Biyani's Think Tank

Concept based notes

English Teaching

(B.Ed.)

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Preface

I am glad to present this book, especially designed to serve the needs of the students.

The book has been written keeping in mind the general weakness in understanding the fundamental concepts of the topics. The book is self-explanatory and adopts the "Teach Yourself" style. It is based on question-answer pattern. The language of book is quite easy and understandable based on scientific approach.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the readers for which the author shall be obliged.

I acknowledge special thanks to Mr. Rajeev Biyani, *Chairman* & Dr. Sanjay Biyani, *Director* (*Acad.*) Biyani Group of Colleges, who are the backbones and main concept provider and also have been constant source of motivation throughout this Endeavour. They played an active role in coordinating the various stages of this Endeavour and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

Author

Syllabus

METHODOLOGY OF TEACHING ENGLISH

Unit-1 Basic Concepts, Objectives,And Methods Of Teaching English As A Second Language

(A) Basic CONCEPT

1. Mother-tongue
2. Second Language
3. Difference between teaching and language teaching
4. Principles of Second Language Teaching
5. Forms of English-Formal informal,Written,Sponken Global English
6. English as a Second Language (ESL) English as a Foreign Language (EFL) English for Specific Purpose.(ESP)

(b) OBJECTIVES
Objectives of Teaching English as a Second language (a) Skill based (LSRW) (b) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference of LSRW skills.

(c) METHODS AND APPROACHES
Introduction to methods of and approaches to teaching of english as a second language.
(1) (a) Direct Method (b) Structural Situational Approach (c) Audio-Lingual Method (d) Bilingual Method (e) Communicative Language Teaching (CLT)
(2) Role of Computer and Internet in Second Landuge Teaching-Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT)
(3) Eclectic Approach to Second Language Teaching Study of the above methods and approacher in the light of :

a. Psychology of second language learning.
b. Nature of second language learning
c. Classroom environment and conditions
d. Language functions
e. Aims of language teaching, role of mother-tongue role of teacher learners text-book and A.V. and language skills testing errors and remedial work.

Unit-2 Teaching of listening and speaking skills
(A) Listening:

    i.   Concept of listening in second language;
    ii.   The phonetic elements involved in listening at the receptive level.(Monothongs, diphthongs, consonansts, pause, juncture, stress, accent beat, intonation, rhythm);
    iii.   Listening skills and their sab-skills;
    iv.   Authentic listening vs Graded listening
    v.   Techniques of teaching listening
    vi.   Role of teaching aids in teaching listening skills
    vii.   Note taking.

(b) **Speakings:**

    i.   Concept of listening in second language;
    ii.   The phonetic elements involved in listening at the receptive level (Monothongs, diphthongs,consonansts, pause, juncture stress, accent, beat, intonation, rhythm.)
    iii.   The Stress System-Weak Forms and scheme
    iv.   Use of pronouncing dictionary
    v.   Phonetics transcription
    vi.   Techniques of teaching speaking skills and pronunciation Pronuciation practice and drillsEar Training Repetition Dialogues and Converation
    vii.   Role of A.V. aids in teaching speaking skills

Unit-3 : Teaching Reading and Writing skills:
READING SKILLS

    i.   Concept of Reading in second language;
    ii.   Mechanics of Readings (Eype span,Pause,Fixations,Regression);
    iii.   Types of Reading: Skimming,Scanning,Silent reading Reading aloud,Intensive Reading, Extensive reading, Local and Global Comprehension.
    iv.   Role off speed and pace;
    v.   Relating teaching of Reading to listening and speaking skills;
    vi.   Teaching silent reading,intensive reading,extensive readings and genuine reading comprehenslon in terms of Inference Prediction Critical Reading, Interpretation,Judgement,Summarizing ,Central idea,etc.
    vii.   Role of course reader and repid reader, Cloze procedure , Maza method, dictionary in teaching Reading skills.

WRITING SKILLS:

    a.   Written Skills;

b. Concept of Writing in First Language and the Second language;
c. Types of composition oral, written, controlled guided, contextulized and integrated composition;
d. Teaching the following items keeping in view their style ingredients and mechanics Letters (formal and informal),Essays, Report, Telegram, E-mail, Notices, Precis, Paragraph, Developing stories,Note Making

UNIT-4 : RESOURCES AND PLANING FOR ENGLISH LANGUAGE TEACHING
(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING

i.   The Blackboard and the White Board
ii.   Blackboard drawings and sketches
iii.   The Overhead Project (OHP)
iv.   Flashcards, Posters and Flip Charts
v.   Songs, raps and chants
vi.   Video clips
vii.   Pictures,Photos,Postcards,and Advertisements
viii. Newspapers, Magazines and Brochures
ix.   Mind Maps
x.   Radio Tape-recorder,T.V.
xi.   Language Laboratory
xii.   Realia
xiii. Stories and anecdotes

(B) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE
(B.1) : PROSE LESSONS:

i. Content Analysis:
   a. Planning a Unit (Bases on a lesson in the Course Reader (text book)
   b. Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)
ii. Planning for teaching the content and skills in the following order:

a. New lexical items (vocabulary)
b. New Structural items
c. Reading comprehension
d. Textual exercises
e. Writing/composition
f. Unit Test

(B.2) : Poetry Lessons:

    i.   Components of Poetry
    ii.   Concept aims and objectives of teaching Poetry in Second Language
    iii.   Steps of teaching Poetry at the Secondary stage

Unit 5: Testing and Evaluation in English
Concept of testing and evaluation in English as a second language, Difference in Testing in content-subjects and skill-subjects;
- Testing language skills (LSRW) lexical and structural items and poetry.
- Type of test (Achievement test,Proficiency test,Diagnostic test, prognostic test, Formative and Summative Test).
- Preparation of unit and examination paper-their blue print and answer key;
- Types and preparation of test-items'
- Error analysis;
- Concept and need of remedial teaching and remedial work.
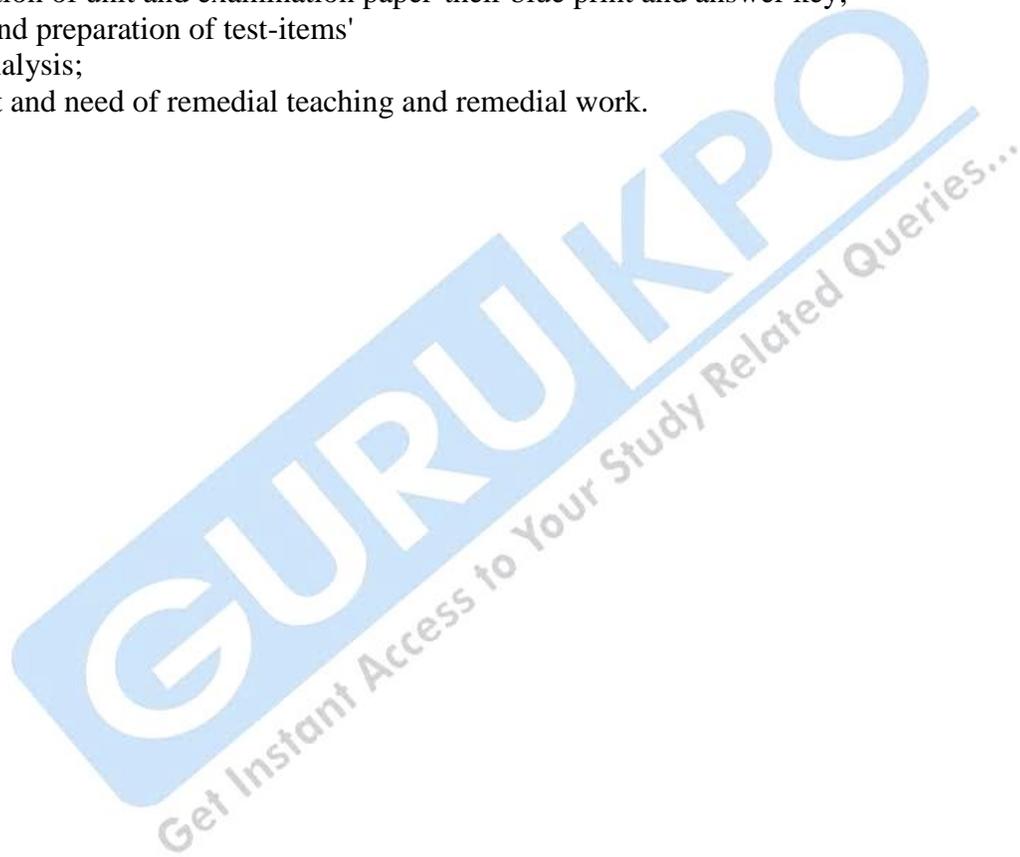
Unit-I
English as a Second Language

Q.1   **Define the Principle of Second Language Teaching?**

Ans.   The term second language is used because it has become a lingua France between speakers of different languages of the world language is not a subject of factual information or a store house of contents, but a skill. There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles.

