

**Bachelor of Education (B.Ed.)**  
**Title of the Course: P.2.1 B: English**  
**(Semester: II)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

**Introduction of the Course**

This course is designed to help the B.Ed pre service educators explore the intersection of literature and education with an objective of developing effective pedagogic practices to be used in the ESL classroom. It endeavours to familiarize the learners with various modes available for pedagogic interactions; and the requisites thereof, and attempts to engage the pre- service educators with scholastic and co scholastic activities that can be designed and included in ESL classes. It envisions pre-service educators' preparedness regarding curriculum planning, material selection, adaptation and development of materials for use in ESL classes. Further, the course undertakes to help them explore and understand issues related to assessment in the ESL classroom. The suggested practicum is designed to help the pre-service teachers internalize the concepts.

**Learning Outcomes:**

The pre-service educators shall be able to:

1. Develop an enhanced understanding of literary concepts.
2. Engage with pedagogy of teaching literature in an ESL class.
3. Identify various modes of transaction, along with the requisites thereof.
4. Design and implement scholastic and co- scholastic activities in ESL context.
5. Plan curriculum at different levels.
6. Select, adapt and develop materials for use in ESL classes.
7. Identify and understand issues related to assessment in ESL.
8. Identify areas of remediation, and plan remedial tasks.



**Head/Dean**

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**Number of Units (4)**

**Weeks 15 = 30 hours**

**Unit 1: Transacting Literature**

**(6 weeks = 12 hours)**

- Literature in the School Curriculum: Need, Objectives and Relevance
- The relative importance of classics and popular literature in English
- Tasks and materials for developing study skills in English Literary forms including essays, plays, short story, novel, poetry, biography & autobiography

**Unit 2: Interactions in the ESL Class:**

**(3 weeks = 6 hours)**

- Modes of Instruction: Synchronous, asynchronous, blended, hybrid, hyflex.
- Online tools for teaching and assessment: selection as per context and purpose; creating an inclusive online environment, ethics of using online sources.
- Co-scholastic activities in the English classroom: discussions, extempore, speeches, declamation, recitation, panel discussions, debates, role plays and so on; organisation and assessment criteria.

**Unit 3: Materials in ESL Class**

**(3 weeks = 6 hours)**

- Assessing syllabi in use in schools in India
- Selecting course materials for teaching English at various levels
- Selecting, adapting and using authentic materials for use in the English class.
- Developing materials for use in class.
- Using textbooks, teachers' guides, supplementary readers and wider library materials effectively.
- Developing and using audio-visual aids, including CALL.

**Unit 4: Evaluation in English**

**(3 weeks = 6 hours)**

- Formative and Summative Evaluation: Objectives and Implications (NEP 2020)

- Issues and concerns in the Assessment of English at various school levels
- Errors in English: Types and reasons
- Errors in English: Types and reasons

#### **Practicum/ Suggested Projects / Assignments (Any Two)**

1. Developing a detailed anthology for ESL learners at varying levels
2. Developing materials for ESL learners, integrating language skills and literature
3. Developing literature-based CALL Programmes
4. Undertake syllabus analysis for any one class
5. Undertaking a detailed analysis of the textbooks in use in schools.
6. Organising co scholastic activities
7. Developing a bridge course/ remedial programme; including CALL
8. Board Work

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

#### **Essential/ Recommended Readings**

- Balasubramaniam, T.A (1981) Textbook of English Phonetics for Indian Students. New Delhi: Macmillan.
- Brown, H Douglas (2004). Language Assessment Principles and Classroom Practices. White Plains NY: Pearson Education.
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- Brown, J D and T Hudson (1998). "The Alternatives in language assessment." TESOL Quarterly.
- Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP.
- Brumfit, C. J. and R.A.Carter (1986). Literature and Using novels Language Teaching Oxford, Oxford University.
- Carter, R., and McRae, J. (1996). Language, Literature and the Learner. Creative Classroom Practice, London, Longman.

- Dubin, F. & Olshtain, E. (1986) *Course Design: Developing Programs and Materials for Language Learning*, CUP
- Durairajan, Geetha (2015). *Assessing Learners: A Pedagogic Resource*. Cambridge University Press: New Delhi.
- Graves, K. (ed) (1996) *Teachers as Course Developers*, CUP
- Jacobs, G. and S. Hall. Implementing cooperative learning. In *Methodology in language teaching: An anthology of current practice*, eds. J. C. Richards and W. A. Renandya, New York: Cambridge University Press
- Martin, F., Polly, D., & Ritzhaupt, A. (September 8, 2020). *Bichronous Online Learning: Blending Asynchronous and Synchronous Online Learning*.
- Nation, I.S.P. & J. Macalister (2009) *Language Curriculum Design*, Routledge
- Nunan, D. (1988) *Syllabus Design*, CUP
- Pesce, C. (n.d.). *ESL Teachers Ask: How Can I Evaluate if my Lesson was a Success?* Retrieved from *Busy Teacher* <https://busyteacher.org/20364-successful-lesson-how-to-evaluate-esl-teachers-ask.html>
- Polio, C. (2014) *Using authentic materials in the beginning language classroom* retrieved from <http://clear.web.cal.msu.edu/wp-content/uploads/sites/22/2018/10/2014-Spring.pdf>
- Underhill, N. (1987). *Testing Spoken Language*: Cambridge: CUP.

#### Additional Readings

- Brumfit, C. (ed.) (1983). *Teaching Literature Overseas: Language – Based Approaches*, *ELT Document* : 115, Oxford : Pergamon.
- European Commission, Directorate-General for Education, Youth, Sport and Culture, *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*, Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/153756>
- *Evaluating online programs and courses*: <https://topkit.org/evaluating/checklists-rubrics/>
- <https://topr.online.ucf.edu/pedagogical-practice/>
- Hughes, A. (2002) *Testing for Language Teachers*, CUP.



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- Kelly et. al (2002) Effective Ways to Use Authentic Materials with *ESL/EFL Students*. *The Internet TESL Journal*, Vol. VIII, No. 11, November 2002. Retrieved from <http://iteslj.org/Techniques/Kelly-Authentic>
- Mousavi, Seyyed Abbas (1999). *Dictionary of Language Testing*. Rahanama Publications.
- Rosenblatt, L.M. (1995). *Literature as Exploration* (5<sup>th</sup> ed.). New York: Modern Language Association of America.
- Rosenblatt, Louise M. (1980). "What Facts Does This Poem Teach You?" *Language Arts*, 57, 386-394
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Educational Dialogue*, 6:2, 223-237.
- Synchronous and asynchronous online learning <https://uwaterloo.ca/keep-learning/strategies-remote-teaching/synchronous-vs-asynchronous-online-learning>
- Web content accessibility guidelines <https://www.w3.org/TR/WCAG20/>
- Yee, Kevin; Whittington, Kirby; Doggette, Erin; and Uttich, Laurie, "ChatGPT Assignments to Use in Your Classroom Today" (2023). UCF Created OER Works. <https://stars.library.ucf.edu/oer/8> (the focus is on higher education)

### Teaching Learning Process

The course shall be transacted through interactive pedagogic methods such as classroom discussion, debates, flip, collaborative learning tasks based on assigned readings.. 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 shall be allocated. Summative evaluation shall be undertaken through end- semester examination.

**Key words:** Literature, ESL Class, Audio Visual Aids.



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