

SEMESTER - I**CPS 2a - Part I - PEDAGOGY OF ENGLISH**

Credits: 4	Internal: 40 marks
Hours/Week: Theory-4hrs & Practical-4hrs	External: 60 marks
	Total: 100 marks

Course Learning Outcomes:

At the end of the course, student-teachers will be able to

- justify the role of English in the right perspective and point out the rationale for learning English as a second language;
- construct the various aims and objectives involved in teaching and learning of the language;
- identify methods and current trends in the teaching of English;
- use diverse instructional resources in teaching the language;
- employ individualized instruction in the teaching of English;
- integrate the teaching skills effectively in the classroom;
- observe the classes of subject experts and reflect on the demonstration of concepts in English; and
- prepare mini teaching lessons and Educational Technology record.

Unit I: Need and Nature of the language

Role of English language in Indian society- Meaning and Nature of the language- Principles of language learning- Psychology of language learning- Factors affecting language learning- Learning the mother tongue and learning a second language- Teaching of English as a skill subject- Difficulties of teaching English.

Unit II: Aims and Objectives of teaching English

Aims of teaching English: cultural, literary, utilitarian, linguistic and integrative aims- Objectives of teaching English at different school levels: primary, secondary and higher secondary levels- Distinction between educational aims and objectives- Meaning of instructional objectives- Relationship of teaching-learning objectives with general aims and objectives of teaching English- Taxonomy of instructional objectives: Revised Bloom's Taxonomy of Educational Objectives- Writing objectives in behavioural terms.

Unit III: Methods, Approaches, Techniques and Strategies of teaching English

Methods: Grammar Translation Method, Direct Method, Bilingual Method, Text Book Method and Audio-lingual Method- Approaches: Structural approach, situational approach, oral approach, communicative approach and eclectic approach- Techniques: Story telling technique, dramatization technique, role play technique, pair work/ group work, question and answer session, debate, language games, Augmented and Virtual Reality - Recent trends in teaching of English: Interactive Approach, Communicative Language Teaching, Suggestopaedia, Total Physical Response Approach, The Silent Way and The Natural Approach- Strategies: Team Teaching in English: Origin and growth of team teaching- Objectives of team teaching- Guiding principles of team teaching- Types of team teaching- Organization, Procedure and Steps in team teaching- Advantages, drawbacks and limitations of team teaching- Cooperative Learning: Basic assumptions about Cooperative Learning- Ways of adopting Cooperative Learning as a teaching strategy- Merits and advantages of Cooperative Learning- Obstacles in introducing Cooperative Learning.

Unit IV: Instructional Materials and Resources for teaching of English

Meaning of the term Instructional Material or Teaching Aid- Use and importance of Instructional Material or Teaching Aid in English- Guiding principles for the effective use of audio-visual aids- Classification of audio-visual aids: The first approach, the second modified approach, the technological approach and Edgar Dale's classification- Instructional materials or teaching aids employed in teaching of English: SMART Interactive Whiteboard, Black Board or Chalk Board, Bulletin Board, Flannel Board, Real Objects and Real Life Situations(Realia), Models, Dioramas, Pictures, Graphs, Charts, Diagrams, Cartoons, Posters, Flash Cards, Slides, Film Strips, Transparencies, Scrap Books, Picture

Cards, Picture Sets, Phonic Cards, Letter Cards, Maps, Match-Stick Figures, Reading Cards, Writing Strips, Movable Strips, Cards for Error Correction, Epidiscopes, Projectors, Radio, Tape Recorder, Television, Video Tape/ Video Cassette Recorder(VCR), DVD, MP3, VCD, Motion pictures/ Movies, Computers, etc.- Audio-Tutorial system: Definition- Necessary Ingredients of the Audio-Tutorial Approach- Study Sessions: Independent study session, general assembly session and small assembly session- Advantages and merits of audio-tutorial system- Demerits and limitations of audio-tutorial system- Language laboratory- Need for a Language Laboratory- Types of Language Laboratories and their functioning- Operation of Language Laboratory- Uses and Applications of Language laboratory- Teleconferencing- Basic Types of Teleconferencing- Educational Advantages of Teleconferencing- Digital tools for Online Teaching and Learning- LMS: Google Classroom, digital tool: Kahoot.

Unit V: Individualized Instruction in Teaching of English

Importance of Individualized Self-Instruction- Types of Individualized Self-Instruction- Learner Controlled Instruction(LCI)- Need and origin- Steps involved in LCI- Advantages of LCI- Limitations of LCI- Programmed learning- Characteristics of programmed learning- Fundamental principles of programmed learning- Styles of programming: Linear/ Extrinsic Programming and Branching/ Intrinsic Programming- Comparison of Linear and Branching Programming- Development of programmed instruction material in English: Preparatory Stage, Developmental Stage, Evaluating Phase- Advantages and applications of programmed learning.

Unit VI: Development of Teaching Skills through Mini Teaching

Meaning and definitions of Mini Teaching- Mini Teaching Procedure- Phases of Mini Teaching- Advantages of Mini Teaching- Identification of Teaching skills- Core teaching skills: Skill of set induction, skill of introducing the lesson, skill of explaining, skill of using blackboard, skill of illustrating with examples, skill of questioning, skill of probing questions, skill of stimulus variation, skill of reinforcement, skill of classroom management- Practising teaching skills through Mini Teaching.

Suggested References:

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