1.   **Principle of Habit-Formation: -** Language teaching is an art like all other arts, it needs sustained 'practice and drill' so great stress should be laid on practice instead of cramming exercise. The English teacher should be armed at all fronts' like cultural. Social oral behaviorial and conversational approach language habits are formed – 1. Recognition, 2. Imitation, 3. Repetition, 4. Variation, 5. Selection

2.   **Principle of Interest:** - In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher because the children do not have an innate interest in the learning of this language. English period creates a sort of 'awe and terror' in their hearts which is reduce by unsympathetic teachers. The teacher, who creates interest among his pupils, not only wins over his own difficulties, pupil may come together and work in harmony with full enthusiasm.

3.   **Principle of Concreteness:** - It is a psychological fact that children learn more effectively when they can see and handle objects. A child picks up knowledge through various senses, where one sense reinforces the other. It enables the child to understand the vague and abstract part of the knowledge. In this way, audio-visual aids are the greatest modern aids of teaching because they show a concrete thing first and the abstract thing can follow afterwards with ease.

4.   **Principle of Accuracy and Correctness:** - This principle leads to correct pronunciation, intonation, spelling, structures and accurate or exact logical expression words having similar sounds with their different order e.g. 'S'

'Sh' 'Z' may form a regular part of practice. So 'Accuracy and correctness' is the principle which must be followed.

5. **Principle of Selection and Gradation**: - Teacher has to select material for his teaching. It means putting language items in order of presentation. It involves-

   a. **Grouping, b. Sequencing**
      Grouping concerns-
   i. System of language- Phonetic, lexical grammatical, semantic.
   ii. Structures- How the selected items fit into each other.
      Sounds into words, words into phrases, phrase into sentences, and sentences into contexts.
   b. Sequencing means grading or what comes after what. There should be sequence in arrangement of sounds, words, phrases and meaning. This principle involves further steps.
   1. **Frequency**- The number of times a particular structure is normally used.
   2. **Teach ability**: - Structures which are easy from teaching point of view.
   3. **Applicability**: - In how many contexts, particular structure is applicable or how far it is productive.
   4. **Coverage**: - How many different meaning, an item can convey.
   5. **Learn ability**: - How for an item is easy to learn.
   6. **Principle of Motivation**: - "Motivation is the super highway to learning". Learning English is a painful process and gives considerable mental strain to the learner. Teachers should try his best to reduce the strain by making use of pictures, models and objects in the classroom. Play way method can diminish/remove the dullness and monotony of the classroom. Correlation between lessons must be necessary. Introduction of the chapter should be abrupting and interesting. The inspiration should lead the learner to learn more and more with the zeal of an integral urge.
   7. **Principle of Proportion**: - Language is a system. It is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain etc, so is the system of language composed of sounds, words and structures. Body work, when all organ of the body are in proper condition. So, an English

teacher is expected to devote due time to each of four aspects of language study i.e. listening, speaking, reading and writing.

8. **Principle of Natural process**: - Mother-tongue is acquired by the children through a natural process. This process should be adopted in technical second language be kept in such a child should be an atmosphere which is necessary to learn a foreign language. Teacher should follow these steps-

    i.   Due attention should be paid to pronunciation and accent.
    ii. Formation of speech habit.
    iii. Loud reading may be emphasized than silent reading.
    iv. Knowledge of words related to daily, life, should be given.
    v.   Writing skill should be developed.

9. **Principle of linking with life**: - The process of language teaching should not be cut off from life. It should be a part and parcel of actual life and connected with the way of its living. There is not much difference between the vocabulary used by the pupils in the school and outside the school. English speaking is status symbols. It creates inspiration among the students and they frequently use it in their life situations.

10. **Principle of purpose**: - People may learn second or third language for different purpose e.g. commercial, social, scientific, academy etc. If the purpose is decided in the beginning it becomes easier to design a course suitable for that purpose. But in India, passing the examinations with goods marks is the main purpose of teacher as well as student. But in this process, many basic components are left and half knowledge is provided. So, purpose should be decided at early stage.

11. **Mimicry as the key to language learning**: - People who mimic easily have a great advantage in learning a foreign language. Mimicry is the key to learn a foreign language. It means notice carefully such as the position of lips, the quality of the sounds, the speed of utterance, the intonation of the voice, the swing of the sentence and even the characteristic gestures. Imitation or mimicry is the best ways of learning the articulation of foreign words.

    Mimicry involves three aspects-

    (1) Acute and constant observation

       (2)   Indulge oneself into it

       (3)   Continual practice.

Q.2   **Explain the forms of English in detail?**

Ans.

1.   **Formal English**: - Formal English is concerned with the ability to describe the language. It teaches the rules and regulations of different aspects of the language. In other words, it deals with the formation of words and sentences.

This type of English is known by various other names like old or traditional or theoretical English. It prescribes rigid rules and regulations which are followed while learning a language. It ignores the behavioral side of language.

It does not tell how language is speaking by the native people butt ells how language ought to be spoken.

2.   **Informal English**: - Informal English is the language learnt by the student unconsciously and consciously in the course of his reading and speaking English. In it students are not required to memorize the rules and definition given in grammar. They are given ample drill in speaking by the teacher and thus they absorb unconsciously a sufficient amount of grammar which helps them to speak, read and write English correctly. It has been seen that a person who knows all the rules of language by heart tends to violate them in his own piece of composition. As a matter of fact rules and definitions are unreliable because they are faulty and not wholly applicable to a living language which is dynamic and not static.

The living language always imbibes new influences and changes. It cannot be bound forever within the frame work of rigid rules.

Now a day, both formal and informal English are used in India, formal English is used at written form and informal English apply in spoken form. In other words,

Formal English is the best example of British English and American English is the best example of informal English.

__Global English__: - Global English indicates the international status of English language. English is a very rich language. Through the study of English, we can establish links with the outside world and know what is happening elsewhere student's books on science, Engineering, Medicine and philosophy are available mostly in English. Much of world's literature in various fields of knowledge is available mainly in English. It is the language of international trade and industry. English is the medium of expression for more than are half of mankind without English every aspect of international life would be poorer.

So, we can say, English is not only the language of Britisher but also gain the status of Global English.

Q.3   **Define English as a Second Language? (ESL)**
         OR

English as a Foreign Language (EFL)

Ans. Though English in India get second language status but it occupied the most prominent place in the educational system of India.

1. __Language of the Rulers__: - Britishers rules over India more than 250 years. History explained that every subject nation wants to learn the language of its masters. When Muslims ruled over country, Indian tried to learn Persian and Arabic. In the same way, Indians have to learn it.

2. __Policy of the Britishers__: - Britishers adopted the policy of 'divide and rule'. They wanted to create two class of persons in India – English – Speaking and Non English speaking.
Lord Maculay desired to produce through English education that, "A class of person, Indian in blood and colour but English in taste, in opinion, in moral and in intellect."

3. __Language of the Court__: - English was the language of the Court Judges and Magistrate wrote and announced their decisions in English. Lawyers plead their case in English. Even today, all the record of the high & supreme courts was kept in English.

4. __English as a Library Language__: - English is the key to the treasure house of knowledge. Reference books are found in English language. English is the language of science, medicine, law, and agriculture, Engineering and modern technology. No library is complete without English works like Shakespeare, Milten etc.

Prof. Gokak, "It was in the English classroom that the Indian library Renaissance was born".

5. <u>**Language of Indian Unity**</u>: - It was English which united the people living in different parts of India. India is divided into different regions and people speak more than 36 languages like Punjabi, Rajasthani, and Oriya etc. Every region and every state claim that their language is best to all and they fight on this matter. But English is the only language which bind all Indian in unity.

6. <u>**Language of our literary Development**</u>: - The credit of developing the Indian languages goes to English. By reading English literature, Indian writers developed their own languages and stand a big class of 'Indian writing in English'. Today, Indian writer like V.S. Naipaul who get first booker award in 1971, Arundhati Rai and Arvind Adiga flourish Indian literature in English language.

