



Annexure 'CD – 01'
AMITY UNIVERSITY
— UTTAR PRADESH —

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
3	1	0	0	4

Course Title: TEACHING OF ENGLISH

Course Code: **Credit Units: 04**

Course Objectives: To equip students with knowledge, skills and attitude for the pedagogy of English Language in Indian classrooms

Pre-requisites: Graduation/Post Graduation in English Literature

Student Learning Outcomes: To enable the student teachers to:

- Gain insight into the nature of language competence and language proficiency
- Formulate objectives of teaching English in behavioral terms
- Adapt various alternative approaches to teach English appropriately to meet learner's needs
- Make judicious use of instructional materials and media
- Use testing in language appropriately
- Reflect and practice
- Develop all the four language skills (listening, speaking, reading & writing) and the ability to teach these linguistic skills to their pupils.
- Improvise and use appropriate instructional aids for teaching English.
- Develop competencies to plan and teach lessons in English prose, poetry, grammar and composition prescribed at secondary level
- Identify and analyze errors and plan remedial instruction in English language plan action research on problems related to teaching and learning in English.
- Use various techniques for evaluating learner achievement in English.

Course Contents/Syllabus:

	Weightage (%)
Module I: Nature of English Language	20
Descriptors/Topics <ul style="list-style-type: none"> • Concept of Language competence • Language Proficiency : BICS and CALPS • Principles of Language Teaching • Status of English in India • Indian English Literature: An Evolutionary Perspective • Bilingualism & Multiculturalism; and its impact on English Language Teaching in India 	
Module II: Objectives and Instructional Planning in English	20
Descriptors/Topics <ul style="list-style-type: none"> • Aims and objectives of Teaching English at different stages of schooling • Formulation of objectives in specific Behavioural Terms. • Need and Importance of Planning Instruction • Pedagogical analysis of a unit of content • Principles of Unit Planning and Lesson Planning • Preparation of a Unit Plan & Lesson Plan. • Maintaining a reflective diary and teaching portfolio 	
Module III: Approaches and methods of teaching English	20
Descriptors/Topics <ul style="list-style-type: none"> • Difference between an approach and a method. • Task based approach, co operative learning , language across curriculum , communicative language teaching , multiple intelligences • Maintaining interactive environment in the English classroom. • Pedagogy of Language: Teaching of Prose, Poetry, Drama, Grammar and Vocabulary. • Development of four basic language skills: Listening, Speaking, Reading, and Writing. • Teaching study skills 	
Module IV: Instructional Materials	20

<p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Importance of instructional material and their effective use. • The use of the following instructional aids for effective teaching of English : Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation. • Designing worksheets, reading cards, language games and handouts 	
<p>Module V: Evaluation</p>	
<ul style="list-style-type: none"> • CCE – concept and techniques • Learner achievement comprising of Testing language skills (LSRW) and language elements (vocabulary, grammar and phonology) • Development of good test items in English (objective type, short answer type, essay type) – test validity, reliability, authenticity and usability • Being a reflective practitioner (action research) • Critiquing syllabus & materials • Writing book reviews • Maintaining a teaching portfolio 	<p>20</p>

Pedagogy for Course Delivery:

Lecture, discussion, film viewing, collaborative work, field work, project work,

Lab/ Practical's details, if applicable: NA

List of Experiments: NA

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
100	0	70

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Project	Portfolio	Attendance	End Term Examination
Weightage (%)	10	10	05	05	70

Lab/ Practical/ Studio Assessment: NA

Continuous Assessment/Internal Assessment					End Term Examination		
Components (Drop down)							
Weightage (%)							

Text & References:

- Allen. H, and Cambell R (Ed.) 1972, Teaching English as second Language, McGraw Hill, New York.
- Brumfit, C.J and Johnson (Ed.) 1979, The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Donn Bryne (1988), Teaching Writing Skills, Longman, England.
- Francoise Grellet (1980), Developing Reading Skills, Cambridge University Press.
- IGNOU CTE – 02 Certificate in Teaching of English (1989), The structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989), The structure of modern English Blocks (1 to 7), IGNOU, New Delhi.
- J.D.O Connor, Better English Pronunciation, Cambridge University Press.
- 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
- M. Hari Prasad & V Prakashan (2004), Communicative English, Neelkamal Publications, Hyderabad.

Shaik Mowla & Gosh R N (2005), Techniques of Teaching English, Neelkamal Publications, Hyderabad.
Vygotsky, L S (1962), Thought and Language, MIT Press, Cambridge
Yule G (1996), The study of Language, Cambridge University Press.