

## EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80, Internal: 20)

Objectives

competent in pedagogic knowledge, skills and experience to be professionalized

**Strategies needed: lecture method, discussion, seminars, symposium, face to face communication, IT based learning, blended learning, community participation**

UNITS	OBJECTIVES	CONTENT	SCOPE OF THE CONTENT	REFERENCES
<p><b>Unit -1 Aims and objectives of teaching English (15 hours)</b></p>	<p>To understand the aims and objectives of teaching English at different stages</p>	<p>Aims at junior stage, senior stage, secondary and university stage Aims of teaching literature - general and specific aims</p> <p style="text-align: right;">Taxonomy of educational</p>	<p><b>Aims at different stages</b>-Stages of education as a determinant in setting the aims of learning English along with social demands , learning situation, nature of subject and context <b>Aims at different levels</b>-Begin with aural-oral skills-Reading- Writing-Communication(need based, Context based)-Love, Interest-Creative Expressions, EGP and ESP(English for general purpose And English for specific purpose) <b>Role of Literature with general and specific aims</b>-Literature in realizing the objectives- Linguistic and Literacy <b>General Aims</b>-interest, creativity, values, life skills, appreciation, imagination, critical, attitude, genre, reading and writing on social issues and themes, structural complexity <b>Specific objectives</b>-Vocabulary- accuracy and appropriateness w.r.t.genre Expressions, Registers Critic on text, nature of language Respect for others culture and traditions <b>Taxonomy of process and product objectives-Learner and Learning objectives-</b></p>	<p>Bloom, B.S. et al.( 1968). Taxonomy of Educational objectives. Hand book I: Cognitive domain. David MckaycompanyInc New York. Anderson, W. L. &amp;Krathwohl D. R. A taxonomy for Learning, Teaching and Assessing. Newyork: Longman</p>

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		objectives  Maxims of teaching in Global context  Principles of language teaching	Bloom's Taxonomy- Revised Bloom's taxonomy(Anderson)-Mental process-Out comes of learning <b>Maxims of teaching in Global context</b> Culture, Experience, Training, belief, Pedagogical content knowledge, Reasoning, Problem solving etc <b>Principles of language teaching</b> - (Principles of purpose, Principles of habit formation, Principles of motivation, Principles of multiple line of Approach(depending the purpose of teaching a second language judiciously applying variety strategies, text and techniques to achieve goals), Principles of interest, Principles of concreteness, Principles of selection and grading, Linguistic Principles. Application of philosophical and psychological Principles in ELT, Principle of accuracy and correctness, Principles of linguistics)	www.emaze.com@AQFRTLO/unit-9-
<b>Unit -2 Micro teaching (10 hours)</b>	To understand the core teaching skills and implement them in the class	Micro teaching –	<b>Micro teaching</b> – Concept, Process - steps or process in micro teaching, micro teaching cycle -merits and demerits -theory on 8 core skills- practice of 5 individual skills and a link lesson	Passi, B.K.(1976). Becoming Better Teachers: Micro Teaching Approach.Sahithya Mudranalaya, Ahamedabad.
<b>Unit-3 Graphical structure of language (25 hours)</b>	To review the basic structure of language and structures	Structure of language, Phonetics - <b>Review of the grammatical aspects of English</b>	Theory in phonetics (speech sounds - vowels , consonants, diphthongs, Phonemes, Morphemes, Allomorph, Syntax, Semantics, General Indian English , Received pronunciation, stress, intonation); Theoretical explanation of the 3 types of grammars ;Use of	Any appropriate text book

