**Pedagogy of Subject Area**

**COURSE 005.2**

**Pedagogy of Language – English (I)**

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

**Course Description**

This Pedagogy of Language (English) course will enable student teachers to develop a perspective on English Language teaching. It will also develop an understanding of its place and importance in school curriculum and learning-teaching other subject areas. The course will familiarize the student teacher with the recent developments and emerging trends in language pedagogy, particularly English as a language in Indian contexts. This will sensitize them to develop a perspective on the development of language capability, focus on enabling the learner to explore various ways and means to enrich language learning among learners in school contexts.

**Objectives of the Course**

**The Course will enable student-teachers to**

* Understand the nature and system of language, language learning, and develop a perspective on English as language in school curriculum in Indian contexts.
* Critically examine the beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching in the context of English language and other Indian languages

**Unit 1: Nature and Structure of Language**

1. What is language? Why do we need language?
2. Characteristics of language –Unlimited production Capacity, Displacement, Arbitrariness, arrangement of sounds to produce meaning, Socially-acquired
3. Functions of language – thought, communication, interaction, social/cultural constructs, language and knowledge
4. Rule bound system of language and grammatical elements – at the level of sounds, letters, words, meaning

* Understand the rule-bound system of language with the help of English, Hindi and local languages

**Unit 2: Language Acquisition, Learning and Development**

1. Meaning of Language Acquisition
2. Difference between Learning and Acquisition
3. Biological adaptation of Language Acquisition in human beings
4. Importance of language exposure in Language Acquisition
5. Understanding language development with the examples from varied contexts

**Unit 3: Position of English in India**

1. Status of English as a language in present context in India- English in the Constitution; Historical background of English Language in India; English and Indian Languages; similar hegemony created by Hindi with other Indian languages; English as a Link language for national (inter-state) and international communication, as ‘a window on the world’ , as a library language , as a language for higher education, as a language of science and technology, a language of better opportunities, employability and upward mobility
2. Challenges of teaching and learning English at Secondary Level in the Indian Context. Implications in classroom teaching and learning due to perceived hegemony of English language (as the Language of Social prestige, Social conflict, Disparity -rural and urban context in terms of input environment)

**Unit 4: Curriculum, Syllabus and Teaching Learning Materials for English**

1. Aims & Objectives of English Language Learning and Teaching
2. Meaning and analysis of the curriculum of English
3. Meaning and analysis of the syllabus of English
4. Meaning and analysis of the teaching learning materials of English
5. The mutual relationships among curriculum, syllabus and teaching learning materials, their appropriate order and implementation
6. Preparation and use of the language teaching-learning materials to achieve the objectives of the curriculum

**Unit 5: Developing English Language - 1**

1. Analysis of prevalent language teaching methodologies – Grammar Translation Method; Direct Method; Structural Approach ; Audio-lingual Method, Natural Method; Communicative Approach; Task- Based Language Learning; Total Physical Response; Suggestopedia, Thematic Approach (Inter-disciplinary)
2. Teaching Grammar: Teaching Components of Grammar including direct/indirect speech, parts of speech, active/ passive voice, auxiliaries, types of sentences, semantic markers, determiners, etc. Teaching grammar in an interactive and communicative way
3. Teaching Vocabulary: including active passive and adhoc vocabulary, content words, structural words, different techniques of teaching vocabulary (explanation, illustration, synonyms, antonyms, use of the child’s mother tongue, etc.)

**References**

Agnihotri, R. K. and Khanna A. L. (eds) *English Grammar in Context,*Ratnasagar: Delhi, 1996.

Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm Rooted in Multilinguality. *International Multilingual Research Journal*, Vol. (2), 1-10

Aitchison, J. (1979). *The Articulate Mammal: An introduction to Psycholinguistics*. Hutchinson & Co, London.

Aitchison, J. (2003). *Teach Yourself Linguistics*. Hodder & Stoughton Ltd, UK.

Brumfit, C. J. and J. T. Roberts*. Language and Language teaching*, Batsford Academic and Educational (H): London, 1983.

IGNOU, CTE-02. Certificate Programme in Teaching of English as a Second Language: *The Structure of English*, IGNOU: New Delhi, 1995

Pinker, S. (1994). *The Language Instinct*. London: Allen Lane.

Yule, G. (2006). *The Sudy of Langauge*. Cambridge University Press, India.