APPENDIX - I

ANDHRA UNIVERSITY
B.ED. SYLLABUS

English
Objectives:

1. To develop student-teachers' understanding of the nature and objectives of second language teaching.

2. To develop in them the essential skills of language teaching.

3. To train them to be efficient in the use of modern successful methods and classroom techniques.

4. To improve the student-teachers' command of spoken and written English and to develop their skills in reading.

a) Introductory Topics:

Topics:

Problems and principles of a foreign language learning in comparison with learning the mother-tongue;
Vocabulary, controlled vocabulary; selection and grading of vocabulary;
The role of English in India; Present-day needs;
Present-day conditions in Indian schools;
Standards to be reached in each skill;
Approaches to modern language teaching situational oral and structural; place and use of the mother-tongue;
Sentence patterns and structural words; selection and grading of structures.

Demonstrations:
Demonstration and discussion of modern approaches in language learning, especially the structural approach.

Suggested group work or assignments:
Group discussions on the role of English in India in the present day conditions.
Selected reading from recommended books on problems and principles of learning and teaching a modern language.
Essay topics: Compare the problems of learning the mother-tongue with those of learning English.

How can the teacher improve his own classroom conditions?

b) Early Stage in Learning English:

Topics:

Oral work - Good models of pronunciation and intonation presentation and practice of new items, choral and individual practice, kinds of drill.

Situational Teaching - use of objects and actions, pictures, black-board etc. - verbal illustrations.

Early stages in reading - methods of teaching reading relation to oral work, early composition, exercises.

Early stages in writing - relation to oral and reading skills, early exercises, transcription, dictation, spelling the use of substitution tables.
Survey of primary school materials (Classes V to VII) selection and arrangement of items, integration of Handbooks and Readers.

Teaching of poetry.

Demonstration:

Demonstration-lessons and discussions-lessons incorporating oral work, reading and writing.

Suggested group work or assignments:

Device or study situations to teach related items.

Black-board drawing-supervised guidance to groups of trainees in rotation.

Black-board writing practice-Supervision as above.

Making a flannel graph and output.

Study of the syllabus, teachers' handbooks and readers.

Preparation and use of substitution tables.

Preparation of pictures for early written exercises.
c) Middle and High School English:

Topics:

Survey of syllabus and material (classes VIII to X)
integration of syllabus and Reader.

Place of the Reader in English, qualities of good Reader, Planning the lesson from the Reader.

Development of reading skills, reading aloud with expression rapid silent reading, reading for information: comprehension, supplementary reading-classes-school libraries, use of the dictionary; rapid expansion of vocabulary.

Development of writing skills; oral and written exercises guided composition techniques, various kinds of composition work correcting written English, planning remedial work.

Spelling, Punctuation:

Teaching Poetry and modern prose: aims, enjoyment appreciation, widening; cultural background-lesson-planning poetry and propose passage from the prescribed Reader.

Problem in teaching literature.
Teaching Grammar—aims, formal and functional
Grammar, deductive and inductive approaches;
suggested plan of a grammar lesson.

_Demonstration:_

Demonstration of reader based lessons and dis-
cussions of a composition class, remedial work
based on earlier composition exercises.

Demonstration of poetry and grammar-lessons.

_Suggested group work and assignments:_

Study and analysis of high school syllabus and
teaching materials (teachers' hand books and
readers)

Devising situations for the presentation of new
items.

Drawing up lesson-plans for:

a) Reader-based lesson
b) Composition lesson

Devising oral and written exercises
Framing comprehension questions based on reading
texts
Marking pupils written papers (from local school)
Analyzing written errors and planning remedial lessons
Further practice in black-board drawing and writing
Selected reading from recommended books.

b) **Additional Topics:**

1) Latest developments on Teaching of English;
   Bilingualism, use of mechanical devices;

2) **Testing and Evaluation:**

   Instructional and language teaching objectives—their
   specifications—relation to testing objectives; disadvantages
   of memory based tests; need to test practical use of
   language—linguistic content of syllabus; different
   types of questions—essay, short answers, objective
   type—merits and demerits; choice of questions balancing
   objectives; scoring key and marking scheme.

**Suggested practical work:**

1) Framing test items of all types discussions
   in terms of objectives and validity.

2) Selecting and administering test papers
   to genuine classes marking papers—reports.
3) Critical evaluation of tests in present use of tests set by others.

4) Audio-visual Aids:
   Preparation and use of classroom aids.

**Suggested practical work:**

1) Preparing a personal teaching kit.

2) Making a Flannel graph.

3) Learning to use a tape-recorder and film-strip and film projector.

4) **Teaching Pronunciation:**

   The distinctive sounds of English vowels and consonants—particular speech difficulties for such Indian speakers of English—sounds and letters the phonetic alphabet—phonetic transcription—use of pronouncing dictionary—word, accent sentence—stress and rhythm and intonation—work forms.

**Suggested practical work:**

Practice of key words illustrating English Phonetics—use of a pronouncing dictionary practice in stress, rhythm and intonation patterns—Phonetic
transcription, Oral-readings of passages: Prose including conversation and plays and poetry.

e) English Usage:

1) A mastery and critical appraisal of the structures of lexical items in the Readers in use from Standards V to X.

An analysis of common errors in the following area

a) Sentence construction—word order and question forms and question tags.

b) Use of common categories such as auxiliaries phrases, verbs, prepositions, articles, etc.

c) Use of tenses and conditionals.

d) Devices for expressing compulsion: obligation necessity, request, permission, prohibition with, preference, probability and determination.

e) Punctuation.

Practical work:

1) Writing short passages—contextualized material for illustrating the use of specific language items.
2) Producing simple exercise material for giving practice in the use of language items which present difficulties to the learner at the high school level.

3) Correcting faulty prose-sentences and paragraphs and rewriting it in acceptable (idiomatic) English.

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