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		<b>language Mechanics of writing -</b>	punctuation marks and capitalization; Application level exercises based on phonetics and grammar; Application of correct punctuations and capitals; Need for teaching phonetics, grammar and mechanics; Teaching/ learning language elements	
<b>Unit -4 Pedagogical Analysis and Content analysis ( 20 hours)</b>	To analyze the course book and also the content	<p>Pedagogical Analysis of Course Book : Varieties of literature – Intensive and Extensive readers</p> <p>Content Analysis –</p> <p>Teaching of Prose- Teaching of Poetry Teaching of Composition</p> <p>Pedagogic analysis of lessons in course book</p> <p>Pedagogy and Andragogy-</p>	<p>Role of course book in teaching-Content of English course book in relation to aims and objectives of teaching English; Course book as an aid for the teacher and the learner</p> <p>Content analysis of variety of types of lessons-meaning, objectives and advantages -prose, poem, narrative, travelogue, memoir etc</p> <p>Content analysis of lesson for intensive reading and extensive reading</p> <p>Phases following behaviorist and constructivist approach; Contextual presentation; Activity oriented presentation</p> <p>Teaching of Composition -types : guided and free</p> <p>What, why, how of pedagogic analysis; The link of content analysis and pedagogic analysis</p> <p>Practice in pedagogic analysis</p> <p>Pedagogy and Andragogy- The concept-differences and pre-requisites</p>	
<b>Unit -5 Planning of instruction ( 10 hours)</b>	To know the need and importance of planning	<p>Planning –</p> <p>Herbertian steps of planning and</p>	<p>Planning- need and importance ; types of planning -year plan, unit plan, lesson plan what and how; Theory on types of planning</p> <p>Practice in developing the three types</p> <p><b>Steps of Joh Fredrik Herbart</b>-(preparation, presentation, comparison and abstraction,</p>	

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		Glover plan	generalization, application) Development of lesson plans- Preparation of lesson plans for prose and poetry from behaviourism to latest followed inschools	
<b>Unit -6 Evaluation in language (15 hours)</b>	To understand the evaluation in language	Oral and written test - importance of essay type -CCE - Grading – evaluation criteria for various discourses - Preparation of Test design and Blue-print for language evaluation– Remedial teaching -Preparation of Port-folio at the end of a course; Editing Text books, thematic editing, content editing, grammatical editing, and transcreation	Testing language skills Types of tests Oral and written test for different process and product skills CCE-what, techniques and criticism Grading what and how Editing-what-process –types Exercise on editing Scoring indicators for different types of discourses Remedial measures-diagnosis and remediation Port folio-what-how-need-example  <i>Transcreation</i> (process of adapting a message from one language to another, while maintaining its intent, style, tone and context)	

### Task and assignments

Preparing lesson plans for teaching prose and poetry

Preparation of portfolio at the end

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## EDU 10.2 PROFESSIONALIZING ENGLISH EDUCATION

**Contact Hours: 50 (Instruction)      Maximum Marks: 50 (External: 40, Internal: 10)**

Objective

- After the completion of this course the learner will acquire knowledge, skill and experiences to professionalize teaching.

UNITS	OBJECTIVES	CONTENT	SCOPE OF THE CONTENT	REFERENCES
<b>Unit -1 Professionalism (15 hours)</b>	1. To understand the need of professionalism	Profession – Professional --- Professionalism-- meaning, need and importance Qualities of a professional teacher in English -ways to inculcate professionalism in teaching Professionalization of teaching In-service and pre service courses Leadership qualities and types	<b>Profession –Meaning–</b> (Any type of paid job that requires special education, training, and skill) <b>Importance of a profession-</b> specialized knowledge, Deeper internship etc. ( A brain storming session on the differences among Job, career and profession may be organized) <b>Professional ---</b> (People having a job which needs special training and a high level of education) <b>Qualities of a professional-</b> qualities like Specialized knowledge, Professional ethics, Competency etc. <b>Professionalism—Meaning-</b> (high standard that is expected form a professional who is well trained in a particular profession.) <b>Professionalization-Meaning-Need-Challenges-</b> (Social process by which any trade or occupation transforms itself into a true "profession of the highest integrity and competence.”) <b>Need for professionalization</b> –Importance of professionalization to develop various professional qualities like updating knowledge and skills <b>Techniques for professionalizing-</b> (Techniques like Deeper internship and prolonged training etc.) <b>Challenges for professionalizing teachers-</b> challenges like Lack of proper supervision, Indifference and negative attitude of teachers <b>etc</b> (Teacher educators are expected to organize various innovative session to highlight the importance of professionalization of teaching and to expose the opportunities after professionalizing.) <b>Teaching as a profession-Teaching requires</b> (Sound body of knowledge; Special training and practice, Multi skill activity, Creates all professionals, Demands punctuality and regularity-etc) <b>Pre-service-Nature-Importance and Challenges-</b> (Training programmes or courses specifically arranged to acquire the skill, special education and training for becoming a professional before joining the service-B.Ed, D.Ed	Mohan.R(2011)Teacher Education, New Delhi Phi,Pvt-Ltd. The journal of English language teaching

