



MANGALORE UNIVERSITY
Master of Education (M.Ed.)

MES551(a) - SP: 11 - Theme A /Theme B

Theme Based Specialization Course - I

**Theme A: Pedagogy, Technology and Assessment in Education
Pedagogy and Methodology of Teaching Languages
(Elementary/Secondary and Senior Secondary Education)**

Objectives / Course Outcomes

On completion of the course students teachers will be able to:

- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning
- Gain an understanding in the pedagogy of language learning
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examine various areas of research in language education
- Survey various problems with respect to language learning
- Identify and reflect on factors affecting language policy

Unit I: Conceptual Issues in Language Learning

- 1.1 Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- 1.2 Linguistic, psychological and social processes involved in learning of languages.
- 1.3 Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit 2: Development of Language Curriculum and the Syllabus:

- 2.1 Dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques
- 2.2 Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.

Unit 3: Individualization of Language Learning

- 3.1 Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction

Unit 4: Pedagogy of Language:

- 4.1 First language, Seconded language and Third language Innovative techniques for teaching grammar, reading comprehension and written expression.
- 4.2 Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

Teaching Learning of Languages

At different stage of school education-primary upper primary secondary, and higher secondary levels-Objectives and method of teaching languages at different stages.

Contextual Problem in Language Learning

- Multilingual class room- problem of curriculum text.
- three language formula - constitution provision regarding language and
- Medium of instruction -recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language & school language-problem of tribal dialects

Practicum: The students may undertake any one of the following activities:

- A study of letters, news articles and narratives in specific language to study its organization in terms of both coherence and cohesion of content.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- A study of colloquial languages in different situations and understanding their implications for school language.
- A study of heritage languages of a geographical area and a report of the same
- A study of the home language and school language related problems and identifying plans to overcome them and a report of the same

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MES551 - SP: 11 - Theme A /Theme B

Theme Based Specialization Course - I

Theme A: Pedagogy, Technology and Assessment in Education

Pedagogy and Methodology of Teaching Malayalam

(Elementary/Secondary and Senior Secondary Education)

Objectives / Course Outcomes

- To enable students:
- To acquaint with the Nature and Functions of Language
- To acquaint with the Pedagogy of Malayalam Language
- To understand the Interrelationship between Basic language skills and their Sub skills
- To acquaint with the Theories of Language Acquisition
- To acquaint with the Multiple Intelligence theory and Language Teaching
- To get an idea about the Development of Language Curriculum
- To acquaint with Relevant areas of Research in Malayalam Language Education
- To understand the Modern trends in the Assessment of Malayalam Language Learning
- To get an idea of using ICT to support Malayalam Language Learning
- To acquaint the Professional competency, Teacher empowerment and Consciousness as a Language Teacher

Unit 1: Language as a system of communication

- Language, Culture, Society and the Individual
- Developing competence in the language skills –Listening and reading, speaking and writing
- Reading and listening as a process
- Active reading and listening
- Exposure to new style, vocabulary and linguistic practice
- Being selective-pairs and strings of words
- Noting words and phrases-organizing words and phrases
- Pronunciation and intonation
- Accuracy and fluency
- Style and register

Unit 2 : Aims and objectives of Malayalam language with reference to Secondary and Higher Secondary Level

- Principles of language learning

- Theories of Language acquisition –Environmental theory of language acquisition, Nativist theory of language acquisition, and Interactionist theory of language acquisition
- Critical pedagogy and other relevant theories regarding current practices at secondary and higher secondary level
- Detailed study of multiple intelligence theory and its class room implications with special reference to language education
- Suitable models of teaching for Malayalam language-Synetics and Concept Attainment Model

Unit 3: Curriculum in Malayalam Education

- Curriculum- Bases and principles
- The curriculum process and stages-selection of aims, Goals and objectives
- Major approaches to curriculum development
- Role of curriculum in effective teaching and learning
- Role of teachers in curriculum development
- Nature of language curriculum
- Basic considerations in curriculum planning
- Modern trends in curriculum construction

Unit 4: Resources and Evaluation in Malayalam Education:

Resources in Teaching Malayalam

- ICT to support Malayalam language learning
- Electronic resources- Computer assisted language learning (CALL) material, Web, E-books, Electronic dictionaries and grammars.
- Productivity tools –All aspects of text production- word processing, presentation tools, spread sheets and database.
- Communication tools –Computer mediated communication (CMC)
- Revised Bloom's Taxonomy
- Assessment of Malayalam language teaching
- Variables of language testing- Elements and skills.
- Elements-Pronunciation, Stress and Intonation
- Skills-Listening,Speaking,Reading and Writing
- Assessment of different skills
- Teacher made test and standardized test
- Standardization procedure of an achievement test
- Different assessment techniques used for discourses
- Portfolio assessment

Malayalam Teacher

- Professional traits of a teacher
- Need for professional development of teachers
- Pre-service and in-service training, Induction phase
- Different modalities of in-service training
- Professional organizations
- Reflective teaching

- Teacher portfolio
- Strategies for coping personal and professional stress

Practicum:

- Development of Unit plans and Lesson plans considering theories of Nativist theory of language acquisition, Interactionist theory of language acquisition.
- Preparation of lesson transcript based on Synetics Model

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