

Devi Ahilya Vishvavidyalaya Indore(M.P.)
Syllabus For

**B. Ed. Two Year (Four Semester) BACHELOR OF
EDUCATION**

B.ED. DEGREE COURSE

2019-20 Academic Year and Onwards

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BACHELOR OF EDUCATION (B.Ed.)
B. Ed. Two Year (Four Semesters)
COURSE STRUCTURE:
B.Ed. Course Scheme of
Examination

CoursdPaper	hourper Week	total	internal	min	external	maximu m
Group A: core paper						
CC 1: Childhood & growing Up	6	100	25	10	75	30
CC 2: Education in India- Status _ Prnblen1s and Issues	6	100	25	10	75	30
CC3: Curriculum Development & School	6	100	25	10	75	30
EPC 1 language Across the Curriculum	4	50	15	06	35	14
EPC 2 Reading and Reflecting on Texts	2	50	15	06	35	14
Total	24	400	105		295	

Note: Assignments & Tasks for Courses I, 2, 3

GUIDELINES FOR INTERNAL ASSESSMENT:

- 1. The college shall submit lo the University all the internal**

assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.

2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hour without any intimation; and during such surprise visit, the screening committee shall verify the IA records.

3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i) Total Internal Assessment (ii) individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).

4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).

5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.

6 The decision of the University shall be final.

SCHEME OF EXAMINATION

There shall be a University Examination at the end of each semester.

2 Scheme of studies and examination of the B.Ed. Course

3 The External and internal assessment for each Theory and (MOT)

paper shall be 75 and 25 marks respectively.

Theory Examination - Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total Marks	Nature of objectives to be covered
A	11 Questions out of 14 questions to be answered	5	55	Knowledge/ Understanding/Comprehension type questions. Each should be answered not more than one Page (100-150 Words)
B	2 Questions out of 4 questions to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

Note:

1. All units in a given subject/paper should be adequately represented in the question Paper.
2. Due weightage in terms of marks should be given to each unit

Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows

Particulars	Marks
A attendance	5 Marks
First test	5 Marks
Second test	5 Marks
Assignment	10 Marks

Attendance Marks Split-up

Attendance I II Percentage	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Bachelor of Education (B.Ed.) Course
Compulsory Paper

Semester-I

CC1: Childhood & Growing Up
Objectives:

- 1. To develop an understanding of different aspects of a child's physical, motor, social and emotional development.**
- 2. To understand the developmental process of children with diverse abilities in social, cultural and political context.**
- 3. To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.**
- 4. To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.**
- 5. To build an interdisciplinary framework to interpret, analyse observations and interactions from cross culture psychology.**
- 6. To develop critical deconstruction of significant events that media highlights and creates during childhood**
- 7. To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.**
- 8. To develop the power to interpret how gender caste and social class may impact the lived experience of children.**

CONTENT

Unit 1: Perspectives in Development

- Concept , Meaning ,Scope and Function and Educational Psychology**
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and**

developmental theory

- **Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development**
 - **Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget**
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Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

- **Child as a developing individual; a psycho-social entity; stages of development**
- **Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships**
- **Developmental tasks of childhood and adolescence and their implications**
- **Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers**
- **Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an Urban Slum, Growing up in a slum, and growing up in a dalit household**

Unit 3: Social and Emotional Development

- **Basic understanding of emotions, how differential gender socialization occurs**

- **Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.**
- **Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.**
- **Development of emotions: functions of emotions, attachment-Bowlby**

Unit 4: Contexts of Socialization

- **Concept of socialization: family and child relationships; parenting, child rearing practices**
- **Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage lean1e!**
- **Relationships with peers: friendships and gender; competition and conflict cooperation, competition and conflict; aggression and bullying from early childhood to adolescent**
- **Social, economic and cultural differences in socialization: implications for inclusion .**

Essential Readings

1. **Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development Newman, B. M. and Newman, P.H.**
2. **(2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.**
3. **Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.**

4. **Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.**
5. **Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.**
6. **Mulrnda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.**
6. **Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood- A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2.**
7. **Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology. Advanced readings**
8. **Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.**
9. **Nambissan, G. (2010). Exclusion and Discrimination in Schools: experience of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute dalit studies and UNICEF.**
10. **Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and s o c i e t y 111 India. Delhi. Oxford University Press.**
11. **Sandra, L. Bern (1987). Gender Schema Theory and its Implications for child development raising gender a schematic children in a gender schematic society, in M.I., "Wais!(", (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226. •**
12. **W Weiner, M. (1991). The State and the Child in India: Child Labor and education Policy in Comparative Perspective. Princeton: Princeton University Press.**

CC 2. Education in India- Status, Problems and Issues

Objectives:

1. To develop perception of the role and functions of a teacher as envisaged in
2. The NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
3. To develop an understanding of the brief historical background of Indian
4. Education with special reference to Secondary Education.
5. To develop an understanding of the objectives and scope of Secondary Education.
6. To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System. Agencies of Education – Informal, Formal and Non-formal.

