**Department of Education**

**Shyama Prasad Mukherji College**

**PLAN OF TEACHING AND ASSESSMENT 2022-23**

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

**Faculty:** Ms. Nidhi Seth

**Paper:** OP 4.1 (Pedagogy of Language)

**No. of Classes** (per week)**:** 3 and 1 during internship

|  |  |
| --- | --- |
| **Plan of Teaching** | |
| **Month: July 2022** | |
| **July: Week-wise Plan** | **Topics/ Units** (With Details) |
| **3rd week** | Introduction to the paper. Drawing linkages with the Language across the Curriculum paper studied in II year.  Going over the syllabus in brief |
| **4th week** | Connecting the paper to internship especially lesson planning.  Overviewing the components of the paper useful for internship  Selected readings (talk, functions of language and conditions of language learning) from Language Across the Curriculum paper to be revisited |
| **Month: August 2022** | |
| **August: Week-wise Plan** | **Topics/ Units** (With Details)  **Methods and approaches to English language teaching** |
| **1st week** | Methods and approach to language teaching: an introduction to the need for methods and the progression form methods era to the idea of pedagogy in language teaching.  Students are assigned different methods for presentation in groups. |
| **2nd week** | Watching and discussing YouTube videos on the Methods of Language Teaching  Students make presentations. |
| **3rd week** | Methods in language teaching   * a historical perspective * characteristics of each method * reasons for the emergence/need for an alternative method of language teaching   Students make presentations. |
| **4th week** | Continued  Methods in language teaching   * a historical perspective * characteristics of each method * reasons for the emergence/need for an alternative method of language teaching   Students make presentations. |
| **September week wise plans** | **Month: September 2022** |
| **5th week of Aug and 1st Week** | Discussion and revisiting of earlier readings in the light of the impending internship  Purposes for which Children use Language  Functions of Language  Conditions for language learning   * 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)   Implications for classroom procedures |
| **2nd Week** | Discussion and revisiting of earlier readings in the light of the impending internship  Talk in the classroom  Implications for classroom procedures  -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) |
| **3rd Week** | Traditional Approach to the Reading Process (Reading Readiness Perspective). Reading and discussion  Sahi, J. (2015). In our own words. Eklavya: Bhopal   * Ch 1 Apprenticeship in literacy of many kinds. (pp. 12-17) * Ch 3 The classroom space for young children (pp. 24-30) |
|  | Internship begins (1 period per week) |
| **4th Week a** | Emergent Literacy and Print Rich environment (Reading and discussion)  Sahi, J. (2015). In our own words. Eklavya: Bhopal   * Ch 5 Bridge to Literacy (pp. 43- 53) |
| **5th week** | Contd:  Emergent Literacy and Print Rich environment (Reading and discussion)  Sahi, J. (2015). In our own words. Eklavya: Bhopal  Ch 5 Bridge to Literacy (pp. 43- 53) |
| **Month: October 2022** | |
| **October: Week-wise Plan** | **Topics/ Units** (With Details) |
| **1st Week** | Class room discussion on Phonics vs whole language approach (Bottom-up vs top-down approaches) |
| **2nd Week** | Reading as a Cognitive Process   * Schema Theory * Concept of schema in context of reading   Prior knowledge and the reading process  Revisiting students’ prior knowledge   * 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.   (Analysing trick passages and experiments on schema theory) |
| **3rd Week** | Reader's context and the text  Role of Schema in aiding Reader’s Comprehension  Reading as a process: Nature of reading   * Implications of schema theory for textbook development and classroom teaching (Discussion including examples from textbooks) |
| **4th Week** | Contd. (In context of schema theory)  Exploring the nature of questions: literal, inferential and universal.  Exploring connections with the text: Text to text, text to self, text to world  (Students explored NCERT textbooks and categorized the questions) |
| **5th Week** | Connecting literacy and schema theory to story-based activities and selection of literature (Watching and discussing Bookworm’s video on Jamlo Walks etc.) |
| **Month: November 2022** | |
| **November: Week-wise Plan** | **Topics/ Units** (With Details) |
| **1st week** | Traditional approach to literature in the classroom: New Criticism perspective  Reading as an Affective process: Response to Literature  Reader Response Perspective (Rosenblatt)  -Sinha, S. (2009). Rosenblatt’s theory of reading: Exploring literature. *Contemporary Education Dialogue*, *6*(2), 223-237. |
| **2nd week** | Affective response to literature  Implications for classroom instruction at different school levels  -Woodruff, A. H. & Griffin, R. (2017). A Reader response in secondary settings: Increasing comprehension through meaningful interactions with literary texts. *Texas Journal of Literacy Education*, *5*(2), 108-116.  (Analysing textbook exercises and taking examples of children’s literature to create questions that help students respond to literature) |

**PLAN OF ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Topic of Assessment Task**  (Assignment/ Project/ Presentation/ Activity) | **Month of Assessment Task** | **Weightage/ Marks Assigned** |
| 1. | Assignment on methods and approaches to language teaching or on reader response to literature | Oct- Nov | 7 |

**Additional Readings**

1. Flint, A.S. (2008). Beginning Readers and Writers. In Literate Lives: Teaching Reading and Writing in Elementary Classrooms. John Wiley & Sons
2. Roe, B. & Smith, S. (2012). Reading in the Content Areas. In Teaching Reading in Today’s Elementary Schools. Cengage
3. Rosenblatt, R. (2014). Literature as Exploration. (5th Ed.) Modern Language Association
4. Purves, A.C., Rogers, T. & Soter, A.O. (1995). *How porcupines make love III: Readers, texts, cultures in the response-based literature classroom*. New York: Longman.
5. McVee, Dunsmore, Gavelek (2013). Schema Theory Revisited. In Alvermann, D.E., Unrau, N.J., & Ruddell, R.B. (Eds.) *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.

**List of Web Resources and ICT Tools used for OP 4.1 Pedagogy of Language**

The resources listed below are used at different times during the course of teaching.

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

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

1. <https://www.pointpark.edu/Academics/Schools/Education/ProjectChildrenLEAD/Curriculum/LessonPlans/index>

Used to discuss lesson plan samples

1. <https://www.teachingideas.co.uk/>

Used to access story writing templates and other resources for teaching

1. <https://soundcloud.com/prathambooks>

Used to access audio books

1. <https://www.eklavya.in/past-work-top/programmes-past-top/prashika-activities/173-khushi-khushi>

Used to download books for teaching in internship. To be discussed in class and used by students for planning their lessons.

1. Use of PPTs by the teacher in the class
2. Kahoot
3. Google Classroom (for sharing materials and collecting student write-ups)