APPENDIX - I

REGIONAL INSTITUTE OF ENGLISH, SOUTH INDIA, BANGALORE
FOR HIGH SCHOOL TEACHERS

COURSE CURRICULUM

1. The course curriculum comprises two parts - Content and Methodology:

   The activities under Content are:
   a) Usage
   b) Speech
   c) Reading
   d) Written English

   The activities under Methodology are:
   a) Principles and Methods of TEFL
   b) Demonstration lessons
   c) Teaching Practice
   d) Visual Aids and Practical work.

2.1. Usage

   Aim: a) To help trainees use the language in the syllabus correctly and easily.

   b) To help them conform to standard usage and get rid of common errors.
a) To give them a sense of 'appropriateness' in using English for different purposes in different situations.

d) To help them distinguish between false rhetoric and effective expression.

Means:  
a) Talks  
b) Tutorials  
c) Assignments  
d) LL Sessions  
e) Workshop Session  

2.1.1. Talks: The talks will be remedial and also explain how English is used to express wishes, moods, needs, etc.

Areas for talks

1. Traditional Grammar Vs Modern Usage—Notions of correctness

2. The simple sentence — Basic Patterns

3. Non-simple sentences — Sentence Connectors

4. Anomalous Finites

5. Time and Tense — The English Tense system
6. Tenses (contrast)
   Gen. Present Vs Pr. Progressive
   Simple Past Vs Pr. Perfect
   Simple Past Vs Past Perfect
   Simple Past Vs Past Progressive
   Pr. Perfect Vs Pr. Perfect Progressive

7. Classes of verbs

8. Concord

9. Word order:
   Direct questions
   Indirect questions
   Position of Frequency Adverbs
   Sentences beginning with 'Hardly' etc.

10. Relative clauses - (defining and non-defining)

11. Active Vs Passive

12. Direct and Indirect Speech - Sequence of tense

13. Question tags

14. Modals

15. Infinitives - 'to' inf. & bare inf.

16. Infinitives Vs Gerunds

17. Participles - Misrelated participles
   Absolute construction

18. Articles - Use and omission
19. Prepositions - Use and omission with adjectives with verb

20. Conditionals

21. Phrasal verbs - Prepositions Vs Adverbial particles

22. Right word - Wrong word (malapropisms, synonyms, homophones etc.)

23. Polite forms and social formulas

24. Idioms

25. Common Errors in Trainees' English

26. Style - False rhetoric and effective expression

Peripheral topics:

1. Slang and Dialect

2. British and American Usage

3. Structural Linguistics

4. T.G. Grammar

5. Systemic description

6. Lexis

7. Collocation

Materials for Study:

Bornby, A.S. A Guide to Patterns and Usage

Thomson, A.J. and A Practical English Grammar

Martinet
For Reference:

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Zandvoort, R.W.</td>
<td>A Handbook of English Grammar</td>
</tr>
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<td>Hornby, A.S.</td>
<td>The Advanced Learner's Dictionary</td>
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<tr>
<td>Wood, F.T.</td>
<td>Remedial English Grammar</td>
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<tr>
<td>Palmer, P.</td>
<td>Grammar</td>
</tr>
<tr>
<td>Jacobs, R.A. and Rosenbaum, P.S.</td>
<td>English Transformational Grammar</td>
</tr>
<tr>
<td>Wood, F.T.</td>
<td>An Outline History of the English Language</td>
</tr>
<tr>
<td>Foster, B.</td>
<td>The Changing English</td>
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For Practice:

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Spencer, D.H.</td>
<td>Guided Composition Exercises</td>
</tr>
<tr>
<td>Graver, B.D.</td>
<td>Advanced English Practice</td>
</tr>
<tr>
<td>Hill, L.A.</td>
<td>Intermediate Refresher Course Advanced Refresher Course</td>
</tr>
<tr>
<td>Corder, S.P.</td>
<td>An Intermediate Practice Book</td>
</tr>
<tr>
<td>Monfries H.</td>
<td>Oral Drills in Sentences Patterns</td>
</tr>
<tr>
<td>Lee, W.R.</td>
<td>English at Home (Part II)</td>
</tr>
</tbody>
</table>
Allen, W.S.  
Living English Structure

D. Horsburgh and Bhaskaran  
Strengthen your English

N. Krishnaswamy  
Modern English Grammar

RIB Materials:

2.1.2 Tutorials
These will be practice sessions in small groups to help individual application.

2.1.3 Assignments
These will be related to talks and tutorials and will not occupy more than 20-30 minutes of trainees' time.