UNIT 2: Salient Features of Ancient Indian Education

- Vedic, Buddhist, Islamic Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly from the view-point of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

UNIT -3: Secondary Education

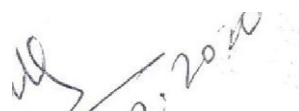
General Aims and Objectives of Secondary Education and Structure. Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992, Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and J) KSBB with respect to curriculum.4) Examination System etc.,Secondary School Teacher - Qualifications, Competences, Job profile professional Code of Ethical conduct. Role of Secondary school teacher in Emerging India.

UNIT - 4: TEACHER EDUCATION AND SECONDARY SCHOOL curriculum

- Status, Aims and Objectives of Teacher Education in India. :-
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, !ASE
- Professional organization in the field of Teacher education.
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teacher's In-service training - orientation and content enrichment programmes.

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.



References:

- i. Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- ii. Coombs Philips H (1985) the World Crisis in Education. New York. Oxford University Press, New York
- iii. Delors, Jacques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.
- iv. Dewey I (1952) Experience in Education, Collier Macmillan.
- v. Dewey S (1956) democracy in Education New York: Macmillan.
- vi. Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.
- vii. Government of India (1952) Report of the Secondary

Education community New Delhi:-Ministry of Education.

- viii. Government of India (1966) Report of Education Commission Ministry of education, New Delhi.
- ix. Government of India M.I. Hill (1986) (Revised 1992) National Policy education New Delhi.
- i. Government of India (1992) Report of Core Group on Value Orientation on Education New Delhi.
- i. Kneller G. F. (1978) Foundation of Education. New York: John Wiley and sons
- ii. Kneller George (1978) Introduction to Philosophy of Education, New York John Wiley and Sons INC.
- iii. Mani R S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, book Society, New Delhi.
- iv. Mathur S.S. (1988) A Sociological Approach to Indian Education Agara Vinod Prakashan.
- v. Mookarajee K.K. (1972) Some Great Educators of the World. Faiz, Gupta and Co. Pvt. Ltd. Calcutta.
- vi. Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.
- vii. Naik J. P. and Syed N (1974) A Student's History of Education in India, New Delhi. Macmillan Co.
- viii. Naik J. P. (1975) Equality, Quality & Quantity: The Elusive Triangle of Indian Education
- ix. Bombay: Allied Publishers. NCTE (1988) Gandhi on Education, New Delhi
- x. Salamaliha (1979) Education in Social Context. New Delhi. NCERT.

CC 3. Curriculum Development & School

OBJECTIVES:

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:

- **Curriculum -Meaning and Nature, types of Curriculum, Syllabus And Text books --their interrelationship. Issues and problems of existing curriculum.**

UNIT II:

- **Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.**

UNIT III:

Steps of Designing different Curriculum, Selection, Gradation and organization of Curriculum, Development and Implementation of Curriculum. Enrichment of curriculum.

UNIT IV: PRACTICALS

- **Evaluation of B.Ed. Curriculum**
- **Designing a Curriculum in a given condition Reviewing of Syllabus/Books**

REFERENCES:

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the new National Curriculum. London: Flamer press 1995.**
- Doll, Ronald C.: Curriculum Improvement - Decision Making and process London; Allyn and Bacon, 1996.**
- Eccles tone, katryen : How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.**
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child.New York: Maxwell McMillan International, 1994.**
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.**
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.**
- Kelly, A.V.: The Curriculum -Theory and Practices. Harper and Row Publishers, London, 1982.**
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London**