7. <u>**Language of Communication**</u>: - English is the language of the communication. To speak in English was considered a mark of greatness. No language becomes such popular as the English language. Through the study of English, we can establish links with the outside world. English is the medium of expression for more than one half of mankind. Without English every aspect of international life would be poorer.

8. <u>**English as a link language**</u>: - It is a link language, without its knowledge it is impossible for a Punjabi to enter a dialogue with a Tamil.

Q.4   **Describe English for Specific Purpose (ESP)**

Ans.

- <u>**Passport for employment**</u>: - Now a days, for every job, a good knowledge of English is considered essential. A person with good knowledge of English stands good chances of employment. A person knowing English can get appointment easily as compared with a person knowing one or the other regional language.

- <u>**English as a living language**</u>: - A living language is one that has developed through a continuous course of evolution incorporating within its fold the external and internal changes in the life of man vis-à-vis his society. Just as the flow of life force dashes ahead taking shapes so also the flexible nature of a living language expand scope according to the widening activities of life. Greak, Latin, Chinese were once powerful languages but now are 'dead'

because they are ceased to be vernaculars. But English adopt every change and shapes itself with changes.

- **English as a progressive & dynamic language**: - English is progressive in the sense that it has its past present and future. It is not 'made' but 'evolved'. It is dynamic in the sense that nearly more than half of the world speaks and understand it. It is also a flexible language. For examples-

  It adopts sayings 'change is the law of nature'. That why

- 'You is used to say 'Thou'
- 'Bucket is used to say 'Pail'
- 'Fond is used to say 'Foolish' but now it means 'to like something/somebody very much.
- 'Cancer' is used to say 'Fever/not well but now it is known as dangerous disease.
- **International Importance**: - English is known as a universal language. Its knowledge promotes international understanding. By extending the radius of a person's horizon, it overcomes his prejudices, intolerance and narrow mindedness, so, it is very helpful in fostering true internationalism and co-operation among the nations of the world.
- **Cultural Importance**: - English widens one's cultural and intellectual horizon. It develops scientific, technical and commercial relations with other countries. It imparts knowledge of foreign nations and cultures.
- **Disciplinary and Recreational importance**: - The study of English enables a person to compare and contrast the good and bad things to his country with those of other nations. So, he trains his analytical and reflective faculties and acquires a new insight into resources of thought and expression. Persons knowing English can enjoy the best stories, drama, novels written into English.
- **Social Importance**: - English is beautifully woven in the texture of the social life of India's teeming millions knowledge of English language in terms of fluency of speech and writing is considered to be a great social asset today, English is a unifying force a link, a unifying factor in the national life of country. It is the only language for interstate relationship and communication.

Q.5   Define direct method of English teaching, its characteristics, merits and demerits?

Ans.   Methods and Approaches

-       **Direct Method**: - The direct method of teaching English is the method of teaching English directly without use of students' mother- tongue, without translation and without the study of formal grammar. It seeks to establish a direct association between experience and expression.

    In direct method of teaching, the emphasis is laid on fluency of speech.

    "Learning to speak a language is always by far the shortest road to learning and to write"   **- Kittson**

    Principle of Direct Method of teaching-

-       **Direct link between the word and its meaning**: - The mother tongue does not come between the English words its meaning. It is an attempt to minimize the use of mother-tongue and translation method.

-       **Inhabitation on the use of mother –tongue**: - This method is also called natural method of teaching. Because it teaches the language in its natural forms not in translation form.

-       **Oral Training**: - It lays emphasis on oral training. It creates the direct bond between language and thought. Audio-visual aids are used to explain the meaning, stress is given on speech.

-       **Using Sentence as the unit of speech**: - Sentence is the unit of the language. It does not focus on individual word. Because words have no meaning whether they are not arranged in order. So, sentence is the basic unit of English teaching.

-       **Inductive teaching of grammar**: - It has no place for theoretical grammar. Grammar is taught indirectly and inductively. Rules of grammar are not taught directly. In this method language, proceeds grammar.

    Krikman, "Learning of grammar is not a precondition of learning the language. Grammar is not an end in itself"

    Champion, "In the direct method, grammar is not an end but a means to an end, as a guide to enable the student to correct errors of language".

-       Questionnaire technique is adopted.

-       Emphasis is given on pronunciation.

-       Vocabulary is taught on the basis of selection and gradation.

-       Two maxims of teachings are followed.

    (i)   Simple to complex

(ii)   Concrete to abstract.

Advantages of Direct Method

- **Makes English Easier**: - It makes easier the understanding of English by doing away with the intervention of mother-tongue and establishing direct link between the English words or phrases and concrete objects. The learner acquires the ability to understand directly what he hears or reads in English.

- **Develop Reading Habit**- The student taught through this method acquires a great love for reading English magazines and books. It encourages self-study in English. This method of teaching a foreign language was a sort of reaction against the traditional method.

- **Fluency of speech**- Direct method aims to develop fluency in speech. It establishes a direct link between experience and expression. A direct association is established between the word a linguistic symbol and the thing symbolized by it. Their pronunciation is also better, as they are given free opportunity to speak English.

- **Based on Psychological principles**- It lays emphasis on making sentence as the unit of the learning. It makes ample use of demonstration and audio-visual aids. These aids make the lesson interesting because it is based on sound psychological principal of teaching. It proceeds from the whole to the parts.

- **Emphasis on written work**- It leads to ease in writing as writing requires ability of expression. It is noticed that those who can speak fluently can also write easily.

Disadvantages of Direct Method

- **Suitable teachers are not available**- It can be successful only in the hands of able and experienced teachers. Most of Indian teachers have command of English. Pronunciation is not so good. They cannot make ample use of this method.

- **Not a complete method**- It lays great stress or emphasis on the oral aspect of language learning. It neglects all three aspect of language learning i.e. listening, reading and writing. Students who are good in speaking commit many mistakes i.e. grammatical and spellings.

- **Lack of atmosphere**- The success of this method requires a proper atmosphere. But such type of atmosphere is not developed in India English

atmosphere created by the teacher in his period will soon disappear and lose its significance and total effect. The pupils will find themselves translated from England to India with the ringing of the bell. It is also true that the greater number of Indians requires only a 'passive knowledge of English'.

- **Lack of facilities**- It requires audio-visual aids like language laboratory. These facilities are lacking in India. Visual presentation is more effective than purely auditory or vocal. All children are not linguistic-minded.

- **Words cannot have direct link with their meaning**- only a limit number of words can be directly associated with their meanings or objects they re-present. Some words phrases and idioms that bear abstract sense cannot be taught directly e.g. honesty, integrity, and truth, beautiful. The meaning of a word like, 'organization' cannot be conveyed without defining it through the mother-tongue.

  The difference in the meanings of 'tremble' and 'shiver', small and 'short' fat and thick 'pretty and' 'beautiful', Fetch' and 'bring' will not be easily learnt in the Direct Method.

- **Difficult and Expensive**- Indian schools cannot provide for sufficient equipment and facilities for using this method successfully. Most of the schools have no buildings of their own. Classroom fall short of accommodation.

- **Reason for failure in India**- First, text books were not graded as regards grammar and composition. Second, a vast majority of English teachers did not possess sufficient command of the language and ability to practice it.

Q.6   Define Structural Approach, with its principle, features, types and advantages or disadvantages of it in detail?

Ans.   <u>Structural Approach</u>

Structural approach is not a method of teaching but only an approach to the methods of teaching.

The structural approach is based on the belief that in the learning of a foreign language mastery of structures is more important than the learning of vocabulary.

Structural approach to teaching of English means teaching of basic structures of English to the students.

Structures are selected and graded properly before, teaching them.

Infact, the 'method of teaching' is concerned with 'How to teach' but 'Approach' is concerned with 'what to teach'. It involves content of teaching, its selection and grading.

-       **Menon and Patel**- "The structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary".

        Structures may be defined as the tools of language.

        ## Basic Principal of Structural Approach

-       The sentence pattern of English is quite different from the sentence pattern of our mother tongue. It can be taught not by telling them the rules of arrangement but by giving them ample practice of speaking.
-       Speech is the most important thing in learning a foreign language.
-       Pupil's activity in learning the language is more important than the teacher's activity in teaching the language.
-       Importance of the child's activity rather than the activity of the teacher.

        ## Aims of Structural Approach

-       To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
-       To enable the students to attain mastery over an essential vocabulary of about 3000 root words for active use.
-       To correlate the teaching of grammar and composition with the reading lessons.
-       To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order named.
-       To lay proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake.

