

## PEDAGOGY OF ENGLISH LANGUAGE

Maximum Marks : 100

External: 70

Internal: 30

**Design of the Course:** Select units of study to be field-based

### **Rationale and Aim**

This course focuses on the teaching of English to learners at the elementary level. The aim is also to expose the student-teacher to contemporary practices in English Language Teaching (ELT). The course also offers the space to critique existing classroom methodology for ELT.

The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teacher to create a supportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

### **Specific Objectives**

- Equip student-teachers with a theoretical perspective on English as a 'Second Language' (ESL)
- Enable student-teachers to grasp general principles in language learning and teaching
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English.
- To develop classroom management skills; procedures and techniques for teaching language.
- To examine and develop resources and materials for use with young learners for language teaching and testing.
- To examine issues in language assessment and their impact on classroom teaching.
- To be familiar with multiple assessment strategies for the language teacher.

### **UNITS OF STUDY**

#### **UNIT 1: Teaching of English at the Elementary Stage**

- English as a means of global communication
- Teaching English as a Second language and foreign language: developmental, socio-economic & psychological factors. key factors affecting second language acquisition

- Perspectives on the 'appropriate age' for beginning the teaching of English: teaching English to young learners.

### **UNIT 2: Approaches to the Teaching of English**

- Behaviouristic & Structural Approaches: Grammar-translation method. audio lingual method
- The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners-young learners, beginners, teaching large classes etc. socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Communicative language teaching: focusing on meaning, role of textbooks and other resources, role of a teacher and classroom management

### **UNIT 3: Teaching Strategies**

- Listening and Speaking Skills: reducing teacher talk-time in the classroom, total physical response- simple instruction, storytelling etc. using pair-work and group work meaningfully to encourage speaking and participation children as researchers. some activities for the classroom: poems, songs, storytelling, role play, situational conversations etc. vocabulary development: using pictures, flow charts: teaching pronunciation, stress, rhythm and intonation.
- Reading: Beginning reading - the alphabet method, phonetic method, reading with meaning, reading aloud by the teacher, comprehension skills - guessing meaning from the context, word attack skills: types of reading - independent reading, setting up reading corner, guided and shared reading, reading aloud and silent reading
- Writing: Providing triggers for writing - brainstorming, discussions, reading: writing as a process - brainstorming, drafting, conferencing, publishing/ sharing, controlled, guided and free writing: writing - letters, daily diary/ journals, logs (responding to something read or observed), using pictures.
- Teaching grammar to strengthen language acquisition: teaching grammar as 'knowledge about language', making grammar meaningful and fun.
- The textbook: Critical literacy
- Using writing frames and guided writing strategies

### **UNIT 4: Learner assessment**

- Assessing speaking and listening - using interviews, story-telling, re-telling
- Assessing reading comprehension - using miscue analysis, meta-linguistic awareness
- Assessing writing - informal feedback from teacher, measuring progress
- Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment

- Attitude towards errors and mistakes in second language learning
- Review of current assessment procedures, utilization of feedback

### **UNIT 5: Planning and Material Development**

- Integrating the teaching of English with other subjects
- Unit planning and lesson planning for a learner-centered classroom
- Preparation of low cost teaching aids
- Using the classroom as a resource

### **Mode of Transaction**

- Field units to focus on developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English.
- Analysing and reviewing teaching-learning material

### **Essential Readings**

1. Brewster, E., et.al. (2004) *The Primary English Teacher's Guide*. Penguin. :London.(New Edition)
2. Ellis, G. and J. Brewster (2002) *Tell it again! The new Story-telling Handbook for Teachers*. Penguin: UK.
3. Krashen, S (1982) *Principles and Practices of Second Language Acquisition*. Pergamon Press: Oxford
4. NCERT. (2005). *National Curriculum Framework, 2005*. NCERT: New Delhi.
5. NCERT, (2006). *Position Paper National Focus Group on Teaching of English* NCERT: New Delhi.
6. Slatterly, M. and J. Willis (2001) *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford University Press: Oxford.
7. Tomlinson, Carol Ann (2001) *How to Differentiate Instruction in a Mixed Ability Classroom* ASCD: USA

### **Unit 3**

1. Fogarty, R. (2006) *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press: USA pp. 59-62.
2. Wyse, D. and R. Jones (2001) *Teaching English, Language and Literacy*. Routledge Falmer: New York. pp. 169-175.

### **Unit 5**

1. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. Paul Chapman: London. UK. pp175-210.
2. Sahi, J. and R. Sahi, (2008). *Learning through Art*. Eklavya: Bhopal. pp 125-137

### **Advanced Readings**

1. Cameron, L. (2001) *Teaching Languages to Young Learners*, Cambridge University Press: Cambridge
2. Curtain, H. A. and, C. A. Dahlberg (2004). *Languages and Children: Making the Match*. Pearson: Boston.
3. Tomlinson, B. (ed.) (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press: UK.