CENTRAL UNIVERSITY OF HARYANA School of Education

Teaching Plan

Programme: B.Ed. Year: I Course Code- SOE020211C3014 Credit: 04 Name of Teacher: Dr. Manju Session: 2018-20 Semester-II Course Title: Pedagogy of English Maximum Marks: 100

1. Teaching and Examination Scheme:

		Teaching Schem		Examination Scheme			
	(Unit y	wise Division of Teac	ching hours)	CIA	TEE	Total Marks	
Unit No.	L	T/P	(L+T+P)				
Ι	12	1	13			100 Marks	
II	18	1	19	30 Marks	70 Marks		
III	18	2	20				
IV	12	1	13				
TOTA L	60	05	65				
		Tutorial/Teacher Guided S Assessment and TEE- Te	tudent Activity, P - Practicum/Pr erm End Examination	actical.			

2. Unit-wise Teaching Plan:

Unit/Topic	Approximat	Content	Teaching	Learning Outcomes	Evaluati	Suggested Learning Resources
	e Hours	Outlines/Teaching Points	Strategies		on	
	(Lecture/Tut		_		Strategie	
	orial/Practic				s	
	um/					
	Practical)					
Unit-I						Books:
An overview and specificities of the English language and	12 Hours			On completion of this unit the students will be able to: (i) Explain the concept and	Students' will	1. Kushwaha, G.S.(2017). English Phonetics and Pronunciation for

 its importance (i) Concept, nature, function and importance of English language. (ii) Linguistic characteristics of English language features of English language pronunciation, elementary knowledge of English sounds, stress, rhythm, intonation. (iii) Basic language skills: Listening, speaking, reading and writing. 		 1.1 Concept and nature of English language 1.2 Functions of English language 1.3 Importance of English language 2.1. Features of English language pronunciation 2.2.Elementary knowledge of English sounds 2.3. Stress 2.4. Rhythm 2.5.Intonation 3.1. Basic language skills 3.2. Listening skill 3.3. Speaking skill 3.4. Reading skill 3.5. Writing skill 4.1. Aims of teaching English language at secondary level. 4.2. Objectives of teaching English language at secondary level. 	Lecture cum Discussion Communic ative Approach Lecture cum Demonstra tion	 nature of English language. (ii) Understand the functions of English language. (iii) Critically evaluate the importance of English language. (iv) Grasp the pronunciation, stress, rhythm and intonation pattern of English language. (v) Understand and evaluate the importance of different language skills and teaching strategies to inculcate and enhance the listening, speaking, reading and writing skills of English language. (vi) Highlight the different aims and objectives of teaching English language at secondary level. 	prepare assignme nt and present their views/ide as on the various topics and sub topics covered under this unit. & Unit test	 Indian Learners. New Delhi: Notion Press. Web source: http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf http://journals.euser.org/files/articles/ejls_jan_apr_15/Lore_na_Manaj.pdf https://www.oposinet.com/te_mario-primaria-ingles/temario-2-educacion-primaria-ingles/topic-3-development-of-language-skills-listening-speaking-listening-and-writing-communicative-competence-in-english/ http://cdwaymade.blogspot.com/2012/10/aims-and-objectives-of-teaching-english.html http://www.languageinindia.com/oct2016/vertienglishobjectives2.pdf http://shodhganga.inflibnet.ac_in/bitstream/10603/9578/9/09_chapter%201.pdf http://www.bdu.ac.in/cde/docs/s/ebooks/B-Ed//TEACHING_OF_ENGL_KAP
Unit-II Approaches and Methods to Teaching of English (i) Difference between 'Approach' and 'Method'	18 Hours	1. Meaning and difference between approach and method.	Lecture cum Discussion	On completion of this unit the students will be able to: (i) Understand the meaning of the terms-approach and method. (ii) Differentiate between term-	-do-	