        ## Main features of Structural Approach

1.   **Importance of forming language habits**- Much practice is given to the students in structures that their use becomes a habit with them. A number of language drills are given for this purpose. In this way, the students are

enabled to use the basic structure for English unconsciously and automatically.

2. **Importance of speech**- It considers speech as the most important step for learning the language. Structures are presented and practiced orally. Reading is introduced when the students have learnt a number of structures orally. The ability to speak English gives the students a sense of achievement.

3. **Importance of Pupils Activity**- Students are made active learners and not passive listeners. They participate in a number of language games. So they learn through activity so, their learning of English becomes effective.

    -   **Situational Teaching-** It also makes use of situational teaching. The students learn English structures by associating them with the situations in which they are taught.

    -   **Selection and Gradation**- It involves the selection and gradation of the structures to be taught. Structures are selected on the principles of fluency, frequency, simplicity and practicability. Structures which are quite common, simple and practical are taught first. Difficult and tough structures are taught after words.

    -   **Multi Skill Approach**- It gives due importance to all the four language skills i.e. listening. Reading, speaking and writing. In it no skill of learning is over used and no skill is neglected.

        Types of Structures- The syntactic structures may be classified into four categories.

    -   Sentence structures- The essential parts of a sentence (subject, predicate) occupy fixed positions. If they are changed, they also change their meaning e.g. Ashok gave a book to Keshav.
        Keshave gave a book to Ashok.

In these two sentences, the same words are used but the meaning is quite opposite.

There may be three sentence structures

-   Two part sentences having – subject + verb
             Lion roars
             Birds fly
-   Three part sentences having- sub + predicate + object

He saw an eagle
- Four part sentences having- sub + predicate + object + composition
I saw him happy

Phrase Structures- A phrase is a group of words which gives sense but not a complete sense. This type of structures also follows the order of words e.g. the red flag, the young man. The order of the structure is (determiner) + Adj. + noun. This order cannot be changed e.g. 'behind the wall in the dark' etc.

- **Idiomatic Structure-** These structures contain their own specific meanings e.g. 'All of sudden'. 'In black and white' in nut shell' etc. these structures need not have grammatical units. They are so composed that if they split, they loose their specific meaning because they stand in the unit form. They have to be learnt as a unit.

- **Formulae of Routine Structure**- Routine structure consists of such groups of words which are used in day to day conversation or a certain occasion, e.g. Excuse me, Good night, 'How are you?" 'Sorry for the delay'. It must be noted that proper word order is maintained so that words cannot be dislodged from their respective fixed position.

Advantages and Importance of Structural Approach-

- It facilitates the learning of English by imparting knowledge of its structures.
- By the time, students leave the school; they acquire mastery over about the 275 basic structures and vocabulary.
- By learning the structure of sentences, the child automatically learns grammar, word order and use of words.
- It promotes the use of everyday English. That is why it is called English through play way.
- It focuses on the basic four language skills. LSRW.
- It enables children to speak English which is more important than to read or write it,

    Shanti Swaroop writes, "The special virtue of the structure approach lies in the fact that at every stage the objectives of teaching of learning are very clearly defined and are attainable, producing a delightful sense of mastery and confidence

Limitations of the Structural Approach-

- The selection and gradation of structures does not solve the problem of teaching English. It only helps the teacher to know what he has taught and what he should teach next.
- It does not take into consideration the fact that the pupil is a learner.
- Continuous teaching of structures and their repetition by the pupils make the atmosphere of the class dull and teaching mechanical.
- It is suitable for junior classes, not applicable to higher classes where many branches of the English language are taught.
- This approach demand rigid methodology.
- It is based on mechanical drilling of isolated items.
- It leaves no freedom to the teachers to accommodate their teaching of living language to their individual preference.
- It consumes much time and syllabus cannot be covered by adopting this approach.

Q.7   How to teach 'Structures' in easy and understanding way explain them?

Ans.   The teaching of Structures: Ways & Mans

1. **Start with oral work**- Oral work is the sheet- anchor of the structural approach.

2. **Drill work follows oral work**- Leaving a foreign language is mainly a matter of using it and practicing it. No new structure can be properly fixed in the mind of the learner unless sufficient drill is done on it.

   Before a new structure is introduced the teacher should make sure that every child in the class has sufficiently grasped the meaning and mastered the usage of the last structure.

   Use of Substitution Table: - With the help of a single table the teacher can build a large number of sentences.

My	Teacher			Indian
			an	
Our	Doctor	is		
His	Clerk			Englishmen

Her	Friend			

- 'Content words' should be taught in step by step words should be taught which can be demonstrated by means of visual aids or by doing action or by showing a picture. The used of mother-tongue should be avoided.
- **Word-order**- Word-order or the 'pattern of forms' is of primary importance in learning English language. Language learning associates with mastering of the vocabulary which is only a question of memory.

    Presence of function words -
- I kill the snake.
- I shall kill snake.
- I shall be killing the snake.
- I shall have killed the snake.

The word 'shall' tells that the action is going to happen. The fourth sentences convey the meaning of future in different way. Have which tells that the action is now over.

The structural words which help the construction of utterances with content words-
- The pronouns- me, he, hers, their, some any
- The prepositions- in, on, of, under, at
- The helping verb- do, have, be, will can, may
- The adjectives & adverbs- this, that, all, each, convey, ago, again
- **Use of inflections**-

    In verbs- I play, he plays
            I am playing
    In nouns- one boy, that boy's cap

 Principles: -

1. **Range of usefulness**- The usefulness of a structure should be determined partly by the frequency of its occurrence both in spoken and written language.
2. **Simplicity**- Simplicity is decided from its form and meaning.

3. **Teachability**- A structure which is teachable can be easily demonstrated in a realistic situation.

4. **Productivity**- The principle of productivity helps in introducing similar patterns without confusing the teaching process.

Structures: -

Negative, Interrogative

Questions beginning with an asking word

Command or request patterns, hidden subject

Q.8   Describe Situational Approach with its types' characteristics and advantages?

Ans.   Situational Approach

The real and true meanings of words are known by the situation in which they are used by the speaker or the writer.

So correct comprehension of the situation is very essential in order to pick up the desired meaning of particular structure

In situational approach, the foreign language should be taught by forming links between the new language items and real situations in the class room

English teacher tries to create a life- like classroom situation to teach new words and sentence pattern of language items

Types of situations-

There are of two types-

-Real situations
-Artificial situations or contrived situations
-Real situations- are those which can be experienced directly through sensory organs. These situations have maximum value in teaching a foreign language.
But every time, it is not possible to provide direct experiences in the classroom.

- **Artificial situations**- Artificial situations include displaying of pictures, models and diagram. When these artificial items do not show real meaning then verbal situations can be created to make the meaning understand.

  Gestures are also sometimes helpful to classify meaning of abstract idea.

  Prof. A.S. Hornby "The situational approach makes great demand upon the teacher:.

Main characteristics of Situation Approach

- English teacher creates the association with the language item and real situation.
- Practice and drill are stressed.
- Examples are given on one language material in different situation.
- Questionnaire technique is adopted
- Revision and repetition are stressed.
- Presentation of new vocabulary or structure is emphasized.
- The situation in language teaching: -

Importance- The situational teaching of a language makes the whole process useful and realistic situational teaching of a language is important because situations define our experience, they are associated with our experience.

It arouses in the students a desire to express them about it.

The new structures and new vocabulary items can be taught in a natural, meaningful and realistic manner.

How to create situations-
- Objects in the class room or in the teacher's bag
- Objects outside the class room
- Pictures and charts
- Black board drawings
- Gestures and action in the class room
- Verbal background

Class room object- Table, chair, bench, desk, black board wall, door, window, floor, chalk, calendar, almirah

From the teacher's bag- toys, models, balls, cups, sancers, spoons, forks

<u>**Object outside the class room**</u>- The view from the window can be used to teach the context of interesting situations. Tree, flower, sky, clouds, bird, field, road are common objects.

<u>**Picture and charts**</u>- These are important aids to make successful use of situational teaching.

<u>**Black-board drawing**</u>- A language teacher can use it for preparing simple drawings and line sketches on it. Different actions like walking, running, throwing pushing, picking, sitting etc can be easily drawn on the black board.

<u>**Actions and Gestures**</u>- Action like stand up, sit down, look at the black-board, go to the door, close and open the door etc can be created in the class room by the teacher himself.

