural Sciences, Humanities & Islamic Studies

DEGREE PLAN FOR M.A. ENGLISH LANGUAGE TEACHING

<table>
<thead>
<tr>
<th>Semester-I</th>
<th>Semester-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>Eng-501</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>Eng-502</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Eng-503</td>
<td>Advanced Academic Reading &amp; Writing</td>
</tr>
<tr>
<td>Eng-504</td>
<td>Phonetics and Phonology</td>
</tr>
<tr>
<td>Eng-505</td>
<td>Grammar, Syntax &amp; Semantics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester-III</th>
<th>Semester-IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>Eng-511</td>
<td>Computer Assisted Language Learning</td>
</tr>
<tr>
<td>Eng-512</td>
<td>ESP-Business English</td>
</tr>
<tr>
<td>Eng-513</td>
<td>Stylistics</td>
</tr>
<tr>
<td>Eng-514</td>
<td>Pakistani Literature</td>
</tr>
<tr>
<td>Eng-515</td>
<td>Short Stories</td>
</tr>
</tbody>
</table>
DETAILS OF COURSES FOR M.A. ENGLISH LANGUAGE TEACHING

SEMESTER I

Eng-501 Introduction to Linguistics

Aims & Objectives:
The aim of this course is to introduce students to the basic concepts of language which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been differed to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

Contents:
1. Basic terms and concepts in Linguistics
2. Language design features, nature and functions.
3. Diachronic/synchronic Linguistics, paradigmatic/syntagmatic relations.
4. Elements of Language
   - Phonology
   - Morphology
   - Syntax
   - Semantics
   - Scope of Linguistics: an introduction to major branches of linguistics
   - Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)
   - Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, turn-taking, coherence/cohesion)
   - Stylistic variation and change

Recommended Readings:
Eng-502 Communication Skills

Aims & Objectives:
To enable the students to meet their real life communication needs

Contents:
- Oral presentation skills (prepared and unprepared talks)
- Preparing for interviews (scholarship, job, placement for internship, etc.)
- Writing formal letters
- Writing different kinds of applications (leave, job, complaint, etc.)
- Preparing a Curriculum Vitae (CV), (bio-data)
- Writing short reports

Recommended Readings:
2. Hargie, O. (ed.) Handbook of Communications Skills

Eng-503 Advanced Academic Reading and Writing

Aims & Objectives:
To enable the students to:
- Read Academics text critically
- Write well organized academic text e.g. assignments, examination answers
- Write narrative, descriptive, argumentative essays and reports (assignments)

Contents:
- Critical Reading
  Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast.

- Advanced Academic Writing
  Advanced writing skills and strategies building on English I & II in semesters I and II respectively
  - Writing summaries of articles
  - Report writing
  - Analysis and synthesis of academic material in writing
  - Presenting an argument in assignments/term-papers and examination answers

Recommended Readings:
Eng-504   Phonetics and Phonology

Aims & Objectives:
The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology
   Introduction to Phonetics & Phonology
   Branches of Phonetics
   Difference between Phonetics and Phonology

2. Stages in the production of speech
   Speech organs
   Manner of articulation

3. Segmental Phonology
   i. Phonemes and allophones
      Consonants
      Vowels
      Diphthongs and triphthongs
   ii. Syllable and syllabic structure
      Consonant clusters
      Syllable
      Word stress: nouns, verbs, and adjectives

4. Suprasegmental Phonology
   i. Sounds in connected speech
      Weak forms
      Assimilation, elision and liaison
   ii. Sentence stress and intonation

5. Contrastive Phonology
   Teaching of pronunciation
Recommended Readings:

Eng-505 Grammar, Syntax and Semantics

Aims & Objectives:
This three dimensional course aims at introducing and making the learners aware of the modern approaches towards English grammar and changes in some basic concepts of grammar (descriptive). The course would familiarize learners with concepts and processes of word, sentence and discourse formation and the use of the sense relation and meaning.

Contents:

**Introduction**
- Grammar
- Some Traditional Concepts
- Morphology
- Transformational Generative Grammar

**Syntax**
- Introduction to Syntax
- Aspects of the Theory of Syntax
- Basic Concepts of Syntax, Structure of English and Syntactic Problems

**Semantics**
- Introduction to Semantics
- Theories of Semantics
- Generative and Interceptive Approaches
- Relation with Pragmatics and Discourse Analysis

**Recommended Readings:**

**SEMESTER II**

**Eng-506 Applied Linguistics**

**Aims & Objectives:**
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, 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:**
Theories of language learning  
The nature of approaches and methods in language learning  
GTM  
The Direct Method  
The Audio-lingual Method  
The Natural Approach  
CLT  
The Eclectic Approach  
**Error Analysis**  
Nature and purpose  
Causes of errors  
Inter-lingual errors  
Intra-lingual errors  
Overgeneralization  
Literal translations  
Contrast between Behavioristic and Mentalistic attitude to errors  
Stages of error analysis  
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  
Analytical Synthetic syllabuses
PRODUCT-ORIENTED SYLLABUSES
  Grammatical Syllabus
    o Theoretical bases
    o Selecting and grading contents
    o Criticism
  Notional Functional Syllabus
    o Theoretical bases
    o Selecting and grading contents
    o Criticism