2.1.4 Language Lab Sessions
To supplement the talks and tutorials in Usage, Language Lab sessions have been planned. Trainees will have individual practice in selected usage areas and do the exercises at their own pace.

2.1.5 Workshop Session
In the second half of the course, trainees will try their hand at analysing errors and preparing
remedial usage material for High School classes in a workshop.

2.2 **Speech:**

**Aims:**

a) to improve the trainees' spoken English especially their classroom English.

b) to enable them to note the speech difficulties of their pupils and to handle simple remedial techniques.

c) to introduce them to the phonetics of English.

**Means:**

a) Talks

b) Tutorials

c) Assignments

d) LL Sessions

e) Workshop Session

2.2.1 **Talks:**

The talks will be mainly remedial and error-oriented. Intelligibility and acceptability will be the criteria and RP will be the ideal in the background.
Areas for talks:

1. Introduction to elements of speech
2. Speech mechanism - the organs of speech
3. Classification of consonants
   - the place of articulation
   - the manner of articulation
   - the presence or absence of voice
4. Description of consonants and comparison with L₁
5. Classification of vowels -
   front, central, back
   close, half close, half open, open
6. Description of vowels and comparison with L₁
7. Sounds and spellings - Vowels
8. Phonemic symbols and transcription—Use of the Dictionary
9. Regional mispronunciations and Remedial drills
10. Accentual prominence - stress
    pitch
    quality
    quantity
11. Word stress -
    single and compound words
    stress and grammar
    stress and meaning
    stress and suffix
12. Sentence stress - stress and rhythm
   special stress

13. Strong and weak forms

14. Intonation - basic tunes
   - intonation and meaning
   - sentence pauses

15. Integrative practice in reading aloud texts -
   a) prose pieces including dialogues
   b) poems

Peripheral Topics:

1. Speech dialects

2. British and American pronunciation

Materials for Study:

Coe and Bhandari A Handbook of English Pronunciation

R.K. Bansal and Harrison Spoken English for India

J.D.O' Connor Better English Pronunciation

For Reference:

A.C. Gimson An Introduction to the Pronunciation of English
D. Jones  English Pronouncing Dictionary
Abercrombie  Elements of General Phonetics

For Practice:
M. MacKenzie  Modern English Pronunciation Practice
P. Maccarthy  A Practice book of English speech
L.A. Hill  Drills and Tests in English Sounds
W.S. Allen  Living English speech
RJE Materials

Phonetic Readers:
Daniel Jones  Phonetic Readings in English
Scott  English Conversations
MacCarthy  English Conversation Reader
Arnold and Gimson  English Pronunciation practice

2.2.2 Tutorials:
Trainees will be given remedial work in Statewise groups at the start of the course and also at its end. In addition systematic ear training and practice in speech features will be done in small groups.
2.2.3 **Assignments:**

Short assignments related to talks and tutorials will be given for individual application and these will occupy not more than 10-15 minutes of trainees' time.

2.2.4 **LL Sessions:**

The language laboratory will be used for speech improvement. The drills for listening and speaking will be so planned as to ensure a tie-up between these sessions and talks and tutorials.

2.2.5 **Workshop Session:**

In the second half of the course the trainees will prepare remedial speech material in a workshop for rooting out selected common errors in their region.

2.3 **Reading:**

**Aims:**

a) to improve the trainees' active grasp of sentence structure.

b) to help them have a better command over vocabulary.
c) to improve their reading speed and comprehension.

d) to give them the reading habit.

Means: a) Intensive Textual study

b) Extensive Reading of passages and full-length books.

2.3.1 Intensive Textual Study:
Short passages will be used in groups for silent reading, discussion, vocabulary study, more advanced structural and usage work, paragraphing and an element of stylistic appreciation. Trainees will be given the passage well in time to enable them to read it and prepare themselves for the discussion.

