

Bachelor of Education (B.Ed.)
Title of the Course: P.1.1B: Language
(Semester: II)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course will enable student-teachers to appreciate the role of language in education. Through this course, they will be able to enhance their proficiency in reading with comprehension, understanding, and critical thinking. They will understand the nuances of academic writing. They will be able to understand language process in the classroom context. It will help them identify and understand the challenges faced by learners with language-based learning disabilities. The course involves hands-on activities and practical sessions that help student-teachers develop and use language and literacy processes in a variety of contexts.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the significant role that classroom context plays in language and literacy learning
2. Learn to engage and respond to a variety of texts from different genres
3. Learn about writing as a composing process and use it for problem solving
4. Review and critically evaluate different language syllabi, textbooks as well as classroom practices for teaching of language and literature
5. Understand the inherent challenges in language learning especially in the context of schools

Number of Units (4)

Weeks 15 = 30 hours

Unit 1: Language Processes and the Classroom Context

(4 weeks = 8 hours)

- Oral language in the classrooms
- Participation in the classroom
- Facilitating language interaction and independence


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- Creating secure classroom environment for language use
- Creating the environment and space for “risk taking”

Unit 2: Reading and writing

(3 weeks = 6 hours)

- Reading: Engaging with books from different genres; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspects of reading
- Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 3: Examining the language curriculum

(4 weeks = 8 hours)

- Reviewing the syllabi of different languages
- Review of textbooks, use of literature in language textbooks, critical analysis of exercises and moving beyond the textbook
- Exploring Children’s literature for different age groups
- Analyzing Classroom practices of language and literature teaching in India

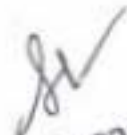
Unit 4: Challenges in Language Learning

(4 weeks = 8 hours)

- Issues of non-comprehension
- lack of independence in language learning and use
- Examining the role of the context of the school in difficulties faced by learners for language learning.
- Understanding language “disability” and the language teacher’s role in dealing with it

Practicum/ Suggested Projects / Assignments (Any Two)

1. Maintaining reader response journal for a book they read for their tutorial
2. Comparative study of the syllabi of language pedagogy in Teacher Education
3. Analysis of the curriculum of Language Pedagogy
4. Critical analysis of the exercises at the end of the chapters of language textbooks


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

Essential/ Recommended Readings

- Atwell, N. (1987). *In the Middle: Writing, reading, and learning with the adolescents*. Portsmouth: Heineman.
- Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. *Language and language teaching*. Vol 4, No. 1, Issue 7.
- Rai, M. (2015). Writing in Indian schools: the product priority. *Language and language learning*. Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*. 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Education*
- Woodruff, A. H., & Griffin, R. A. (2017). Reader Response in Secondary Settings: Increasing Comprehension through Meaningful Interactions with Literary Texts. *Texas Journal of Literacy Education*, 5(2), 108-116.
- Probst, R. E. (1994). Reader-response theory and the English curriculum. *The English Journal*, 83(3), 37-44.

Teaching Learning Resources (Digital and others):

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Language disability, Aesthetic, Emotive.



3

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