<u>**Verbal background**</u>- Verbal situations can be used to teach some common phrases.

<u>**Advantage of situational approach**</u>-

- It is action based approach so it creates interest in teaching.
- It is based upon psychological principle of learning by doing and joyful learning.
- It emphasizes on listening and hearing skill of language.
- Students behave like active learners.

  <u>**Disadvantage of Situation Approach**</u>-

- It is useful to the lower classes
- A few vocabulary and sentence patterns can be taught through this method
- It is not fit for teaching of prose, poetry and composition
- Text books cannot be taught by this method
- Due to excessive drill and repetition, the class room becomes monotonous.

  <u>**Suggestions for improvement**</u>

- Text books should be written on situational approach.
- Insurance workshops and seminars should be arranged to trained English teachers in this approach.
- Language material and associated situations should be enlisted.

Q.9   Bilingual Method, with its characteristics merits and demerits?

Ans.   <u>Bilingual Method</u>

Bilingual method is a recently developed and invented by **Prof. J Dodson of Wales.** Bilingual method means a method in which two languages i.e. the language to be learnt and mother tongue are used.

In translation method, the some two languages are used. But there is great difference between these two methods.

It is a unique method which is a midway between two old methods translation cum grammar method and direct method.

The word 'Bilingual' applies to a person who knows two languages- the mother tongue and the foreign or second language.

In bilingual method, the emphasis is on pattern practice. Mother tongue is only used to make the meanings of English words. Mother tongue has restricted use in Bilingual method.

Principles of Bilingual Method-

- The meanings of words and phrases/sentences in a foreign language can be made clear by the use of mother tongue.
- There is no need to create situations for making the meaning of English words and sentences.
- Bilingual method is the improvement and combination of translation method and direct method.

Characteristics of Bilingual Method
- 'Sentences' is the unit of teaching.
- It emphasizes on creating situation.
- Mother tongue is used when it is necessary to explain the difficult area of language.
- Rigorous practice is done in sentence
- Rules of grammar are not taught separately as is done in grammar translation method.

Merits of Bilingual Method
- Sentences is the unit of teaching
- It emphasizes on creating situation
- Mother-tongue is used when it is necessary to explain the difficult area of language
- Rigorous practice is done in sentence
- Rules of grammar are not taught separately as is done in grammar translation method.

Merits of Bilingual Method

- The time and labour of the teacher is saved
- It is less costly and suited to all types' schools in rural or urban.
- It is helpful in creating linguistic habits.
- This method does not need trained teachers
- Much audio-visual aids are not needed.
- It also stresses speech practice.
- An average teacher of English can teach the lesson successfully through this method
- **It ensures accuracy**- The meanings of English words and sentences are made quite clear to the students. It is free from the defects of Direct Method in which meanings of English words and sentences remain vague and pattern practice is given on vague grounds.
- **It ensures fluency in speaking English**- The students taught through Bilingual method were quite superior to the student taught by any other method in speaking English fluency.

  Less costly than direct method- In direct method, a lot of illustrative material in the form of audio-visual aids, is needed. In direct method, it involves a lot of expenditure, which schools cannot afford.

  It suits majority of Indian teachers- Direct method only suits a few able and bright teachers who have a good command over English but this method suits the majority of Indian teachers who have an average knowledge of English.

  Demerits of bilingual method of teaching -
- This method is still in an experimental stage.
- It is not so useful in teaching secondary and senior secondary classes.
- It is sometimes rather impossible to provide a correct mother tongue equivalent.
- It may create confusion among students due to the contrast between the features of two languages.
- Students are likely to develop an undesirable, habit of language.

Q.10 Explain the communicative approach, its characteristics, its merits and demerits?

Ans.   The Communicative Approach

- The communicative approach is the recent and latest approach of teaching English. It enables the students to communicate his ideas in a better way.

The socio-linguists **Dell Hymes** propagates this approach.

Trim, David and Henny has developed this approach as National Functionalism and the communicative approach.

Characteristics of Communicative Approach of English teaching-

1.   The communicative approach is based upon need analysis and planning to prepare communicative curriculum and syllabus.

2.   It is based upon the concept of how language is used and what is functional utility of language.

3.   It lays less stress on grammar.

4.   It is based upon the concept of how language is used and what is functional utility of language.

5.   It lays emphasis on language in use rather than language as structure.

6.   It gives emphasis on the semantic objective of the language which means the meaning of language in real life situations and contexts.

7.   The skills of speaking and writing are included in communicative approach.

8.   It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussions, and debate literary and cultural activities of the school.

Merits of communicative Approach-

-     It develops the speech ability among the students.

-     It teaches different ways of expression.

-     This approach is based on the practical utility.

-     It lays more stress on the functional value of the language.

-     It enables the students to communicate their ideas both inside and outside the class room

Demerits of Communicative Approach-

-     This approach ignores grammar and structures.

-     It is not properly and scientifically developed.

-     It is a new approach and it is to be used and tested in our schools for language teaching.

-     Practical utility of this approach is yet to be confirmed.

-     Trained teachers are not available in this approach to teach English language.

Suggestions-

-     A systematic theory of this approach should be developed.

- Re-orientation program for the English teachers should be organized by the concerning agencies time and again.
- Teaching learning material should be developed

■ ■ ■

Unit-II
Speaking Skill

"Speech is the ground work, all the rest are built upon it. Through speech, the pupils learn to make the direct connections between the English words or phrase and the subject, action and idea it bears. He learns the habit of using words in the correct sentence pattern and phrase patterns and he can learn this in no other way."

– F.G. French

It is true to say that the faculty of speech is a natural gift, we get it polished and improved through education in our schools providing various opportunities for its natural development. An English teacher should be very careful to his own pronunciation for lying down the correct speech habits of his students.

Aim of Teaching of Speaking-

1. Cultivation of audible and intelligible pronunciation.

2. Production of correct sounds, stress, intonation, rhythm, fluency and pause.

3. Cultivation of the habit of speaking long sentences.

4. Developing good speech manner.

5. Expressing ideas, thoughts and feelings of others.

6. Understanding ideas, thoughts and emotional feelings of others.

Causes of Defective Pronunciation in India-

1. **Substituting sound from mother-tongue:-** Sound of Indian language differ from English language. In India pronunciation is different from region to region and it is marked by regionalism.

2. **Lack of knowledge of phonetics**- Most of English teachers do not know about phonetics or phonology. Therefore, they do not impart good training of speech to their students. Students learn the defective pronunciation from their teachers. This process goes on. When the students become teacher they also impart the training of defective speech habit.

3. **Mother tongue speech habit**- A child develops the speech habit of his mother tongue. He thinks in his mother tongue and then translates his

thought in English. Regional speech habits also influenced spoken English and regionalized it.

4. **Lack of speaking opportunity**- Speaking opportunity is not provided by the English teacher in the classroom. Oral drill or practice is not done. Oral aspect of language is totally neglected.

5. **Lack of attention to English pronunciation:-** Proper attention is not paid to English pronunciation. Most of the teachers have got their poor pronunciation and that is why they are unable to improve the pronunciation of their students.

6. **Physical disability of the child**- The physical disability and disformity of a child may become the cause of his defective pronunciation. The defect of speech organs may cause poor pronunciation of a child. It is a cause of retardation in pronunciation.

7. **Dearth of books or phonetics**- The books on phonetics can help the English teachers and their students. But, there is dearth of the books of phonetics written in a simple language.

8. **No firm rules for pronunciation**- There is no permanent rules for the pronunciation of English language. No firm rules are applied in all the situations of words and sentences.

Q1   Explain the various aspects of speech.

Ans

Suggestions to improve the speaking ability of English language-

1. **Oral training**- One half of the period time devoted to English teaching should be given to the oral practice.

2. **Teaching of various aspects of pronunciation**- The English teacher should to his students. These include vowels and consonants and their sound, stress intonation and pause etc.

3. **Uses of appropriate audio-visual aids: -**   Audio visual aids are very useful in teaching English speech. The service rendered by linguaphone, gramophone tape-records, radio, sound-film cannot be underestimated.

4.   **Opportunities for language games and activities**- Teacher should give importance to such activities as debates, dramatization recitation and language games through play way method of teaching.

5.   **Quality of an English Teacher**- Infact good pronunciation is largely learnt through imitation. It is very important for the teacher to have a good pronunciation. In order to be a good model to his pupils the teacher's pronunciation should be clear, audible and intelligible.