2.3.2 Extensive Reading:
Longer texts of contemporary writing will be used in groups for rapid reading with comprehension and these will not need more than one period to finish. These will have variety in subject matter and style. In addition, 8 books (4 in
each spell) will be set for reading at home and discussion in groups. It is hoped that trainees will develop the reading habit and read extensively novels and books dealing with adventure and popular science and make the best use of the Institute library.

2.4 Written English

Aims: a) To help trainees use the English of the High school syllabus correctly in writing.

b) To enable them to make up supplementary written exercises for Classes VIII–X

c) To help them use English correctly when they write letters, reports, summaries, articles etc.

d) To help them appreciate and imitate clear model of modern English writing.

Means: a) These will highlight the differences between spoken English and written English.
b) Deal with register and style  
c) Explain the features of modern written English as distinct from Lamb, De Quincey etc.

2.4.2 Tutorials:

These will be in small groups and the exercises will be short. Some of the exercises might flow out of the study of texts for Intensive and Extensive study. Different types of exercises will be attempted.

- retelling a story
- note-taking and summarising
- describing a person, place or event
- giving directions to strangers
- writing letters of various types
- writing dialogues
- writing passages in controlled English for use in schools
- writing exercises for practising structures and vocabulary in the High school syllabus
- writing persuasively for or against a proposition.
3.1 Principles and Methods of TEFL:

Aims: a) To give the trainees a clear, well-built and unambiguous statement of methodology.

b) To help them link belief with practice and teach without much outside help.

c) To give them some idea of recent developments in methodology and principles based on the latest findings in linguistics and psychology.

Means: a) Talks

b) Tutorials

c) Assignments

d) Workshop Sessions

e) Term paper
3.1.1 Talks:

These will present the basic core of the methodology in terms of classroom practice.

Topics for talks:

1. The Nature of Language
2. Language as a System
3. Problems of a Second Language Learner
4. Motivation in Language Learning
5. Objectives and Specifications in ELT
6. The Structural Approach
7. The Oral Approach
8. The Situational Approach
9. The Use of the Mother-Tongue
10. The Place of Translation in ELT
11. The substitution Table and Pattern Practice
12. The Reader Design (parts I - III)
13. Teaching a prose lesson in the Reader
14. Teaching Reading –
   Silent Reading Vs Reading aloud
   Intensive Reading Vs Extensive Reading
   Speed and Comprehension
   Reading skills
15. Teaching the supplementary Reader
16. Teaching Poetry
17. Teaching Grammar
18. Teaching Composition -
   Guided and Free composition
   Types of composition for various levels
   Teaching procedure
   Correcting composition
   Remedial teaching
19. Teaching an Ungraded Reader
20. Teaching Spelling
21. Teaching vocabulary
22. Principles of selection and Grading
   of Structures and vocabulary
23. Language Games
24. Visual Aids in Teaching English
25. Teaching through Radio (Talk cum Demonstration)
26. The use of the Tape Recorder in the English classroom
27. EFL films
28. Play reading and dramatisation
29. Testing -
   Characteristics of a good test
   Objective testing
   Testing vocabulary
Testing structures
Testing vocabulary
Testing listening comprehension
Testing aural discrimination
Testing oral production
Testing reading comprehension
Testing writing skills
Item Analysis

Peripheral Topics:
Contrastive Linguistics
Applied linguistics and TEFL methodology
Educational Technology and Programmed learning
The syllabus in English in Training schools
The bilingual Method
Team Teaching
English for specific purposes
Current trends in Reader Design (AP Reader for Standard VIII & IX, Success with English etc.)
ELTIs in India
ELTCs and Teacher training
Reviews of some latest ELT publications
3.1.2 **Tutorials:**

These group sessions are complementary to the lecture sessions and are meant to make sure that trainees understand what is said in these lectures. Specific chapters in books can be set for reading before and after tutorials on techniques and methods. Trainees should be helped to speak with increasing confidence on professional subjects and discuss approaches and techniques with an open mind.

3.1.3 **Assignments:**

Trainees will be required to work out short practical assignments in methodology either in class or at home. These will not occupy more than 10 - 15 minutes.

