**Department of Education**

**Shyama Prasad Mukherji College**

**Plan of Teaching and Assessment 2022-23**

**Course and Year: B.El.Ed. (II year)**

**Faculty: Nidhi Seth**

**Paper: P 2.1 (Language across the Curriculum)**

**No. of Classes** (per week)**: 3**

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| **Plan of Teaching** | |
| **Month: August 2022** | |
| **August: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **4th week (Aug)** | Students’ introduction; Introduction to the course |
|  | **Month: September 2022** |
| **September: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st week** | Introduction to the paper, discussion on the title of the paper and links with previous language papers  Discussion on “What is language?”  Purposes for which children use language (Reading)  -Kumar, K. (2000, Reprint). The Child's Language and the Teacher. National Book Trust: Delhi.  Discussion on purposes of language continued  Briefing on functions of language |
| **2nd week** | Halliday’s Functions of language (Reading and discussion)  -Pinnel, G.S. (1985). Ways to look at the functions of children’s language. In A. Jagger and M. Smith-Bruke (Eds), Observing the language learner. International Reading Association: Newark, DE. |
| **3rd Week** | Comparing the two frameworks (purposes and functions)  Deriving classroom implications through discussions |
| **4th Week** | Conditions suitable for language learning. (Reading Brian Cambourne’s article and discussion drawing on examples from real life)  Butler, A., & Turbill, J. (1987). Towards a reading-writing classroom. Heinemann: Portsmouth.  Ch 2 Language, Learning and Literacy (pp 2-4)  Discussion on text and YouTube video on Brian Cambourne continued |
| **5th week** | Talk in the classroom – Classroom discussion drawn from reading of:  Kumar, K. (2000, Reprint). The child's language and the teacher. National Book Trust: Delhi. (Ch 3)  -Traditional View  -Giving space to children’s talk in the classroom  - Visual literacy and picture talk  Joshi, K. (2008). “Chitratmak pustaken: Bachhon ke saath anubhav aur tippaniyan”. In L. Pandey (ed) Padhne Ki Dahleez Par. New: Delhi: NCERT |
|  | **Month: October 2022** |
| **October: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Talk in the classroom: Strategies and activities  -Bringing in stories: benefits, stereotypes, morals, strategies and more- Linking with Bookworm video on Jamlo Wlaks  -Drama: benefits; drama in the classroom vs drama for performance- Linking with Diwaswapna  -Gijubhai (2020). Diwaswapna. Delhi: Prabhat Prakashan |
| **2nd Week** | Theatre presentations by students on Talk. |
| **3rd Week** | Kumar, K. (2008) Ashok ki Kahani. In Lata Pandey (Ed.) Padhne ki dahleez par. New Delhi: NCERT (pp. 55-58)  Discussing the bottom up approach with the students  Examination of primers available in the market (of as many languages as possible) to identify features of primers. |
| **4th Week** | Examination of primers  Sinha, S. Acquiring Literacy in Schools. In Sonika Kaushik (Ed.). Reading for meaning: A collection of writings on the process of reading (pp 55-64): Reading Development Cell, NCERT: Delhi. |
| **5th Week** | Understanding reading as a process w.r.t to reading as generally understood as a decoding process.  Reading as a constructive process involving multiple skills.  Kumar, K. (2000, Reprint). The child's language and the teacher. National Book Trust: Delhi. (Ch 3) |
|  | **Month: November 2022** |
| **November: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st Week** | Introducing the Emergent Literacy perspective as a response to reading readiness.  Discussion of case vignettes and data collected by students from children in their neighbourhood  Concepts of print and writing development in the EL perspective. Students read assigned readings to draw implications for teaching reading. Discussion on implications of emergent literacy for teaching reading.  Sahi, J. (2015). In our own words. Eklavya: Bhopal   * Ch 1 Apprenticeship in literacy of many kinds. (pp. 12-17)   “Becoming a Nation of Readers: The Report of the Commission on Reading” (Selection on Emergent Literacy) |
| **2nd Week** | Significance of a Print Rich Environment   * Ch 3 The classroom space for young children (pp. 24-30)   Linking this component specifically to the story telling practicum students are asked to identify texts (stories/poems etc.) and analyse the relevance of same  Students contrast the phonics-based approach with the emergent literacy and whole language approaches to reading. |
| **3rd Week** | Significance of reading-writing experiences and exposure to print in literacy development  Sahi, J. (2015). In our own words. Eklavya: Bhopal   * Ch 5 Bridge to Literacy (pp. 43- 53)   Cambourne, B. (1987). The Reading-Writing Process. In Butler, A., & Turbill, J. (Eds.) Towards a reading-writing classroom. Heinemann: Portsmouth. (pp. 5-9) |
| **4th Week** | Introduction to the schema theory and its importance in reading. Students read selection from the report “Becoming a Nation of Readers: The Report of the Commission on Reading” (Pg. 7-20) |
|  | **December 2022** |
| **November: Week-wise Plan** | **Topics/ Units** (with details) |
| **1st Week** | Schema theory continued. David Pearson’s article on Schema theory |
| **2nd Week** | Schema theory continued- excerpts from Anderson’s work on schema theory from Learning to Read in American Schools to explicate the theory  Implications of Schema Theory for Teaching |

**PLAN OF ASSESSMENT #**

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| **S. No.** | **Topic of Assessment Task**  (Assignment/ Project/ Presentation/ Activity) | **Month of Assessment Task** | **Weightage/ Marks Assigned** |
| 1. | Formative assessment quizzes | - | **-** |
| 2. | Assignment on Functions of Language/ primers/ emergent literacy | Oct- Nov | 7 marks |

**#The nature and topic of assignment might undergo a change as the year progresses.**

**Additional Readings**

1. The Nature of Reading (Reading and Readers (pp 3-7), The reading process (pp 39-52). In Catherine Wallace (1992). Reading. New York: Oxford University Press.
2. Teale, W.H., & Sulby, E. (1991). Emergent literacy. In Handbook of Reading Research Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal and P. David Pearson (Eds.), Lawrence Earlbaum associates: New Jersey. pp 727-757.
3. Hosskisson,K., Tompkin, Gail E. (1987). Sustaining Talk in the classroom. In Language arts: Content and teaching strategies. Merrill Publishing Company: Ohio. (pp. 103-128)
4. Flint, A.S. (2008).Entering into the Literacy Landscape: Emergent Readers and Writers. In Literate Lives: Teaching Reading and Writing in Elementary Classrooms. John Wiley & Sons
5. Anderson, R. C. (2013). Role of the Reader’s Schema in Comprehension, Learning, and Memory. In Alvermann, D.E., Unrau, N.J., & Ruddell, R.B. (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.
6. Smith. J., Warwick, B.E. (1994) Cambourne’s model of literacy learning the natural way. In How Children Learn to Write. New Zealand Paul Chapman Publishing Ltd. (pp 57-63)

**List of Web Resources and ICT Tools used for P 2.1 Language Across the Curriculum**

1. <https://www.jstor.org/>

Journal database used to access quality articles on language issues and language pedagogy

1. YouTube videos:
   1. TED talk by novelist Chimamanda Adichie on how if we hear only a single story about another person or country, we risk a critical misunderstanding. Linked with storytelling
   2. Brian Cambourne: Literacy Development - Conditions of Learning: A Presentation of AIT: Agency for Technological Instruction
2. Use of PPTs by the teacher in the class
3. Kahoot
4. Google Classroom (for sharing materials and collecting student write-ups)