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			<p><b>Importance of Pre-service in teaching-</b> practice and acquisition of various teaching skills, knowledge about teaching and education etc</p> <p><b>In-service program –Nature-Importance and limitation-</b>(An in-service program is a professional training or staff Development effort, where professionals In service gets trained and discuss their work with others in their peer group-Refresher and orientation courses by ASC- )</p> <p><b>Importance</b> - professional competency, sharing of ideas, thoughts &amp; skill</p> <p><b>Qualities of English professional teacher-</b>qualities like Good command over language-Good pronunciation etc</p>	
<b>Unit- 2 Global demand of English teachers (10 hours )</b>	To know the global demands of English teachers	Job Attractions - challenges in the global level Qualifying Proficiency tests; IELTS, TOEFL, etc. Equip teachers to meet global demands	<p><b>Attractions of global opportunity-</b>High salary, change in living standard, exposure to different culture and language etc</p> <p><b>Challenges in the global level-</b>High skill and competency, frequent updating of knowledge, qualifying international test, etc (A discussion on the pros and cons of global opportunity can be initiated)</p> <p><b>Global opportunity for English teachers-</b> Faculty of international schools-Global, National and Local schools-Faculty of various international courses-Online teaching - etc. ( A discussion on various opportunities after professionalizing teaching may be organized)</p> <p><b>IELTS- International English Language Testing System- TOEFL -test of English as a foreign language</b></p> <p><b>How to equip teachers to meet global demands-</b>techniques like Updating skill and knowledge, develop advanced technological skill, experiment with global educational atmosphere etc.</p>	<p><i>eltj.oxfordjournals.org</i></p> <p>The journal of English language teaching</p>
<b>Unit -3 New careers for English teachers (13 hours)</b>	To become aware of new careers in the global scenario	Language trainer - qualities; Content writers and their qualities content writing: meaning and its importance On line teaching – features, merits and demerits;	<p><b>Language trainer -qualities; like</b> Command over language, Fluency, Interpersonal skill, Mastery of multitaskingetc</p> <p><b>Content writing: Meaning</b></p> <p><b>And its importance-</b>(process of preparing educational and academic content to inform, interact with, and educate others)- professional, linguistic and creative importance is to be highlighted.</p> <p><b>Qualities of good content-</b>Well structured-Use of simple language, Proper alignment etc</p> <p><b>Content writers and their qualities-</b>Command over language Technical skill, Advanced technological skill, Mastery of multitasking etc</p> <p><b>On line teaching-meaning-advantages and limitations- Features –use</b></p>	<p><i>www.investopedia.com/terms/o/outsourcing.asp</i></p> <p><a href="http://www.ielts.org/">www.ielts.org/</a></p> <p><a href="https://en.wikipedia.org/L...">https://en.wikipedia.org/L...</a></p> <p><i>www.ets.org/toefl</i></p>