6.   **Comparison and contrast between the sounds of mother-tongue and English language-** Teacher should be in the position to contrast and compare the qualification of sounds between mother-tongue and English language. The students should be made aware of difference in stress and intonation patterns of two languages.

Q.3 **Describe the different methods of teaching English pronunciation.**
Ans

Methods of teaching English pronunciation-
There are three methods of teaching pronunciation of English.

1.   Imitation method

2.   Phonetic method

3.   Subsidiary method

Imitation Method- Imitation by the students is most fruitful method of teaching English pronunciation. The method of imitation has four steps-

1.   **Perception**- The English teacher writes the words or sentence on the black-board and he presents a model of pronunciation. The students perceive this pronunciation. It perception stage.

2.   **Imitation**- At the imitation stage the student tries to pronounce the words or sentences as the teacher has pronounced. This is the imitation stage.

3.   **Feed-back**- During English teaching of speech the English teacher corrects the pronunciation of the students. He gives feedback to the students for the correction of pronunciation.

4.   **Oral drill and practice**- Oral drill and practice is of great importance to improve pronunciation of a language. The last stage of imitation it is two types-

    i.   Individual Drill

    ii. Group Drill

The different aspects of phonetics or pronunciation i.e. sound system, stress, rhythm, intonation, fluency and pause can be taught by the imitation method.

    Merits of imitation method-

1. It is a natural method

2. It is psychological method.

3. It is time saving method.

4. It emphasizes on drill and practice.

5. All students are benefitted by this method.

    Demerits of Imitation Method.

1. Imitation of Teacher's pronunciation which may be incorrect.

2. In group drills pronunciation cannot be caught and correct.

3. Pronunciation of every word is impossible.

4. The teacher is not trained in pronunciation.

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Phonetic Symbols

English Language

Written in 26 Letters (A to Z)

Speaking in 44 Sounds

</div>

Phonetic Symbols (44)

Vowel   20   20   Consonants

20 + 24 = 44

Single Sound
(Pure Vowel)   8   (Two vowels unit combined
Monopthongs (12)   Dipthongs
     12   8
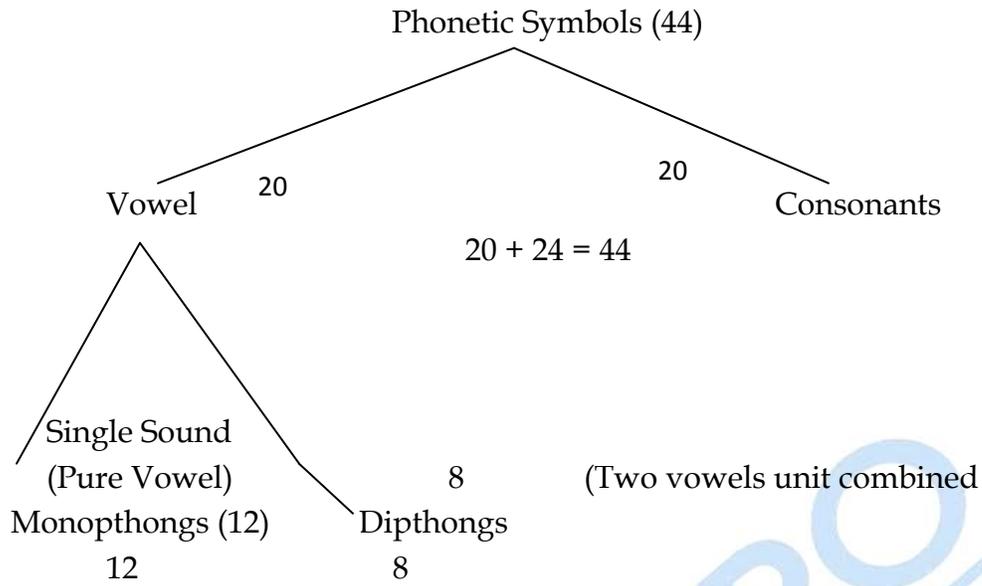
Unit-III
Reading and Writing Skills

Q.1   Explain Reading skills.

Ans.   To read well is a noble exercise; reading is the process of looking carefully at written or printed symbols and translating them into the spoken symbols.

Reading consist of three elements
i.   The written or printed symbol
ii. The spoken symbols
iii. The Sense

In teaching children to read, three main objects are in view-

1. Firstly, children should gain (have) full control over the words and patterns, which they first come-across during the process of speaking.
2. Secondly, they can attain the power of gaining pleasure and profit from the printed page.
3. Thirdly, they became able to make audible the beauty of words and their emotional significance.

Reading skill should be given the key place in the total scheme of teaching English.

- We can also say that reading is the ability to extract from the written or printed page, the thoughts, facts and information required.
- The success of Children in reading depends on their readiness to read.
- Linguists are of the opinion that beginning to read is nothing but transfer stage form auditory signs to visual signs. This means that oral background is a necessary adjust to the reading stage.

So, I reading should be introduced-

1. When the public have gained sufficient knowledge of the auditory signs.
2. When the public can recognise shapes of printed words and can associate them with spoken words and their meanings.
3. When the pupils can understand and carry out simple oral instruction related to class-work.

4. When they can ask questions and enquire about the surrounding environment including even the printed word.
5. When they can memorise some material and recite it.
6. When, the pupils are fully motivated for the new experience.

Q.2   Describe the mechanics of reading skill?

Ans.   It refers to the way of handling, reading skills.

The nature of the Reading- process:-

Reading does not involve "a process of learning new or other language signals than those the child has already learned."

In 'talk' the message is conveyed by the language signals that "make their Contact by means of sound waves received by ear."

In 'reading' the message is conveyed by the same language signals which "consist of graphic shapes that make their contact with his nervous system through light waves received by the eye."

The meaning of the printed symbol is comprehended not through the eye gate but through the vocal organs which stir-up the vibration reaching the brain to enable it to interpret and convey the meaning.

In loud reading, the speech organs produce audible sounds while in silent reading no such thing happens.

Q.2   Describe the Essential factors in the Reading Process?

Ans.   There are a few essential factors in the process of reading. There are movements of the eyes, there is word recognition, there process works and then there is understanding of the material that is read.

Eye movements:-Eyes play an important role in the reading process. Eye movements are steady or smooth along the lines of the print. A series of jumps or jerks are visible. It is during these fixations the eyes get to recognise the word or phrases.

Perception-Span:-The number of words taken in one pause is known as the"perception-spam".

Eye–Span: - If we divide the number of letters in the live just read by the number of process. we get the number of letters read in each pause. This is known as the eye-span.

It varies with the size of the print – the bigger the letters in size, the smaller the eye span.

Moreover, different readers see different number of letters in one pause.

Besides, the number of fixations or pauses per line depends on the difficulties of the material that is given for reading age and the maturity of the reader.

Word-recognition:-Good reading involves the ability in recognition words and **extracting meaning form them. The ability in recognizing words depends upon.**

The type of letter:- Projecting word like (t,p,f,t,d) and non-projecting like(a,o,u). Words containing the former types of letters are more easily recognized than words containing non-projecting letters.

1. **The shape of words: -** Words similar in shape like receive deceive, bid did, etc. often confuse the beginner.
2. **The range of learner's experience: -** words which are associated with objects and ideas within the learner's experience and words which the child has already heard or practiced in speech are easily recognised.
3. **Reading Speed: -** Speed is an important factor in reading. A slow reader is usually considered to be a bad reader. Speed also depends upon age and maturity of the learner.
4. **Comprehension or understanding: -** The whole reading activity is useless if the material read is not understood by reader of course, general intelligence interest in a particular subject, previous knowledge of the subjects discussed in the reading comprehension. Still the teacher should carefully help the child in over. Coming soon of the common reading faults which inhibit the reading process. These faults are faulty eye-movements, slow speed, head-movements, poor-word. Recognition, back-word eye movements etc.

Q.3 Explain the Types of Reading?/Define the types of reading?

Ans The main purpose of reading is comprehension i.e. understanding the meaning of _____ 1. Words 2. The relationship between ideas

There are different types of reading which lead to comprehension.

