

(108) Proficiency in English

Maximum Marks: 50

External: 35

Internal: 15

Design of the Course

- Each unit of the course will be linked to student-teachers reflecting on their own proficiency in English – what strategies helped them improve their own proficiency.
- Specific readings, resources and tasks to help student-teachers improve their own proficiency.

Rationale and Aim

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

Specific Objectives

- *To strengthen the student-teacher s own English language proficiency.
- To brush up their knowledge of grammatical, lexical and discourse systems in English.
- To enable students to link this with pedagogy.
- To re-sequence units of study for those who may have no knowledge of English.

Running Thread of the Course

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and memorising aspects of grammar and pure linguistics. Instead, the aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

Units of Study

Unit 1: Nature of Language

What is a language: first, second and foreign language?
Language as a means of communication and thinking
Communicative language teaching
Understanding the importance of a language-rich classroom.

Unit 2: Listening and Speaking

(Activity only, no theoretical work : Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc)

Sound system of language – phonology & prosody
Stress – word stress and sentence stress in connected speech

(Activity only, no theoretical work :Using dictionary for correct pronunciation and stress)
Phonemic drills (with the use of minimal pairs eg., bit, beat etc.)

(Activity only, no theoretical work : Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization)

Unit 3: Reading

Reading with comprehension different types of texts

Reading for global and local comprehension

Inferences, analysis and extrapolation , Discourse analysis

(Activity only, no theoretical work :Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet)

Ideas of critical literacy to analyse chapters from textbooks

Creating environment for reading – reading clubs, class libraries Reading aloud and silent reading Scaffolding: concept

(Activity only, no theoretical work : Reading different texts types like stories, poems, riddles, jokes, and instructions for games)

Unit 4: Writing

(No theoretical question, activity only: Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases, different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters)

Mechanics of writing (strokes and curves, capital and small, cursive and print script, punctuation)

Controlled/guided writing (verbal and visual inputs) Free and creative writing

Unit 5: 1 Grammar

1. Parts of speech; Phrases; Verbs
2. Kinds of sentences; Subject-verb agreement; Tenses
3. Non-finites; Voices; Narration

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press