**B.Ed. Special Education (VI/ID)**

**Title of the Course: Pedagogy of Teaching English (A-5, Part -2)**

**Pedagogy II- English**

**(Semester: II)**

 **Credits: 4**

 **MM: 100 (External: 70 Internal: 30)**

 **Contact Week: 15**

**Introduction**

This course will enable the learners to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help learners in applying theory to practice in designing own materials and in planning lessons in preparation for teaching-learning in inclusive classes. The course offers learners the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips learners with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy, language acquisition, multicultural aspects of language and multilingualism.

**Objectives**

 After completing the course the student-teachers will be able to

 • Explain the principles of language teaching, and evolution and trends in English literature.

• Prepare an instructional plan in English.

• Adapt various approaches and methods to teach English language.

• Use various techniques to evaluate the achievement of the learner in English.

**Unit I: Nature of English Language & Literature (12 hours)**

 1.1 Principles of Language Teaching

1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency( CALP)

1.3 English Language in the school context: An Evolutionary Perspective

1.4 Current Trends in Modern English Literature in Indian context

1.5 Teaching as second language in Indian context.

**Unit II: Instructional Planning (12 hours)**

2.1 Aims and objectives of Teaching English at different stages of schooling

2.2 Instructional Planning: Need and Importance

2.3 Unit and lesson plan: Need and Importance

2.4 Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

**Unit III: Approaches and Methods of Teaching English (9 hours)**

3.1 Difference between an approach and a method

3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method

3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

 **Unit IV: Instructional Materials (12 hours)**

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.

 4.3 Construction of a teacher made learning materials and other resurces for English proficiency

4.4 Language learning and enrichment activities-storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio

 4.5 Adaptations of teaching material for children with disabilities

**Unit V: Assessment and Evaluation (12 hours)**

5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment

5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)

5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development

5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures

5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.

**Transaction**

Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.

**Course Work/ Practical/ Field Engagement**

• Design teaching programme based on error analysis

• Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English

• Develop work sheet (interactive including language games)

• Prepare worksheets to enrich vocabulary among secondary students with disabilities

• Develop lesson plans for the teaching of prose and poetry

• Critically analyze any one poem or essay of a well known poet or writer

 **Recommended Readings**

• Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.

• Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.

• Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

• Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.

• Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.

• Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.

• Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.

• Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.

• Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.

• NCERT (2014). Including Children with Special Needs-Primary Stage. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

• NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

• NCERT (2019). Pedagogy of Languages. National Initiatives for School Heads’ and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

• NCERT (2019). School Based Assessment. National Initiatives for School Heads’ and Teachers Holistic Advancement. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

• NCERT (2022). National Curriculum Framework for Foundational Stage. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

 • NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at [www.ncert.nic.in](http://www.ncert.nic.in))

• Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

• Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana

• Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad. • Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

**Teaching Learning Process**

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. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.