

As per Diploma in Elementary Education (DEEd) New Syllabus (2014)
Recommended by West Bengal Primary Education Board & NCTE

Outline of Teaching English

CPS-2 Language (L2)

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Syllabus

Unit-1 : Issues of Teaching English in the Elementary level in India

- Concept of first, second and foreign language—a historical view of English as a second language (ESL) in India
- Importance of English in the multilingual context in India—English as a link language-for national and international link, English as a library language
- Language acquisition and Language Learning—concept, difference between acquisition and learning stages of acquisition, factors influencing language acquisition, importance of an acquisition-rich environment, perspectives on appropriate age for learning second language
- A historical overview of development of English language Teaching in India
- Aims and objectives of teaching English—Objectives of teaching English as per the Kothari Commission and NCF-2005, Objectives of teaching English as second language in the elementary level in West Bengal

Unit 2 : Content—Proficiency

- Critical reflection upon the content of the text books from class I-VIII
- Personal response to the poems and stories in the text books
- Critical reflection on adapting the text to the individual and special needs of the diverse learners
- Reading from authentic sources beyond the text books like newspaper reports, popular and relevant stories[children's literature], rhymes, notice, popular culture and stories/folklores from local/indigenous cultures and relating them to the text
- Reading beyond the text about topical issues like ecological issues and bio-diversity, education, equity etc and relating them to the content in the text books

Unit 3 : Approaches, Methods and Techniques of Teaching English in the Elementary level

- Concept of Approach, Method and Technique—definition and difference between them, importance of approaches and methods in teacher education programs
- Structural Approach, Grammar Translation Method, Situational Language Teaching & Audiolingual method, Communicative Language Teaching, Task-based Language Teaching, Cooperative Language Teaching, Content and Language Integrated Teaching in multicultural and multilingual context, Eclectic method

- Constructivist approach to teaching English at the elementary level

Unit 4 : English as a Skill Subject

- The basic skills of language
- Teaching English as a skill based subject in the elementary level with reference to the objectives specified by the NCF 2005 and the West Bengal Board of Primary Education&West Bengal Board of Secondary Education
- Development of listening skill—importance of listening skill, types of listening, aims of teaching listening to learners at the elementary level, problems, strategies
- Development of speaking skill—importance of speaking skill, features, aims of teaching speaking to learners at the elementary level, problems, strategies
- Development of reading skill—importance of reading skill, types of reading, features, stages, aims of teaching reading to learners at the elementary level, problems, strategies/methods
- Development of writing skill—importance of writing skill, types of writing, features including mechanics of writing, aims of teaching writing to learners at the elementary level, problems, strategies
- Developing vocabulary and teaching grammar through the four basic skills—principles and strategies

Unit 5 : Teaching Learning Material for teaching English including CALL (Computer Aided Language Learning)

- Teaching Learning Material—Nature, Features, Importance in language teaching-learning, Types, Preparation of low cost TLM, principles for preparation of TLM for children with special needs
- CALL(Computer Assisted Language Learning) —Presentation of textual, graphical and multimedia Information for learners at the elementary stage; Principles; Factors for effective use of CALL for diverse learners in an inclusive classroom
- Use of Realia for teaching language — nature, features, importance, strategies

Unit 6 : Functional Grammar and Vocabulary

- Parts of speech with reference to the text books of class I-VIII
- Phrases and sentences — structural and functional division of sentences, Types of sentences, framing Wh- questions, Transformation of sentences(Positive-Negative/simple-compoundcomplex/ degree of comparison/ voice/ either-or/so-that/ neither-nor/too-to/infinitives), Joining of sentences
- Reported speech

- Functional classification of verbs (main verbs, auxiliary verbs), different forms of verbs, tenses, subject-verb agreement with particular reference to the use in the text books of class I-VIII
- Use of Phrasal verbs
- Understanding the basic elements of phonetics, stress with special reference to the words, phrases and sentences used in the text books of class I-VIII

Unit 7 : Interaction in a Language class

- Creating a child-centric, trauma-free homely environment for teaching English—principles, factors, strategies
- Concept of fluency, accuracy, appropriacy—significance of fluency and appropriacy in the English classroom at the elementary stage
- Learner interactional patterns ; Group work and pair work—nature, principles, activities for developing the four basic skills of language
- Assigning activities according to the level of the learner; Language games—developing and using (available free of cost in various websites) various language games for developing the four basic skills of language and effective class management
- Preparation of work/activity sheets including those for children with special needs for developing the four basic skills of language
- Theme based teaching (based on the prescribed text books of Class I-VIII) in an inclusive class
- Scaffolding and gradual withdrawal of support

Unit 8 : Proficiency in Framing Instructions

- Understanding the importance of giving and following instructions in a communicative setting
- Framing instructions for different activities for teaching English with reference to the content in the text books from Class I to Class VIII
- Framing tasks on Listening, Speaking, Reading and Writing-activities to be done at the Prelistening/speaking/reading/writing, While- listening/speaking/reading/writing and Postlistening/ speaking/reading/writing stages
- Designing activities and instructions on the basis of the types of activities given in the prescribed text books (like categorizing, sequencing, matching, justifying, cause-effect relationship etc) and writing down the objectives of designing each such activity

Unit 9: Proficiency in Communication

- Understanding different types of writing for elementary level students and relevant exercises

- Conversations in given contexts and simulated real life situations
- Preparing Teaching Journals—reflecting upon the teaching activities and preparing written accounts of teaching experiences based on students’ response/feedback
- Preparing book reports on books on children’s literature beyond the text books
- Reflecting and speaking on topical issues like child-labour, drop-outs, mid-day meals, equity, global warming, universalization of elementary education etc.
- Preparing wall magazines, posters related to awareness campaigns, skits etc on given themes
- Assessing Students’ performance in communication-both oral and written

Unit 10: Planning and Evaluation

- Importance of planning activities and lessons appropriate to the level of the learners
- Lesson plans—Process based teaching and Macro teaching
- Selected five skills at the micro-level of lesson planning—integration, facilitating child-centric
- learning, inspiring learner to question, developing the learners—power of observation, relating performing arts with the learning situation
- Developing tools of assessment—concept of different types of questions, developing small achievement tests with proper weightage on knowledge, comprehension, application and psychomotor type of questions/activities.
- Assessment of students—performance in the four basic skills of listening, Speaking, Reading, Writing
- Creating students’ profile and recording performances
- Remedial measures
- Undertaking Action Research projects under the supervision of teacher educators—for example :
 - i. Understanding the various difficulties of learning English among the students of a particular class of schools within the vicinity of the respective teacher education institute, clustering them into certain patterns and providing remedial measures **OR**
 - ii. Identifying the learning needs and difficulties of diverse learners with special needs in a particular class of schools in the vicinity of the Teacher Education Institution and providing measures for teaching English to such learners with individual learning needs.

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