3.1.4 **Workshop Sessions:**

In the second half of the course lengthier tasks will be set for cooperative effort in preparing useful notes and aids and drill materials to teach the items in the syllabus. Trainees will produce a complete handbook coverage of selected lessons in the Readers. A workshop on test items will also be organised.
3.1.5 **Term Paper:**

Each trainee will be required to write a term paper not exceeding 12 pages of ordinary writing on a specific area to be chosen in consultation with the tutor concerned. This will help him to study relevant books, collect notes, organize his ideas, and apply them to his teaching situation.

3.2 **Demonstration Lessons:**

The series will begin with a foreign language lesson in French or German or Russian when the trainees will themselves experience the difficulties of the learners. This will be followed by lessons where specific skills will be taught through specific ELT techniques based on ELT principles. These lessons will be at various levels (Standards 5 to 10) and for Teacher trainees in Training schools though a good lot of the lessons will be for high school classes. The lessons will be preceded by an introductory talk when the tutor will brief the trainees on what he proposes to demonstrate. A talk cum discussion will follow the demonstration lesson when the ELT principles and
techniques will be stressed either by the demonstrator or by a colleague if he so wishes.

Trainees will record the main steps in the lesson and their comments, which they can refer to during the discussion.

**Scheme of Demonstration Lessons:**

Foreign language lesson (on trainees)

**Std 5**  An oral lesson

**Std 6**  A reading lesson

**Std 7**  Written work

**Std 8**  A Reader lesson (5 periods)

Composition (Elementary)

A lesson from the supplementary Reader (2)

A poem

**Std 9**  A unit from a Reader lesson (3 periods)

Composition (Intermediate)

A lesson from the supplementary Reader (2)

Remedial work

A poem

A grammar lesson
Training school Students:
Usage
Speech
Talk on Method
A Radio Programme for Teachers
How to teach the teaching items

3.3 Practice Teaching:
Trainee will begin teaching small groups of children at RIE for 20 minutes each. There will be three such spells - one for Std 8 and two for Std. 9. The lessons will be planned by the trainees in advance and discussed in group. The fourth and fifth spells will be in local schools where each trainee will take two full 40 minute lessons - one for Std. 8 and one for Std. 9.

All TP will be supervised by RIE Staff and trainees will observe each other teach and
take notes for discussion immediately after
the practice teaching session.

Scheme (for each trainee)

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<th>Spell I</th>
<th>Std 8</th>
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<tr>
<td>II</td>
<td>Std 9</td>
<td>-do-</td>
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<tr>
<td>III</td>
<td>Std 9</td>
<td>-do-</td>
</tr>
<tr>
<td>IV</td>
<td>Std 8</td>
<td>one 40' lesson (at school)</td>
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<tr>
<td>V</td>
<td>Std 9</td>
<td>-do-</td>
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3.4 Visual Aids and Practical Work:

In addition to talk on Visual Aids, there will be practice sessions in blackboard writing and drawing. These will be related to the structures and vocabulary in the Reader lessons.

4. Among the other activities at the Institute the following need mention:

a) Aural Comprehension: Single tape recorder sessions will be organised for conveniently small groups of trainees to impart training in listening, note-taking, summarising etc.
b) Lecture: These will be done in group sessions. Trainees will be asked to speak for 5-10 minutes on any topic they are familiar with. A discussion will follow on speech and usage points arising from these short talks.

c) Supervised and Unsupervised study: A few periods will be provided on the timetable to help trainees read professional books and organise their ideas for the term papers.

d) Special lectures: Arrangements will be made for special talks on ELT and non-ELT topics. The aim is to make the course not only informative and instructive but also interesting and enjoyable.

5. **Films:**
In addition to films of general interest, ELT films like *VIEW AND TEACH* and *THE SCIENTIST SPEAKS* will be screened every week.

6. **Evaluation:**
The trainees will at the end of the course be graded into three classes A, B and C based on
their performance in Tutorial sessions and the
two series of tests, one half way through the
course and one at the end of the course.

In addition to an individual oral test in spoken
English, trainees will be asked to answer written
papers on

Principles & Methods
Written English
Usage
Speech (Theory)
Reading

Theory and practice will receive more or less
equal weight in the final assessment. Term
papers and assignments will also be taken into
account in the over-all evaluation scheme.