

Content Specific Strategies for Teaching English

Programme(s) in which it is offered: B.A.B.Ed. English

Course Category: Core	Schedule of Offering: Odd
Course Credit Structure: 4	Course Code: EDE3111
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 3	Tutorial: 0
Practical: 2	Medium of Instruction: English
Date of Revision: 8-6-2021	Skill Focus: Employability
Short Name of the Course: CSSE	Course Stream (Only for Minor Courses): n/a
Grading Method: Regular	Repeatable: Credit/Audit/Repeatable
Course Level: Beginner	

Course Description

This course is offered as a Core Course for the Integrated 4-year B.A.B.Ed. English Literature students. It is considered the heart of the English Pedagogy programme.

Course Introduction

The first module of the course focuses on the preparation of a year plan, unit plan and lesson plan. The second module deals with the preparation of low cost and no cost teaching aids by the student's teachers. Making teaching aids and using them in teaching and learning gives them a first-hand experience of teaching English. The student teachers are also exposed to the use of ICT tools as well as to digital platforms which are used in teaching English. The third module deals with micro teaching. The last module introduces the student teachers to research in English language learning and teaching.

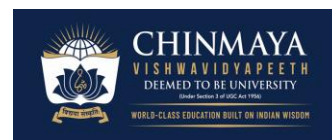
Course Objectives

The objectives of this course are to help the student to:

1. Practice learner- centric methods and techniques of teaching English in the classroom.
2. Effectively use technology in the teaching of English by exhibiting familiarity with ICT tools and digital platforms
3. Improvise and use effective aids for teaching English in the classroom.
4. Use a combination of micro-teaching skills in the classroom situation

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5. Prepare unit plans and lesson plans to teach English.
6. Identify appropriate approach to reflective thinking and apply various techniques for promoting reflection.
7. Engage in continuous professional development by keeping abreast with latest trends and innovations in the teaching learning of English.

Course Outcomes

By the end of the course, the student will be able to:

- a) Use a variety of techniques and strategies in teaching the English classroom.
- b) Develop a year plan, a unit plan and lesson plans for the English classes to be taken during internship.
- c) Confidently handle technology-based teaching packages and digital platforms for teaching, whether offline or online.
- d) Improvise and use effective teaching aids for in the classroom.
- e) Demonstrate competencies in selected micro-skills.
- f) Identify appropriate approaches for promoting reflection.
- g) Encourage continuous professional development by keeping abreast of the latest trends and innovations in the teaching and learning of English.

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						
CO6						
CO7						

Prerequisites and other constraints

This course has no prerequisites.

Pedagogy

The teaching in this course will be through a combination of classroom lectures, quizzing, case discussions and presentations.

Suggested Reading:

- a) Harmer, J. (2007). *How to Teach English (New edition)*. Longman.
- b) Erben, T., Ban, R., & Castaneda, M. (2008). *Teaching English language learners through technology*. Routledge.
- c) Hall, D., & Hewings, A. (Eds.). (2001). *Innovation in English language teaching: A reader*. Psychology Press.
- d) Scrivener, J. (2005). *Learning teaching (Vol. 2)*. Oxford: Macmillan.
- e) Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. ASCD.
- f) Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.
- g) Kilic, A. (2010). Learner-Centered Micro Teaching in Teacher Education. *Online Submission*, 3(1), 77-100.
- h) Seidman, E. (1968, January). Micro-teaching in English education: Some basic questions. In *Selected Addresses Delivered at the Conference on English Education* (No. 6, pp. 47-53). National Council of Teachers of English.
- i) Rüschoff, B., & Sudhoff, J. (2018). Teaching Aids and Materials. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- j) AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1(3), 55-70.
- k) Kumar, M., Saxena, I., Kumar, J., Kumar, G., & Kapoor, S. (2015). Assessment of lecture strategy with different teaching aids. *Journal of clinical and diagnostic research: JCDR*, 9(1), CC01.
- l) Patel, F., & Mahichchha, N. (2015). Teaching English Language by Using Modern Teaching Aids to Upper Primary Level Students. *International Journal of Innovative Research in Multidisciplinary field*, 1, 12-18.
- m) Patel, C. M. (2014). Innovative methods of teaching English language to school students using teaching aids. *IUP Journal of English Studies*, 9(1), 81.
- n) Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92.
- o) Shyamlee, S. D., & Phil, M. (2012, March). Use of technology in English language teaching and learning: An analysis. In *International Conference on Language, Medias and Culture* (Vol. 33, No. 1, pp. 150-156).

- p) Mehta, N. K. (2012). Mobile phone technology in English teaching: Causes & concerns. *The Modern Journal of Applied Linguistics*, 2(4), 82-92.
- q) Xu, J. (2010). On the problems and strategies of multimedia technology in English teaching. *Journal of Language Teaching and Research*, 1(3), 215-218.
- r) Wahyuni, S. (2018). Evaluation of Pre-Service English Teachers' Integration of Educational Technology into their Lesson Plans. *Language Circle: Journal of Language and Literature*, 12(2), 227-235.