- Press Ltd., London, 1970.**
- ix. Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.**
 - x. Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.**
 - xi. Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamon Press, 1991.**
 - xii. Marnidi, IVLR. And Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.**
 - xiii. Nichols, S.I-L and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.**
 - xiv. Oriosky, D.E. and Smith, B.D.: Curriculum Development - Issues and Insights. Rand McNally College Publishing Company, USA, 1976.**
 - xv. Prasad, Janardan & Kaushik, Advanced Curriculum b. Delhi construction New Kanishka Publishers, 1997.**
 - xvi. Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., Lond911. 1971}**

EPC: I Language across the curriculum - Part 1

Objectives

- 1. Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.**
- 2. Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject and as that they are going to teach.**
- 3. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write in the language of instruction.**
- 4. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.**

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.**

Suggested Activities

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front or a smaller group)
- Discussion of characters and situations - sharing interpretations and points of view (in a smaller group).
- Writing based on the text, e.g. summary of a scene, extrapolation of story, conveying a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING SUB

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers. (various sciences, mathematics, history, geography, literature/language pieces)

For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading 111)

pairs and simple note making)

- identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)

- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)

- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

References:

- i. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chattopadhyay & Co. Ltd. Calcutta, Latest Edition
- ii. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
- iii. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
- iv. W Heaton, J.B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
- v. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
- vi. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
- vii. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamon Press, Oxford, 1982.
- viii. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
- ix. Krashen, S.; Second Language Acquisition and Second Language Learning, Pergamon Press, New York, 1979.

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Suggested Reading:

- i. Agnihotri, R.K., Khaima, AL, 1994(Eds). **Second Language Acquisition: Socio-Cultural andLinguistic Aspects of English in India(RALI)**, New Delhi, Sage Publication
- ii. Baruah, T.C. 1984, **The English Teachers Handbook**, New Delhi, Sterling Publishers.
- iii. Bansal, R.K. and Harrison, J.B., 1972: **Spoken English in India**, Madras, Orient Longman
- iv. Brown, J.D. 1996: **Testing in Language Programmes**, Upper Saddle River, NJ, Prentice
1. I-[allRegents
- v. Chomsky, N. 1986. **Knowledge of Language**, New York,
- vi. Praeger Crystal David, 1997. **Globalization of English**, Cambridge; Cambridge University Press.
- vii. Ellis, R. 1992, **The Study of Second Acquisition**, Oxford, Oxford University Press
- viii. Khulchandani, L.M. 1988: **Language in a plural society**, Delhi, MotiramBanarasidas and Shimla
- ix. Lewis.M. 1993, **The Lexical Approach: The State of ELT and a way Forward**, Hove:
1. LanguageTeaching Publications.
- x. Lock, G. 1996. **Functional English Grammar**, Cambridge: Cambridge University Press
Mohanty, **Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication**,Mysore:CJIL
- xi. Nagarnj, Geeta:2001 : **E11glish Language Teaching**, Orient Longman Limited, Kolkata NCERT, 2000, **Contim1ous and Comprehensive Evaluation**, New Delhi
- xii. NCERT, 2005. **National Curriculum Framework**, 2005, New Delhi Nuna, D. 1991,
1. **Language Teaching Methodology**, London Prentice Hall
- xiii. Richards, J.C, and Rodgers, T.S. 1986, **Approaches and Methods in Language Teaching**,

University of Hawaii, Maroo: Cambridge
University Press

- xiv. Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge.
- xv. Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press

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EPC- 2 READING AND REFLECTING ON TEXTS

OBJECTIVES

1. To enable the students to read and response to a Variety of text in different ways
2. To develop Meta cognitive awareness
3. To enhance the capacities as readers and writers by becoming participants in the process of reading
4. To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

UNIT I Reading Skills

- Creating environment for reading - reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT II Reading with comprehension

- o Reading for global and local comprehension
- inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills

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use of dictionary, encyclopedia and internet.

- **Using ideas of critical literacy to analyses chapters from textbooks.**
- **Acquisition of Reading Skills**

UNIT III Types of text

- **Narrative text**
- **Expository**
- **Autobiographical Narratives**
- **Field Notes**
- **Ethnographies**
- **Addressing different types of skills and strategies**

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

- i. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
- ii. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of
- iii. Communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.
- iv. Morgan, J. & Rinvold, M. (1983). Once upon a time: Using stories in the language. Classroom. Cambridge: Cambridge University Press.
- v. Wright, A. (1989). Pictures for Language Learning

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Cambridge: Cambridge University Press.

Advanced Readings

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