 (ii) Inductive and Deductive Approach (iii) Multilingual Approach (iv) Whole Language Approach (v) Constructive Approach (vi) Structural Approach (vii) Communicative Approach (viii) Constructive Approach (viii) Constructive Approach (ix) Grammar Translation Method (x) Direct Method (xi) Bi-lingual method (xii) Audio-Lingual Method 		 Concept, meaning and difference between inductive and deductive approach of teaching. Concept and meaning of multilingual approach. Explanation with the examples. Whole language approach Constructive approach Structural approach Structural approach Constructive approach Constructive approach Structural approach Grammar translation method Direct method Bi-lingual method Audio- Lingual method 	Concerned approach and method	 approach and method. (iii) Grasp the meaning and difference between inductive and deductive approach of teaching. (iv) Critically illustrate the implementation of the multilingual approach of teaching with examples. (v) Understand the importance and process of implementation of whole language approach in teaching learning process in the classroom. (vi) Apply the constructive approach in teaching learning learning process. (vii) Understand the meaning, implementation and importance of structural, communicative, constructive, grammar translation, direct and bi-lingual approach of teaching. 	nd%20methods%20of%20tea ching%20english&lr&pg=PA 3#v=onepage&q=latest%20ap proaches%20and%20methods %20of%20teaching%20englis h&f=false • https://books.google.co.in/boo ks?id=VxnGXusQII8C&lpg= PR7&ots=qhsplbbygN&dq=l atest%20approaches%20and %20methods%20of%20teachi ng%20english&lr&pg=PR7# v=onepage&q=latest%20appr oaches%20and%20methods% 20of%20teaching%20english &f=false
Materials and Skillsof Teaching Englishand Lesson Planning(i) Basic TeachingSkills: Skills ofIntroduction,	18 Hours	 1.1. Introduction to basic teaching skills. 1.2. Skill of introduction: meaning, components and 	Lecture cum demonstrat ion	On completion of this unit the students will be able to: (i) Understand, evaluate and use different teaching skills: skill of introduction, skill of explanation, skill of probing	Krishnasamy.N.&Krishnaswamy.L.(2 016). <i>Teaching English- Approaches,</i> <i>Methods and Techniques</i> .New Delhi:Padmavathi Publications. Web Sources:

E standing Dati	111 start sur				
Explanation, Probing	illustrations.		question, skill of illustration	-do-	• <u>https://www.cambridge.org/</u>
question, Illustration	1.3. Skill of explanation:		with example, skill of stimulus	-00-	id/cambridgeenglish/catalog
with examples,	meaning, components and		variation, skill of using writing		/teacher-training-
Stimulus Variation,	illustrations.		board and skill of reinforcement.		development-and-
Using Writing Board	1.4. Skill of probing				research/cambridge-guide-
and Reinforcement.	question: meaning,		(ii) Grasp the proper		learning-english-second-
	components and		understanding of different steps		language/cambridge-guide-
(ii)Teaching of Prose,	illustrations.		and methods of teaching prose,		learning-english-second-
Poetry, Composition	1.5. Skill of illustration with		poetry, composition and		language-apple-ibook-
and Grammar.	examples: meaning,		grammar.		google-ebook-kindle-ebook-
	components and		-		ebookscom-
(iii) Lesson Plan for	illustrations.		(iii) Evaluate the importance and		ebook?format=36&isbn=97
different genres based	1.6. Skill of stimulus		utility of underlying principles		81108408455
on the Bloom's	variation: meaning,		of using Bloom's Taxonomy in		• https://www.cambridge.org/
taxonomy.	components and		writing instructional objectives		id/cambridgeenglish/catalog
<u> </u>	illustrations.		in behavioral terms.		/teacher-training-
(iv)Steps of designing	1.7. Skill of using writing				development-and-
a lesson-plan in	board: meaning,		(iv) Develop skill of writing		research/teaching-and-
English for power-	components and		lesson plan for teaching prose,		developing-reading-
point and multimedia	illustrations.		poetry, composition and		skills?format=41&isbn=978
applications.	1.8. Skill of reinforcement:		grammar.		1316647370
applications.	meaning, components and		grammar.		
(v)Teaching Learning	illustrations.		(v) Understand the steps of		• <u>https://www.cambridge.org/</u>
Materials and Aids-	2.1.Teaching of prose: steps,		formulating lesson plan by the		id/cambridgeenglish/catalog
Print media; other	2.1.1 eaching of prose, steps, methods and illustration.	Lastura	use of multimedia approach and		<u>/teacher-training-</u>
· · · · · · · · · · · · · · · · · · ·		Lecture			development-and-
reading materials such	2.2. Teaching of poetry:	cum	MS power-point.		research/teaching-and-
as learner-chosen texts,	steps, methods and	Discussion			developing-reading-
newspapers, class	presentation.		(vi) Develop critical thinking		<pre>skills?format=ET&isbn=97</pre>
libraries, ICT – audio-	2.3. Teaching of		and skill in utilizing the teaching		<u>81316647349</u>
visual aids including	composition: steps, methods		learning materials in teaching		• <u>https://teaching.uncc.edu/se</u>
CALL programmes.	and presentation.		English in Indian perspective.		rvices-programs/teaching-
	2.4. Teaching of Grammar:				guides/course-
	steps, methods and		(vii)Present to overview		design/blooms-educational-
	illustration.		regarding the uses and		objectives
	3.1. Introduction to Bloom's		limitations of these aids.		• https://en.wikipedia.org/wik
	Taxonomy.				i/Bloom%27s_taxonomy
	3.2. Format of lesson plan				 https://youtu.be/laf3EOC58
	for teaching prose.	Lecture			uE
	3.3. Format of lesson plan	cum			
	for teaching poetry.	Demonstra			<u>https://youtu.be/LR5VwFB</u> kvJs
	3.4. Format of lesson plan	tion			
	for teaching composition.				• <u>https://www.researchgate.ne</u>
	3.5. Format of lesson plan				t/publication/318215081_Te
	for teaching grammar.				aching materials and teac
	4.1. Steps of designing				<u>hing aids -</u>
	Steps of designing				