PROCESS-ORIENTED SYLLABUSES
  Procedural
    o Theoretical bases
    o Selecting and grading contents
    o Criticism
  Process Syllabus
    o Theoretical bases
    o Selecting and grading contents
    o Criticism
    Objectives: Types and Criticism
    Needs analysis for syllabus designing

Reading List:

Eng-507 Pragmatics

Aims & Objectives:
The course aims at introducing students to the basics of Pragmatics. Through this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Contents
  Speech act theory complex speech acts
  Felicity conditions
  Conversational implicature
  The cooperative principle
  Conversational maxims
  Relevance
  Politeness
  Phatic tokens
  Deixis
Recommended Reading:

Eng-508 Drama

1. Sophocles  Oedipus Rex
2. Marlowe  Dr. Faustus
3. Shakespeare  Othello, The Winter’s Tale
5. Wilde  The Importance of Being Earnest

Eng-509 English Language Teaching (ELT)

Contents:

Language Learning and Acquisition
- The Psychology of Learning
- Theories of language learning
- Behaviourism, Innateness
- Cognitivism, Interactionism & Empiricist
- Methods of Language Teaching
- Approach, Method and Technique

Selected ELT Methods:
- Grammar-Translation Method
- Direct Methods
- Audio-lingual Method
Aims & Objectives:
This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.

Contents:

Methods of Language Teaching
Approach, Method and Technique
Selected ELT Methods: Grammar-Translation, Direct, Audio-lingual
Communicative Language Teaching
ELT models for Pakistan

Theory and Practice of Teaching Oral Skills
Nature of Oral Communication
Theory and techniques of teaching listening and speaking
Lesson Planning for Teaching Oral Skills

Theory and Practice of Teaching Reading Skills
Nature of Reading
Theories of Reading Interactive and Schema
Designing activities for reading skills
Lesson Planning for teaching reading
Theory and Practice of Teaching Writing Skills
Nature of Writing
Theories of Writing – Product and Process
Lesson Planning for teaching writing
Techniques for giving feedback and correcting written work

Teaching Language through Literature
Teaching language through Drama
Teaching language through poetry
Teaching language through prose

Recommended Readings:
11. Doughtyerty, Stahlka and McKenna, M. C. (Eds.). *Reading Research at Work: Foundations of Effective Practice*.
Eng-511 Computer Assisted Language Learning

1. Computer and language teaching
   a. The computer as educational aid
   b. Computer assisted instruction in language teaching
   c. The choice facing the teacher
      i. Hardware
      ii. Software
   d. Starting up and running the BASIC system
2. Elementary techniques and their implementation in BASIC
   a. Communicating with the learner
      Displaying information
   b. Strings
   c. Processing the learner’s response - matching and branching
   d. The End and Stop statements
   e. Fundamental exercise format
3. Marketing and keeping score - arithmetic in BASIC
   a. Numeric variables and constants
   b. Arithmetic and conditional expressions
   c. Manipulation of score counters
4. Matching techniques
5. Drills & repetition
6. Help response & lesson files
7. CALT programming techniques
8. Writing CALT materials
9. CALT today

Eng-512 ESP-Business English

English for Specific Purpose (ESP)
1. Definitions of ESP
2. The Origins of ESP
3. The Development of ESP
4. Course Design
5. Application of ESP
6. Materials Production
7. Methodology
8. The Role of ESP Teacher

1. Basic English Skills
   a. The Sentence
   b. The Paragraph
   c. Punctuation
   d. Spelling
2. **Business Letters**
   a. Formatting Business Letters
   b. Planning Your Content
   c. Everyday Letters
      • What are ‘Everyday’ Letters?
      • Organization of Everyday Letters
   d. Letters that Refuse Requests or Bring Bad News
   e. Sales Letters and Public Relations Letters
   f. Social/Business letters
3. **Memorandum**
   a. Planning Routine Memos
   b. Preparing Special Memos
4. **Business Reports and other Written Messages**
   a. Informational and Analytical Reports
   b. Minutes, News Releases and other forms of messages
5. **Oral Communication**
   a. Developing effective listening skills
   b. Developing effective speaking skills
   c. Using speaking skills on the job

**Eng-513 Stylistics**

**Aims & Objectives:**
This course introduces the modern concepts of style in both literary and non-literary discourses. The course also includes a comparison in the context of literary genre leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for particular choices made by individual authors in their use of language.

**Contents:**
- Stylistics as a branch of linguistics
- Style and register
- Linguistic description
- Conversational style
- Scripted speech
Stylistic analysis of a variety of written and spoken literary texts of choice and need

**Recommended Reading:**

**Eng-514 Pakistani Literature**

**Aims & Objectives:**
English language is now a major world language. South Asia has a strong tradition of writing in English and owing to its colonial history a great deal of its writing originally in its indigenous languages is translated into English. It is appropriate to study and respond to this literary heritage. After studying the course the students will be introduced to literature from the region. They will be able to appreciate the Pakistani literary experience and the impact of cultural exchange towards its enrichment.