Evaluation Pattern

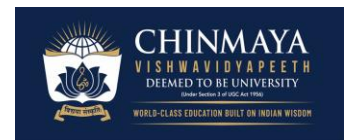
Progress in this course is measured through assignments, a mid-semester exam, a report-cum-presentation, and an end-semester examination.

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Mid-term Exam	50 % of CIA Marks	15	10 th week	1
	Seminar/Assignment	16.67 % of CIA Marks	05	Weekly	1, 2, 3, 5
	Comprehensive Report and Presentation	33.33% of CIA Marks	10	Last 3 weeks of the course	4
	CIA Marks	100 % (To be converted to 30%)	30	---	
	ESE	70%	70	End of the Semester	1, 2, 3, 4, 5

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

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Module Sessions

Module I: Planning and Content transaction (15 Hours)

- Need, purpose, and advantages of lesson planning
- Structure and organization of a good lesson plan
- General and Specific Objectives of lesson planning.
- Content Analysis of secondary school English textbook.
- Aims and Objectives- Comprehension, Expression, Appreciation- Specific Objectives
- Planning - Annual plan, Unit plan and Lesson plan in teaching English.
- Writing lesson plans in Prose, Poetry, LSRW skills, Vocabulary and Grammar.
- Designing supplementary materials

Readings:

- a) Kemp et al. (1994): Designing effective instruction, Macmillan college publishing company.
- b) Moore et al. (1993): Secondary instructional methods, Brown and Benchmark.

Activities:

- a) Differentiate general and specific objectives giving examples
- b) Develop– unit plan, lesson plan in a particular content area
- c) Write lesson plans for the teaching of Prose, Poetry, LSRW Skills and Vocabulary

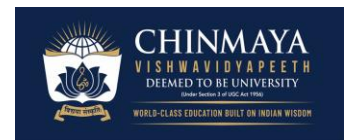
Module II: Teaching and Learning Resources (15 Hours)

- Need and importance of teaching learning resources
- Types of teaching learning resources.
- Teaching with Authentic materials.
- Print materials: Text Books, Supplementary reader, work book, Dictionary, Thesaurus, Journals, Magazines, Fictions, News Papers etc.
- Audio Aids: Audio CD, Language Laboratory, Pod casts etc.
- Visual Aids: Black boards, charts, Flannel Board, Pictures, Flash cards etc.
- Audio-Visual Aids: Films, TV Programmes, Video Cassettes, Computer etc.
- ICT – Online resources, CALL- Computer Assisted language learning,
- MALL (mobile assisted language learning),
- LMS – Learning Management system
- Mobile devices, social media and other online resources.

Readings:

- a) Jeremy Harmer (1998) The Practice of English Language Teaching, Longman Handbooks for Language Teachers.

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Activities:

- d) Watch a video on teaching learning resources (Pedagogic treasure trove).
- e) Make models of teaching learning resources
- f) Exhibit teaching aids.

Module III: Teaching skills – Practicum (15 Hours)

Micro teaching – practice of microteaching

- Introducing a lesson
- Brainstorming session
- Instructional skills, strategies and methods
- Explaining a concept
- Stimulus variation
- Illustrating with examples
- Probing Questioning,
- Reinforcement,
- Feedback
- Structuring Classroom Questions, and Blackboard writing.
- Time and classroom management
- Practicum - Any Two of the Following:(teaching and learning of English –ii)

Readings:

- a) Passi,B.K. (Ed)(1976). Becoming better teacher: A micro teaching approach. Ahmedabad

Activities: Micro teaching of selected skills

Module IV: (15 Hours)

Reflective journal

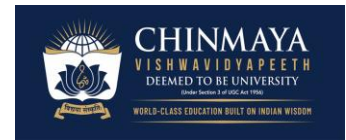
- Student teachers should write their reflections day wise after introspecting and viewing thoroughly their insights and realistic feeling that they get out of various experiences they undergo during internship. It should reflect every day's reflections of students. They may even record the images or any other kind of representation they like may go into their reflections.

Action research

- Action research: concept and application, Action research plan.
- Each Student teacher should identify one action research area / topic related to classroom problems and report.

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- Teacher as a researcher.

Readings:

- a) Richards, JC and Farrell, TSC (2005). Professional Development for Language Teachers: Strategies for Teaching Learning. Cambridge Language Education. Cambridge University Press: Cambridge.
- b) Richards, JC and Lockhart, C (1996). Reflective Teaching in Second Language Classrooms. Cambridge Language Education. Cambridge University Press: Cambridge.
- c) Schön, DA (1983). The Reflective Practitioner: How Professionals Think in Action. London: Temple Smith.
- d) <https://www.teachingenglish.org.uk/article/action-research>
- e) <https://www.teachingenglish.org.uk/article/action-research-easy-1-2-3>
- f) <https://www.teachingenglish.org.uk/article/action-research-panel-discussion>
- g) <https://www.teachingenglish.org.uk/article/a-handbook-exploratory-action-research>
- h) <https://www.teachingenglish.org.uk/article/action-research-stop-start-continue>

Activities:

- a) Reflective diary
- b) Action research