

Running Head: SHIFTING FOCUS OF ENGLISH LANGUAGE

Shifting Focus of Language Teaching In Pakistan

by

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M. Phil Applied Linguistics

Abstract



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CERTIFICATE OF APPROVAL

Accepted by the Faculty of the Department of English Language and Literature, School of Social Sciences & Humanities, University of Management and Technology, Lahore in partial fulfillment of the requirements for the degree of M.Phil in Applied Linguistics

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ACKNOWLEDGMENTS

I would like to thank my Allah (SWT) and my beloved Prophet Muhammad (Peace Be upon Him), Who are the sources of inspiration for me throughout my career. In addition to this, I am extremely thankful to all my family members, my parents, my friends, and my teachers, who have supported me and guided me to complete this thesis.

It is imperative for me to acknowledge the support and help of all the staff members, colleagues, working in different disciplines at different institutions, who have contributed with their worthy ideas, motivation factors, related literature sharing and their profound knowledge in the subject of character development, which helped me in formulating my findings and conclusion, which have finally become the part of my study.

I extend special thanks to Professor. Nazir Ahmed Malik at the University of Management and Technology, Lahore for his guidance and support till the completion of this study.

I am thankful to Syed Karamat Ali, who not only supported me morally but encouraged me to accomplish this thesis in time.

I extend my heartfelt gratitude to respected Prof. Jamshed Ahmed who inspired me to build my educational confidence to enable me creating my place in the academia and society as well. He also mastered me to understand the world of English literature when I had very poor background.

Imran Bhatti

DEDICATION

Dedicated to

My Beloved Prophet Muhammad (Peace Be Upon Him)

Who is the major source of inspiration in my life to conduct this research.

And Definitely to

My parents and my family

Who gave me strength and confidence to complete my project

Abstract

Developing proficiency in English is imperative because of its instructional stature among all other languages of the world. Hence being an international language its acquisition is considered not only compulsory as well as a prestigious value being added to a person's profile. Generally, students, professionals, business leaders and all those engaged in administrative duties need to interact in English due to its valuable and respected lingual status among the rest of the languages. Primarily, developing proficiency in English language is one of the major goals of each student at tertiary educational level. However, a major shift has been observed quite evidently among the language stakeholders i.e. our youth primarily and public generally is obsessed for developing proficiency of spoken English skills at the cost of their writing skills in the course of academic learnings, which are inevitable part of every language. To cater this need, our print and electronic media, our academic syllabi and course-contents at higher education-level, various institutes of spoken English all over the country, foreign funded agencies like US-AID and NGO's under the umbrella of HEC, are major facilitating platforms in this agenda.

This particular research addresses the need of shifting focus of language teaching in Pakistan, primarily focusing more on vocal-skills by neglecting academic language skills.

The researcher has collected data through random sampling by using quantitative methods of research, research articles, research journals and during participation in various English language workshops and programs. The data were maintained in response of the students and teachers of higher education. The researcher finds partiality in the attitude of the students and the teachers concerned with English as language towards the verbal / oral dimension of the target language acquisition rather than writing / academic skills.

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