		 lesson plan for presenting through power point. 4.2. Steps of designing lesson plan through the means of different multimedia applications. 5.1. Introduction to meaning and importance of teaching learning materials and aids in teaching learning process. 5.2. Meaning, importance, uses and limitations of print media as a teaching learning aid. 5.3. Meaning, importance, uses and limitations of learner chose text, newspapers and class libraries as a teaching learning aid. 5.4. Meaning, importance, process, uses and limitations of CALL Programme as a teaching learning aid. 	Lecture cum Discussion			<u>1 teaching material</u> • <u>https://www.youtube.com/watch?v=k9L5uOsOIoc</u> • <u>http://www2.nkfust.edu.tw/ ~emchen/CALL/unit1.htm</u> • <u>http://web.warwick.ac.uk/CELTE/tr/ovCALL/booklet1.</u> <u>htm</u>
Unit-IV Basic Teaching Skills, Activities for Language Acquisition and Evaluation (i) Importance of Planning co-curricular activities- Discussions, Debates, Speech, Language Games, Workshops, Seminars. (ii) Importance of Role Play, Simulations, Language Laboratories and Smart classrooms. (iii) Concept and importance of Action Research for effective teaching.	12 Hours	 1.1. Meaning, importance and process of implementation of co- curricular activities- Discussions and debates. 1.2. Meaning, importance, uses and delimitations of using language games, workshops and seminars in teaching English as a foreign language in India. 2.1.Importance of role play and simulation in language acquisition. 2.2. Meaning, importance and limitations of language laboratories and smart classrooms. 	Lecture cum discussion Discussion cum Demonstra tion Lecture cum Discussion	On completion of this unit the students will be able to: (i) Acquaint himself/herself with the meaning, importance, process and limitations of different co-curricular activities for enhancing language acquisition skills. (ii) Get familiarize with the concept and importance of action research in the teaching learning process. (iii) Develop critical understanding of meaning, significance and strategies of remedial teaching. (iv) Understand and evaluate the meaning and importance of action research in the teaching learning process.	-do-	 <u>https://study.com/academy/lesson/co-curricular-activities-definition-advantages-disadvantages.html</u> <u>http://shodhganga.inflibnet.ac.in/bitstream/10603/44243/8/08_chapter%201.pdf</u> <u>http://shodhganga.inflibnet.ac.in/bitstream/10603/44243/8/08_chapter%201.pdf</u> <u>http://www.witslanguageschapter%201.pdf</u> <u>http://www.witslanguageschapter%201.pdf</u>

(iv) Meaning,	3.1. Concept and	(v) Become efficient in	/Teaching-Tips-Using-
significance and	importance of action	constructing objective type test.	Games-in-the-English-
strategies of Remedial	research for effective	(vi) Grasp the meaning and	Second-or-Foreign-
Teaching.	teaching.	importance of CCE and also	Language-classroom.aspx
(v) Concept of unit	4.1 .Meaning, significance	become able to differentiate	
test, construction of	and strategies of remedial	between formative and	 https://www.teachingenglish
objective type test and	teaching.	summative assessment.	.org.uk/article/role-play
online testing.	5.1. Concept of unit test and		• http://iteslj.org/Techniques/
C	online testing.		Krieger-Debate.html
(vi) CCE (Continuous	5.2. Construction of		https://www.teachingenglish
and Comprehensive	objective type test.		.org.uk/article/action-
Evaluation), its	6.1. Meaning and		research-0
meaning and	importance of CCE.		
importance,	6.2. Assessment formats:		• <u>https://www.edb.gov.hk/en/e</u>
Assessment formats	Formative and summative.		<u>du-</u>
(Formative	Formative and summative.		system/special/resources/ser
			<u>c/irtp/book-3.html</u>
assessment,			• <u>https://www.sciencedirect.co</u>
Summative			m/science/article/pii/S18770
Assessment).			42813000669/pdf?md5=5b5
			206772c9f338073314d58f98
			52176&pid=1-s2.0-
			S1877042813000669-
			main.pdf
			• http://www.cbv.ns.ca/sstudi
			es/links/learn/1444.html
			• https://citl.indiana.edu/teac
			hing-resources/assessing-
			student-learning/test-
			construction/
			<u>https://cbseportal.com/info/I</u>
			mplementation-of-CCE-
			Formative-and-Summative-
			Assessments

Internal Assessment Strategies: The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	15
3	Percentage of attendance		05
	Total Marks		30