**Pedagogy of Subject Area**

**COURSE 014.2**

**Pedagogy of Language – English (II)**

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

**Course Description**

This Pedagogy of Language (English) course will build the understanding of the student-teachers to pedagogical processes based on the theoretical understanding. This would be in conjunction with the school internship. It would expect would be teachers to think of learning experiences that can be inclusive and engaging for all children. These have to be such that they develop language skills as well as learning to appreciate literature.

**Objectives of the Course**

The Course will enable student-teachers to

* Develop the ability to design appropriate learning experiences for teaching English language
* Critically explore the existing theories and practices in language education and their implications in English language teaching and learning with special focus at secondary school level.
* Become aware of opportunities and resources available for language teacher by continuous learning

**Unit 1: Teaching English Language – 2**

Development of Language Skills: Teaching, Listening & Speaking

* 1. Teaching Listening & Speaking: Sub Skills of Listening; Listening and Speaking for specific purposes. Reading as a process versus product

Understanding Phonetics – consonant system, vowel system, word stress, sentence stress, intonation.

Creating and using tasks , materials and resources for developing listening and speaking skills – Story Telling, Dialogues, Situational Conversations, Role Plays, Simulations, Speech (Debates, Extempore, Presentations, Elocutions) , Language Games, Language Laboratories, Pictures, Materials from Real Life and Multi - Media Resources (videos, films and audios)

* 1. Teaching Reading: Sub Skills of Reading, Importance of understanding development of reading skills, Reading Aloud and Silent reading; Extensive and Intensive Reading; Skimming and Scanning; Comprehension; Study Skills ; Using Thesaurus, Encyclopedia, Dictionary

Creating and using tasks, materials and resources for developing verbal and nonverbal reading skills

**Unit 2: Teaching English Language – 2**

**a)** Development of language skills: Teaching-writing.

**b) i.** Teaching Writing : Mechanics of writing including punctuation , spelling , Sub-Skills of Writing; Writing as Process versus Product; The various stages (Brainstorming, outlining ,drafting, editing, redrafting) of different types of writing (poetry, short stories, letter , dairy, notices, articles, reports, dialogues, speeches and advertisements reflective journals, dairies, notices, circulars, letters, articles , reports.

**ii.** Creating and using tasks, materials and resources for developing different types of writing skills through practice, activities and games, authentic and other available materials, collage presentation, real life situation, etc.

Creative writing skills such as poetry, short stories.

Developing Study Skills: note taking, note making, summarizing, making bibliographic entries, reference skills

1. Designing appropriate learning experiences for English language Learning

Creating and using classroom materials, and processes. Creating appropriate learning environment.

**Unit 3: Literature and Aesthetics**

1. Need and relevance of studying literature for language learning

* Literature and Sensitivity
* Literature and Aesthetic sense
* Literature and understanding social reality and finding one’s role in it

1. Appreciation of Literary Writing
2. Introduction to Indian writing in English

**Unit 4: Teaching of Literature**

1. Teaching of different forms/genres of English Literature:

* Teaching Prose -comprehension (global and local), highlighting central idea, understanding different genres
* Teaching Poetry – recitation, relate to the context, emotions, imagery and one’s association with it, rhythm , rhyme, voice modulation
* Teaching Drama – Dialogue writing , performance, character analysis

1. Literature in the School Curriculum (diaries, reports, narratives, etc.) : translation as a creative activity
2. Teaching Contemporary Literature – Dalit, Women and Children’s Literature
3. Designing appropriate learning experiences for different forms of literature - Creating and using classroom materials, and processes.

**Unit 5: Assessment and Feedback**

1. Role and Importance of Assessment

* What is Assessment? Why Assessment? Types of Assessment, Nature of Assessment, Whose Assessment, Challenges and Limitations of Assessment

1. Methods of Assessment

* Peer Group Assessment, Self-assessment, Group Assessment, Portfolio

1. Assessment in Language

* Areas and points of Assessment
* Methods of Assessment in Language
* Assessment of Language Skills – Hypothesis and Methods
* Assessment of different genres of Literature – Hypothesis and Methods

1. Forms of Questions in Language Assessment

* Questions related to Problem solving, related to creativity, related to critical thinking, related to imagination

1. Feedback

* To learners, to teachers, to parents/guardians, to the system.

**References**

Alderson, J. C., Clapham, C. and Wall, D. 1995. *Language Test Construction and Evaluation.* Cambridge: Cambridge University Press.

Krashen S. *Second Language Acquisition and Second Language Learning*, Pergamon: Oxford, 1981.

McLaughlin, B *Theories of Second Language Learning*, Edward Arnold: UK, 1988.

Brumfit, C. J. and Carter, R. A. (ed.), *Language and Literature Teaching*, Oxford University Press: 1986.

Richards, J. C. and Rodgers, T. S. 1981. *Approaches and Methods in Language Teaching*. University of Hawaii, Manoa: Cambridge University Press.

West, R. 1999. *Assessment in Language Learning*. University of Manchester Distance Learning Programme-MED in ELT.