1. Land Reading
2. Silent Reading
3. Oral Reading
4. Intensive Reading
5. Extensive Reading
6. Skimming
7. Scanning
8. Supplementary Reading
9. Library Reading

Q.4 Describe Land Reading in detail?
Ans

1. **Land Reading: -** A.W. firstly calls loud reading "a necessary evil". It is necessary for two reasons.
   First, it ensures that the reading process is going on and helps the teacher to improve it.
   Second, it gives practice in the manipulation of sounds and practice in speech and pronunciation.
   Reading aloud is often helpful in developing a sense of appreciation for the language as a whole and prose and poetry in particular. Reading aloud gives the pupils a sense of pleasure, power and mastery over the language. It teaches the student to read with correct pronunciation articulation, intonation stress and rhythm.
   Advantage:-
   i. The student learns to read correctly.
   ii. He develops the skill of speech and can learn elocution.
   iii. Mistakes in pronunciation, articulation, stress are corrects are corrected at an early stage.
   iv. The various ensure organs such as ears, eyes, and mouths are trained simultaneously.
   v. Student learns by imitation, which is a natural method of learning.

   Disadvantage:-

     i.   Student may not enjoy reading aloud.

     ii.   It does not help deep understanding of the text.

     iii.   Silent reading is prepared, if a student becomes used to reading aloud. He cannot become an extensive reader.

Q.5   **Describe silent reading with its steps and merits?**

Ans. **Silent Reading: -** Training in silent reading is, infact, equivalent to training students how to study. It inculcates love for reading. It facilitates acquisition of language, mastery. In silent reading, there is no movement of the lips or the tounge.

          Steps-

     i.   Train the pupil's eye to move from one group of words to another and go on increasing the number of words in each group.

     ii.   Train the pupils not to indulge in lip-movement.

     iii.   Train the pupils to improve their speed of reading by practice.

          Merits-

     i.   Silent reading is time saving and quick.

     ii.   It initiates self duration and deep study.

     iii.   It also helps to appreciate the language as well as to study it from a linguistic point of view.

     iv.   It helps the student to concentrate on the meaning and result in greater assimilation of information.

     v.   It is also useful to make a quick survey of the material to be studied and to look through indexes, chapter headings and outlines.

     vi.   The aims of silent reading are pleasure and profitable to read for interest and to get information.

Q.6   **Describe intensive Reading in details?**

Ans   **Intensive Reading-** Intensive reading means the detailed study of the prescribed prose-text. This involves language information and understanding the sense. It requires concentration on the subject-matter .it includes-

     i.   Assimilation of language: - study of words, phrases and sentence structures.

     ii.   Study of word, order and syntax.

     iii.   Grasping the meaning of the sentences

     iv.   Getting information

It is also known as detailed study.

Steps-

i.   **Introduction**- First of all, a teacher gives the overall summary of the subject matter and also search out student's previous knowledge related to particular subject. Train the pupil's eye to move from one word to another.

ii.   **Presentation**- Teacher reads a paragraph with correct pronunciation, stress intonation rhythm and pause.

iii.   **Pupil's Reading**- Pupil read the passage and teacher correct their mistake at this stage. During this stage, the teacher should not discourage the students who could not read well.

iv.   **Explanation**- The teacher explains the words phrases, and sentences etc. several things e.g. part of speech, Verb, tense, clauses etc. are also explained.

v.   **Recapitulation**- The entire passage is revised. The teacher asks certain questions and student answers them.

Advantage of Incentive Reading-

i.   It increases the vocabulary of the pupils.

ii.   It improves the power of expression of the students.

iii.   It helps in developing the expression and understands skills.

iv.   The aim of intensive reading is the full understanding of the text. It's symbolic, emotional and social overtones, the attitudes and the purposes of the author and the linguistic and literacy means used by the author to achieve his purpose.

v.   It extends his vocabulary and fosters a taste for the study or the language.

Limitations-

i.   It does not provide joy and interest to pupils.

ii.   It lays great emphasis on the anatomy of the language.

iii.   It is of very limited utility in forming an active vocabulary.

iv.   The procedure being long is boaring and uninteresting.

v.   This led only to a sort of meal illiteracy and narrowness in thinking and ideas.

Q.7   **Explain the concept of Extensive Reading?**

Ans   **Extensive Reading -** It is also known as rapid or Independent Silent reading. Pupils read without the help of the teacher. Extensive reading means-

i.   To read saliently.

ii.   To read quickly

iii.   To read without the help of the teacher

iv.   To understand the subject matter.

Aims-

Recreational-The main purpose of extensive reading is the cultivation of a taste for reading g among the students.

Intellectuals- To train the pupils to understand the subject matter quickly.

Literacy- To develop a taste for reading so that students gain pleasure, information and entertainment.

Linguistic- To increase passive vocabulary. To encourage visualizing what is read so that reading becomes a form of visual instruction.

Advantages-

-       It aids assimilation of ideas.

-       It develops the habit of self reading among the students.

-       It keeps the whole class busy and active.

-       It has a greater transfer of learning value as it prepares students for serious study and makes them active to do their own work with understanding.

-       It perhaps students for library learning.

Disadvantages-

-       The words, phrases and expression are not studied in detail, during the cause of extensive reading.

-       The pupils are only able to understand the common words, known to them and not to the different ones and their use.

-       It neglects other relevant, background knowledge of subject-matter.

Suggestions to make teaching of Reading effective-

-       In the beginning only those words should be read which the students have already learnt.

- Reading should never be started with text-book. It should always start from black board.

- Proper atmosphere for reading should be created in the classroom.

- Material aids must be used.

- Emphasis should be made for recognizing the words.

Q.8   Describe the meaning of Skimming reading?

Ans.   Skimming- Skimming is a reading of one's fastest speed. It is used to achieve more significant information out of a lot of material. When skimming, reader goes through the material quickly in order to get the gist of it, to know how it is organized or to get an idea of the tone or the intention of the writer.

How to skim- After noting the titles and subtitles which identify the topic, read paragraph fully.

- Read at the fastest speed to get the idea of the stage, the setting, style tone or mood.

- Reader reads only key sentence and tries to get the main idea.

- The reader lets his eyes jump down through the paragraph picking up one or two important words, phrases.

Significance-

1. It is useful for students and professional.
2. It gives general idea of the matter.
3. It is useful in building up a fund of reference information.

Q.9   Explain the meaning of Scanning?

Ans.   Scanning: - In scanning, reader means darting over much of a text to reach for a specific item or piece of information that he wishes to discover.

How to scan-

1. To fix clearly in mind what he is looking for.
2. To plan how the required information can be obtained.
3. Floating approach (moring back or forth) is applied.
4. Reads as much as he required.

Significance-

It has great importance to exclusives, administrators, professors, researchers, to get required information in a short time.

For dictionary use, it is very useful.

For phone directory, it is applied.

2. **Supplementary Reading: -** This is similar to extensive reading but its chief aim is to supplement the intensive reading of a detailed prose-lesson.

3. **Library Reading: -** It is done in the formal setup of a classroom and is done during specific periods.

Q.4 **What are the stages to develop Reading Skill?**

Ans

- **The Primary stage-I** - It will pave the way for formal reading. The work may be accomplished with the help of certain aids in which the black – board, flash –cards, reading cards etc.

- **The use of illustrative Cards**- The Cards may be Word Card or sentence cards. On one card is written the word to be read or taught and on the other appears the picture of the object for which the word stands.

- **The reading from Word**-Cards may be followed by reading from sentence Cards containing only those structures or pattern which have been learnt by the pupils in oral lessons.

- The use of Black-board-

- The use of Word-building and sentence building cards.

The Preliminary stage-II- Learning the symbols First stroke letters-

I, T,L,F,E,H,A,N,M,K,Z,V,W,X,Y

Second – Combination of 'Strokes' and parts of 'Circles'

D, B, P, R, U, J

Third 'Circles' or parts of 'Circles'

O, Q, G, C, S

The Preliminary Stage III- Learning the Spelling Patterns

The Second Stage of 'Productive 'Reading-

This is the stage when the good reading habits are formed. It is here the feature of intonation and stress should be brought into play and learnt by the pupils.

The third stage of "Vivid Imaginative Realization"-

The third and the last stage in developing the reading ability, begins when the pupil uses reading more fully than ever in acquiring and assimilating new experience. Reading at this level stimulates a 'vivid imaginative relisation of vicarious experience. Reading responses of this kind fulfill the 'Literary purpose.'

Q.5   Describe the method of Reading skill?

Ans   There are some methods which are applied-

The Alphabetic Method- This method begins with the parts and reaches the whole. Every letter in the word is taken as an independent unit quite significant in constituting the word itself. So, pupils are taught first the names of the letters in the alphabetic order of the language. Then, they join these letters to from the complete word.

C-A-T= CAT

In this way, he goes from word to word and finishes the sentence.

