

Bachelor of Education (B.Ed.)
Title of the Course: Pedagogy IIA: P.2.1A: English
Semester: I)

Credits: 2
Mm: 50 (External:35; Internal:15)
Contact Week 15

Introduction of the Course

This course is designed to orient the pre-service teachers to various approaches, methods and techniques of transacting English in schools at middle and secondary levels. It endeavors to engage the pre-service teachers with both the theory and practice of teaching of English as a second language, with specific focus on language skill development, grammar transaction and aspects of vocabulary building. The suggested practicum is designed to help the pre-service teachers internalize the concepts.

After completion of the course, student will be able to:

1. Become familiar with various approaches, methods and techniques of transacting English.
2. Identify approaches, methods and techniques for varying contexts and abilities.
3. Identify components of the English language, viz Listening, Speaking, Reading and Writing.
4. Develop tasks and activities for the development of language skills.
5. Identify resources for developing language skills.
6. Develop materials for enhancing language skills.
7. Identify contemporary classroom concerns when transacting grammar and vocabulary.
8. Identify means of developing vocabulary.
9. Arrive at an understanding of possible ways of engaging school learners with grammar.
10. Explore possible ways of assessing learners' language abilities.


Number of Units: 5

Weeks 15 = 30 hours

Unit 1: Approaches and Methods in English Language Teaching: (3 weeks = 6 hours)

- Various approaches, methods, and techniques in use for teaching English.
 - a) The Direct Method
 - b) Structural Approach
 - c) Communicative Language Teaching
 - d) Task Based Language Learning
 - e) Lexical Approach
 - f) Language learning in the constructivist paradigm
 - g) Eclectic Approach

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Unit 2: Listening and Speaking Skills

(3 weeks = 6 hours)

2. A Listening

The Concept of Listening

- a) Sub-skills of Listening
- b) Tasks, Materials and Resources for developing Listening skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, language laboratories, pictures, authentic materials and multi-media resources.
- c) Assessing Listening

2. B Speaking

- a) Phonetics: the consonant and the vowel system, intonation and stress.
- b) Tasks, Materials and Resources for developing speaking skills including storytelling, dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources.

Unit 3: The Reading Skill:

(3 weeks = 6 hours)

- Teaching Reading: Theories; the mechanics of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading.
- Tasks, Materials and resources for developing the Reading skill through practice activities and games including skimming and scanning and comprehension.
- Developing study skills including thesaurus, dictionary, encyclopaedia.
- Assessing Reading.

Unit 4: The Writing Skill:

(3 weeks = 6 hours)

Teaching Writing: The mechanics of writing including punctuation, spelling, handwriting, indentation; writing as process; the various stages of different types of writing.

- a) Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry- writing short stories.
- b) Developing study skills: referring to dictionary, thesaurus/encyclopaedia, note-making, note-taking, summarising, making bibliographic entries.
- c) Assessing Writing, Giving Feedback

Unit 5: Teaching Grammar and Vocabulary

(3 weeks = 6 hours)

- Concerns in teaching Grammar and Vocabulary.

- a) Possible approaches to Teaching Grammar: Grammar components parts of speech, tenses, determiners, direct/indirect speech, active/passive voice, modals /auxiliaries, types of sentences and clauses, and so on.
- b) Teaching Vocabulary: Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.
- c) Tasks, Materials and Resources for Teaching Grammar and Vocabulary.
- d) Assessing Grammar and Vocabulary

Practicum/ Suggested Projects / Assignments (Any Two)

1. Develop a detailed Activity Bank transacting different skill areas, grammar and vocabulary for school learners from different types of schools.
2. Develop CALL Programmes for Grammar topics.
3. Develop Audio resources for transacting Speaking and Listening in class.
4. Develop resources for vocabulary enhancement of school learners.
5. Board Work on any one of the above mentioned Units.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/Recommended Readings:

- Anderson & Lynch(1988). Listening. Oxford: OUP.
- Bygate, M. (1987), Speaking: Oxford: OUP.
- Carley, P., Mees, M., and Collins Beverley (2017). English Phonetics and Pronunciation Practice. London: Routledge.
- Doff, A. (1988) Teach English. CUP: Cambridge.
- Donough, Jo Mc. & Christopher Shaw (1993). Materials and Methods in ELT: A Teacher's Guide. Blackwell: Oxford UK.
- Grellet, F. (1981). Developing Reading Skills, CUP; Cambridge.
- Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn and Bacon.
- Hewings, Martin (2004). Pronunciation Practice Activities: A resource book for teaching English Pronunciation. Cambridge. UK: CUP.
- Lewis, M. (1993). The Lexical Approach. Croatia: ITP.
- Lewis, M. (1997). Implementing the Lexical Approach: Putting Theory into Practice.
- Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
- Morgan J. & Rinovoluceri M. (1986). Vocabulary, OUP: Oxford.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
- Nunan, D. (1991). Communicative tasks and Language Curriculum TESOL Quarterly, 25, 2, pp. 279-295.
- Nutall, Chrishrine (1987), Teaching Reading Skills in a Foreign Language. London Heinemann Educational Books Ltd.

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- Palmer, G. (2004) *Writing Extra: A resource book of multi-level skills activities*. Cambridge University Press
- Parrott, M. (2000) *Grammar for English Language Teachers*, CUP.
- Richards and Rogers (2001). *Approaches and Methods in Language Teaching*. Oxford: OUP.
- Roach, P. (2000) *English Phonetics and Phonology*, CUP.
- Sethi, J., and P.V. Dhamija (1999). *A Course in Phonetics and Spoken English*. 2nd ed. New Delhi: Prentice-Hall of India Pvt Ltd.
- Ur, P. (2005) *Teaching Listening Comprehension*, CUP
- Ur, P. (2007) *Grammar Practice Activities: A practical guide for teachers*, CUP
- Weir, C. J. (1993). *Understanding and Developing Language Tests*. London's Prentice Hall.
- Willis, D & Willis, J. (2007) *Doing Task-based Teaching*. Oxford: OUP.

Additional Readings

- Agnihotri & Khanna (eds.) (1991). *Second Language Acquisition*. New Delhi: Sage.
- Agnihotri, R.K., and A.L. Khanna (1995). *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Pvt Ltd.
- Anderson, R. C., Osborn, J., & Tierney, R. J. (1984). *Learning to Read in American Schools: Basal Readers and Content Texts*. Hillsdale, NJ: L. Erlbaum Associates.
- Asher, R. E. (ed.) (1994). *The Encyclopaedia of Language and Linguistics*.
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Crystal, David (1971). *Linguistics*. England: Penguin.
- Hadfield, J. and C. (2001) *Simple Writing Activities*. Oxford University Press. (Activity Book)
- Hancock, Mark (2003). *English Pronunciation in Use: Self Study & Classroom Use*. Cambridge: CUP
- Hedge, T. (1998). *Writing: Resource Book for Teachers*, Oxford: OUP.
- Kuppel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: CUP.
- Leech, G. (1982) *Meaning and the English Verb*, Thomson-Heinle
- Malini, S. Devika (2011). *English Language Teaching in India: A critical evaluation of ELT in India*. *International Multidisciplinary Research Journal*.
- Nunan, D. and C. Lamb (1996). *The Self-directed Teacher: Managing the Learning Process*. Cambridge: CUP.
- Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: CUP.
- Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: OUP.
- Prabhu, N.S. (1990). 'There is no best method-why?' *TESOL Quarterly* Vol 24(2): 122-128
- Ralabate, P., & Nelson, L.L. (2017). *Culturally responsive design for English learners: The UDL approach*. (No Title).
- Reading Development Cell, NCERT (2008). *Reading For Meaning*. New Delhi: NCERT

- Richards and Lockhart (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: CUP.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: OUP
- Underhill, N. (1987) *Testing Spoken Language*, CUP.
- Ur, P. (1991). *Discussions that work*. Cambridge: CUP.
- Ur, P. (2014). *A Training Course in Teaching English*. CUP: Cambridge.
- Wallace, C. (1992). *Reading*. New York: Oxford University Press.
- Watkins, P. (2018). *Teaching and Developing Reading Skills*. (Cambridge Handbooks for Language Teachers). Cambridge University Press.

Teaching Learning Process

The course shall be transacted through interactive pedagogic methods such as classroom discussions, flip, collaborative learning tasks based on readings. Reflective expression and learning shall be encouraged.

Assessment Method

The assessment shall be formative in nature and will factor in student participation. Individual and group tasks and assignments shall be allocated. Summative evaluation shall be undertaken through end-semester examinations.

Key words: English Language, Language Skills, Teaching Grammar.



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