**Contents:**

**A. Works originally written in English**
- Ahmed Ali: *Twilight in Delhi* (novel)
- Bapsi Sidhwa: *Breaking it Up* (essay)
- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal: *An Ode to Death*
- Alamgir Hashmi: *In Cordoba*
- Tariq Rahman: Short Stories (Any two)

**B. Translations**
- Bulleh Shah: *A Selection.* Translated by Taufiq Rafat (Any three)
- Shah Abdul Latif Bhittai: any five poems
- Sachal Sarmast: any five poems
- Al-Hajweri: *Revelation of the Mystery* (prose) by R. A. Nicholson
- Allama M. Iqbal: *Poems From Iqbal* a translation by V. G. Kiernan
- Faiz Ahmad Faiz: *Poems* Translated by Ikram Azam (Any three)
- Ahmad Nadeem Qasmi: Short Stories Translated by Sajjad Shaikh (Any two)

**Recommended Readings:**

Eng-515 Short Stories

1. Sara Suleri The Property of Women
2. Naguib Mahfuz The Mummy
3. E.Allen Poe The Man of the Crowd
4. Doris Lessing African Short Story
5. Flannery O’Connor Everything that Rises Must Converge
6. J.Joyce The Dead
7. Nadine Gordimer Ultimate Safari Once upon a time
8. Kafka The Judgement
9. Achebe Civil Peace
10. Okri What the Tapster Saw
11. Hanif Qureshi My Son the Fanatic
12. D.H.Lawrence The Man who Loved Islands
13. W.Trevor The Day
14. AliceWalker Strong Horse Tea
15. V.S. Pritchett The Voice
16. Brian Friel The Diviner
17. H.E. Bates The Woman who Loved Imagination
18. Ali Mazuri The Fort
19. Amy Tan The Voice from the Wall
20. A.Chekov The Man who lived in a Shell
21. Braithwaite Dream Hattii
22. V.S. Naipaul The Nightwatchman’s Occurrence Book
23. E. Hemingway A Clean Well Lighted Place
Eng-521 Research Methodology

Aims & Objectives:
1. To enable students to conduct their own small scale research
2. To familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also
3. To prepare the research report.

Contents:
Introduction: Qualitative and Quantitative Research Paradigms
Identifying and Defining a Research Problem
Ethical considerations
Sampling Techniques
Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
Data analysis and Interpretation
Some Aspects of the Research Report
Review of literature
Transcription and Transliteration
Referencing and Citation

Note: It is important for the literature majors to be trained into qualitative research methods. They shall follow the MLA or other required style sheet prescribed by their university, but internationally acknowledged for the discipline of English literature. They shall base their learning on maximum literary and theoretical reading of the primary and secondary texts, classroom discussions and debates based on these readings, development of higher order critical thinking skills based on philosophical and other cross-disciplinary knowledge, presentations on the given topics, writing of sample papers for the courses, and above all following the parameters of publication for refereed and universally acknowledged literary journals and magazines.

Recommended Readings:
15. Scholfield, P. *Qualitative and Quantitative Research*.

**Eng-522 Literary Criticism**

**Contents:**
- Aristotle's Poetics
- Longinus' On The Sublime
- Dr. Johnson's Preface To Shakespeare
- Wordsworth's Preface to Lyrical Ballads
- Coleridge’s Biographia Literaria
- M. Arnold's Function Of Criticism

**Eng-523 Sociolinguistics**

**Aims & objectives:**
Sociolinguistics examines the relationship between language and society, focusing on both learning about linguistic matters and learning about social structures. The aim of this course is to introduce participants to concepts and issues in Sociolinguistics. By the end of the course participants will gain an understanding of basic sociolinguistic concepts. They will be able to explore and evaluate critically sociolinguistic issues relevant to language teaching.

**Contents:**
- Sociolinguistics. Historical overview. ( Koerner.p221-231) Earlier Approaches to Linguistic Description.
- The Scope of Sociolinguistics. The Sociology of Language. (Hudson p.4,5)

Styles, Gender and Social Class. Register and Style: Definitions. More on Class and Language (Mesthrie, R. et al. p.97)
Five different styles.(Mesthrie p.96) Language Style as an Audience Design (C & Jp.240)

Language Attitudes (Fasold/Hudson Chapter 6)
Language and Power(Fairclough p....)
Bilingualism (Fasold / Nessa Wolfson chapter 12)
Language Planning (Fasold...)

Recommended Readings:

1. Swan, Deumert, Lillis, Mesthrie. ‘A Dictionary of Sociolinguistics’

Eng-600 Dissertation

Students will be required to undertake a small scale investigation on a topic of individual interest in their area of specialization. The aim of this component is to encourage the students to:
1. develop the ability to collect, analyze and interpret data;
2. apply theories and methods practiced worldwide in Literary Research
3. present the research in a coherent and well-organized manner in 10-15 thousand words.

Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.

Evaluation:
The dissertation will be evaluated by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The dissertation will be considered equivalent to a 6 credit hour courses.