

## PROFICIENCY IN ENGLISH

Maximum Marks: 50

External : 35

Internal : 15

### **Design of the Course**

- Each unit of the course will be linked to student-teachers reflecting on their own proficiency in English - what strategies helped them to improve their own proficiency.
- Specific readings, resources and tasks to help student-teachers improve their own proficiency.

### **Rationale and Aim**

The purpose of this course is to enable the student-teachers to improve their proficiency in English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching. The aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

### **Specific Objectives**

- To strengthen the student-teacher's own English language proficiency
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable students to link with this pedagogy
- To re-sequence units of study for those who may have no knowledge of English

### **UNITS OF STUDY**

#### **UNIT 1: Nature of Language**

- What is a language: first, second and foreign language
- Language as a means of communication and thinking
- Communicative language teaching
- Constructing knowledge in the classroom
- Understanding the importance of a language - rich classroom

#### **UNIT 2: Listening and Speaking**

*Developing/Improving Listening and Speaking Skills*

- Listening with comprehension to follow simple instructions, public

announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc.

- Sound system of language- phonology & prosody
- Stress - word stress and sentence stress in connected speech
- Using dictionary for correct pronunciation and stress

#### *Teaching Listening and Speaking Skills*

- Phonemic drills(with the use of minimal pairs eg., bit, beat. etc.)
- Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization.

### **UNIT 3: Reading**

#### *Acquisition of Reading Skills*

- Reading with comprehension different types of texts
- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet

#### *Teaching Reading Skills*

- Creating environment for reading - reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes and instructions for games

### **UNIT 4: Writing**

#### *Improving Writing Skills*

- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing - letters ( application, complaint, permission, invitation), messages, notices and posters
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising and publishing.
- Using writing frames and guided writing processes

#### *Teaching Writing Skills*

- Writing as process
- Mechanics of writing (strokes and curves, capital and small, cursive and print script, punctuation)
- Controlled/guided writing (verbal and visual inputs)
- Free and creative writing

## **UNIT 5: Grammar**

- Parts of speech: Phrases: Verbs
- Kinds of sentences : subject- verb agreement; Tenses: Clauses and connectors
- Non-finites: Voices: Narration

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments.
- Theoretical and practical activities/exercises/investigations on the core areas of reading, writing, speaking and listening;

### **Essential Readings**

1. Goodman, Sharon (1996) 'Visual English' 38-59 in *Redesigning English: New text, new identities* Sharon Goodman and David Graddol Routledge: London.
2. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford University Press: Oxford.
3. Maley, A. and A. Duff (1991) *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge University Press: Cambridge.
4. Morgan, J. and Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge University Press: Cambridge.
5. Wright, A. (1989). *Pictures for Language Learning*. Cambridge University Press: Cambridge.
6. <http://www.usingenglish.com/handouts>
7. Sullivan, Mary (2008) *Lessons for Guided Writing*. Scholastic

### **Advanced Readings**

1. Hunsaker, R.A. (1990) *Understanding and developing the skills of oral communication: speaking and listening*. 2nd ed. New York, NY: Harper Collins.
2. Parrot M. (1993) *Tasks for language teachers* Cambridge: Cambridge University Press: Cambridge.
3. Richards, J. & and C. Lockhart, C. (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press: Cambridge.
4. S latterly, M. & and J. Willis, J. (2001) *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press: Oxford