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		<p>Anchoring – qualities of an anchor; Out sourcing – meaning , merits and demerits; Running commentary ; TV reporting; Tele conferencing ; event management ; social networking ; online editing</p>	<p>of technology, no face to face communication, wide coverage  <b>Advantages and limitations</b> - Offers Choice and Flexibility, Convenient and accountable, More individual attention, etc  <b>Limitations</b> -no personal relationship between teacher and taught, threat of technological problems, need of special infrastructure facility, no development of social skill etc.  <b>Anchoring- meaning</b>-(Presentation on a stage introducing and commenting a programme to Provide better comprehension and appreciation)  <b>Qualities of an anchor</b>- Knowledge base, Ability to process new information, Command of the language, Interviewing finesse, Mastery of multitasking, Appreciation of all roles, Acute sense of timing Appealing body language, Good presentation skill, Interpersonal skill, Attractive and Audible voice with good pronunciation-Spontaneity, Creativity, Appreciation of all roles <b>etc</b>  <b>Outsourcing –Meaning</b>- (contracting with another company or person to do a particular function or job)  <b>Merits</b> -Reduces cost, Sharing of resources and its optimum use, Easy availability of employees and machinery, Recruitment of expertise  <b>Demerits</b>-lack of commitment and continuity, loss of originality etc  <b>Running commentary</b>-( verbal description of events given as they occur) ; <b>Meaning and importance</b>  <b>TV reporting-Meaning and importance</b>-presenting a verbal account describing in detail an event or program on television to provide first hand information  <b>Features</b>-Clarity, Audibility, Continuity, Fluency, Well familiar with the programme or event, Deep knowledge of the different aspect of the event, Enjoyable and interesting ,Spontaneity, Creativity  <b>Tele conferencing-Meaning</b> – Conference of people from different location through tele communication system  <b>Importance</b>- Extends educational opportunity Reduces cost Makes learning, individualized, Exposure to native speaker  <b>Event management-Meaning</b>- paid professional service to initiate,</p>	<p>The journal of English language teaching</p>
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			<p>organize and manage a programme effectively )</p> <p><b>Process-</b> Knowledge about target audience, Detailed planning of different phases, Proper budgeting, Proper supervision and monitoring, Effective utilization of human resources, Delegation of duty</p> <p><b>Social networking-Meaning-</b> a form of expression, interaction, and community building among internet users to share their ideas, videos, and other activities online</p> <p><b>YouTube, Twitter, Facebook and Podcasting etc-</b>A discussion on use of each of these social media can be organized(Sharing Of ELT resources, video clipping, interaction exposure to native language etc)</p> <p><b>Importance of social media-</b> Chance to interact with native speakers, Development of creativity, Interaction with expert</p> <p>Develop critical thinking skill, Personalize learning <b>etc</b></p> <p><b>Online editing-Meaning-Characteristics-</b>(Editing through internet)-<b>Process</b> –addition, deletion, correction and alteration-<b>Types-</b>Content-Technical-Language-<b>Levels-</b>Syntactic-thematic-spelling &amp; punctuation errors-</p> <p><b>Qualities of editor-</b> (Subject knowledge, Language proficiency, Interpersonal skill, Technical skill, Imagination, Creativity, Spontaneity Of thought etc)</p> <p>(Teacher educators are expected to organize various simulated session to give real experience of Anchoring, Reporting etc.)</p>	
<p><b>Unit -4 ( 12 hours)</b> <b>E- learning materials in English</b></p>	<p>To understand and experience various language learning materials</p>	<p>Nature of e-learning materials and its preparation Language related co-curricular activities and its organization Preparation of a multimedia package ELT journals</p>	<p><b>E-learning material-Meaning and importance-Nature of E-learning material-</b>easy access, Long retention, Multiple access, easy retrieval, easy sharing etc.</p> <p><b>Preparation of e learning materials-</b> e-content authoring- Development of digital content using special authoring tools to be delivered on websites.</p> <p><b>Stages-</b> Setting the goal, Planning-selection, Sequencing Research target audience; Prepare script and story board; Drafting; Revising; Editing, Publishing, Evaluation</p> <p><b>Language related co-curricular activities and its organization</b> (Discussion on organization of various co-curricular activities like magazine, club, debate, vocabulary corner etc)</p> <p><b>Principles of organizing-</b>variety, relevance, need, skill based etc.</p>	<p>Any book on technology Various Online Resources <a href="http://www.geteducated.com/teaching-online">www.geteducated.com/teaching-online</a>.</p> <p>Various ELT Resources <a href="http://www.poynter.org/2011/8">www.poynter.org/2011/8</a></p>

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			<p><b>Preparation of a multimedia package-Importance of multimedia package</b>-development of various skill, better comprehension, long retentions , native like proficiency, exposure to native language etc</p> <p><b>Preparation-</b> (ADDIE Model)research target audience-planning-development of script and story board-drafting- editing-applying visual effects and images- publishing and evaluation</p> <p><b>Familiarizing different modes like PPT, Video, Animated Video etc</b></p> <p><b>ELT journals</b>-Introduction of various ELT journals- <b>Its importance</b> – Research in ELT, Familiarity with New trends and recent approaches in ELT (Student teachers have to be acquainted with various ELT Journals, Story books, ELT Programmes on Television, News papers, Magazines, dictionaries)</p>	<p>Halvorsen (2009) Halvorsen, A. (2009). Social networking sites and critical language learning, In M. Thomas (Ed.), Handbook of research on Web 2.0 and second language learning (pp. 237–258). Hershey, PA: IGI Global</p>
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### Tasks and Assignments

1. Report on any two recent researches in English Language Teaching.