Deficiencies/Demerits

-    It is unscientific because it goes against the basic scientific fact that a language has unity.

-    It is based on wrong assumption that the letters of the alphabet in themselves have meaning.

-    It is unreal and wasteful, because the pupils do not show and interest in the individual letters. They have to be taught words and word-groups, not letters.

-    It gives a wrong idea to the pupils that there is one to one correspondence between letter and sound C/Si

-    It is unpsychological. We never see letters but words.

-    Pupils learn to read without understanding, because they are lost in deciphering the word in letters.

Q.6   Explain the essential step of Phonic Method?

Ans   **The Phonic Method**- This method is the result of the feeling of inconsistency between the letters and their sounds.

This method consists in teaching the sounds rather than the letters.

So, from the very beginning the child is acquainted with the sound and sound-pattern.

"A good feature of this method is its rationalization of the approach to the symbols of the language through pertinent sounds."

Cat-Rat-Hat-Bat

Demerits-

-         We do not have the same sound for each letter always.

-         Different sounds for the same vowel or consonant is misleading.

-         It goes against the principle of language unity.

-         The unit of thoughts is complete sentence, not individual word. It encourage reading one word at a time.

-         It encourages the bad habit of reading one word at a time.

-         It breaks the unit of the language.

-         A large number of words cannot be taught with the help of this method because their spelling is irregular.

Q.7   **Define look & say Method & Phrase and Sentence Method?**

Ans.   **Look and Say Method**- This method is also known as word method.

-         The unit of teaching is word. It is best brought into action with the help of Flash cards.

Demerits- It breaks the unit of the language

-         Individual words do not convey proper meaning. Meaning has to be taught in Context.

-         This Method involves unnecessary jumps and jerks which are harmful in acquiring good reading habit.

Phrase Method-

The phrases no doubt create more interest and words become better meaningful when put together.

It helps to recognize more words in one perception span.

Well-set, phrases are taught like "to the door" 'on the bench'. 'To the windows. On the black-board etc, not single words.

Unnecessary jumps are avoided

The Sentences Method-
-        This method is based on the psychological principle of language teaching.
-        The sentences are the unit of thought.
-        It is the best method of teaching.
-        To encourage the student to follow this method.

Q.11   Describe writing skill, with its mechanics and forms?

Ans.   Speech come to man as a gift from nature. Oral work is the back bone of language teaching. Oral work supplies material for written work.

Fair and legible handwriting makes a man perfect.

According to **Becon,** "Reading maketh a full man, conference a ready man and writing an exact man".

Writing is a product of development. The real test of their knowledge of the language is their ability to express their ideas in a written from.

Teaching Mechanics of writing

1.   Controlling the small muxles of the fingers and wrist.
2.   Securing Co-ordination of the hand and the eye write betters of the correct shape and size.
3.   Giving proper spacing between letters, words and line.
4.   Using capital letters where required and putting punctuation marks.

Forms of writings: -

Earlier form (Picture writing)- the earlier kind of writing was 'picture writing'. It was not easy. It presented difficulties because everything, a person cannot record

in pictures. It was difficult to learn and read because thousands of objects and ideas needed different sign to express.

The script of the Chinese language is based upon picture script and one has to learn hundred of symbols in order to understand spark, read and write this language.

The alphabetic form- in this form, each letter or symbol represents a different sound. It was first used by the Phoenicians of solemen. The Romans copied this method and the present script of writing of English is also called 'Roman script'.

So, the linguistic activities may be compared to the four pillars supporting the magnificent structure of language. Writing is just like pasting and plastering. The teacher like a conscientious artist, places not only bricks and mortar and other material required for his fine creation, but also paster and plasters it and gives it a finishing touch.

Q.12 **What are the essential step of writing skill?**

Ans. **Essentials of Teaching Writin** -

1.   **The choice of script**: - Script is the written of strokes, circles, dots etc. These scripts are of your kind.

(1)   **Print Script**- In this type, the letters appears in words which are not joined to gather. The common practice in teaching writing is to start with print script. It is the simple form of writing. It is straight and clear in shapes of letters, and it is not confusing in anyway.

(2)   **Cursive writing**- In this type, the letters are joined together with strokes or loops. This is the running type of writing. Cursive script is useful because it makes writing fluent and facile, developed speed.

Marion Richardseon Script- In this type, all the letters are not joined together. This script is also called rounded cursive. The basis of this type of writing is a system of rhythmic pattern movements. This script found wide favour with the teachers all over the world. It is infect, a development of print script with certain requirements of cursive script.

1.   **Italic**- This kind of writing was used in Italian manuscript in the Middle Ages. It is a kind of cursive script but more pointed. Though it can be written very quickly, yet its major drawback is its being difficult to read.

At early stage, it is not very much encouraged.

2.   **The choice of style**- Another essential of good writing is the choice of proper style. There are two types of styles –

-    **Vertical and slanting**
     Vertical style is easy to follow and may be encouraged.
     Slanting style, there are two options-
1.   Forward slanting
2.   Backward slanting- The choice of style depends upon individual different, but there should be uniformity in the pupils writing.

3.   **Choice of material**- In the beginning, the student should be taught to write on a rough surface with soft chalk, or the very first lesson should start with the pupils' finger movement on sand. Writing on a rough surface will regulate the movements of pupil's fingers and muscles and eye coordination. The surface on which to write should be rough but pencil or chalk should be quite soft. It should be followed by writing in ink.

4.   **Postures**- Right posture is an important factor in teaching writing. It consists in the position of the body, arm, head and paper etc. At their desks, students should sit comfortably in correct position; his head should be held high so that his eyes are about a foot away from the paper. The body should learn slightly forward from the hips, but should not touch the desk. Both arms should be within two or three inches of the elbows.

      The teacher should also pay attention to left handed children. It should be discouraged F.G. French points out that the written work should be considered from two points of new.

(1)   Penmanship or Simple hand writing- Training in penmanship should proceed by easy steps. The writing of the English letters and writing them in combinations are mattes of training.

1.   Fairly large movements, using the finger in a tray of sand or chalk on paper, lines of various lengths and directions.

2.	**Script writing**- Small letters but large in size arranged in groups similar in shape.

Group-I letters made by strokes drawn in free hand

| | | | \ \ \   / / /   ✕ ✕ ✕

Leading to letters

- K   V W + I

Group-II   The second group consists of letters formed in the circle

O O   C C   e e

Group-III circles and strokes

O1 d b q p

Group-IV strokes and curves

h u f n m

-	With the exception 'f' each of the letters is written without lifting the hand or pencil
-	The letters should be properly spaced. The rules should be 'Letters close, words apart".

Sufficient practice should be given.

III	**Capital letters**-

1.	Round capitals based on the circle O, C, Q, G
2.	Capitals formed by strokes- I L E F M N V W M V X Z K A
3.	Capital formed with strokes and curves – D P R B J Y S
4.	Group – numbers 0 1 2 3 4 5 6 7 8 9

-	In order to achieve better results, pupils may be taught to write between the lines rather than on lines.
-	The use of four ruled copy books will be of great utility in this case.
-	Teacher can use flash cards for words and sentences.

How to teach writing the alphabets to the Beginners

Three methods are commonly used-

1.	**Use of Kinder Garten Apparatus**- under this method pupils are given practice in constructing the alphabets by joining the piece of wood in different shapes. It is suitable only for infants

2. **Tracing Method**- under this method, the learner is required to make movements of the pen or pencil held in his hand over the printed letters. The letters are generally printed in dotted lines or they are written with a soft pencil. This method is neither very effective nor pedagogically sound.

3. **Free hand imitation**- under this method pupils imitate the printed letters in their note-books or they imitate the form or movements from teachers writing on the black board.

4. **F.G. French's Method**- the beginners should be taught to write the letters in vertical style and they should be taught first small letters after that capital letters.

Q.13 Describe/explain writing as a form of exercise? Which are the stages that are helpful in developing the writing-skill?

Ans.

-   **Writing as a form of exercise**- writing is a slower process than either speaking or reading. While writing, the child gets time to think over what he is doing. "The written language- bricks require the essential straw the vocabulary and the sentence- patterns. The conversation and reading lessons supply this straw".

-   **Stages in developing the writing-skill**- I. Moris has given seven distinct stages in developing the writing skill.

    1. **The preliminary stage**- This stage of writing is the training in the formation of letters. At this stage, the teacher's main task is to familiarize the pupils with the mechanics of writing. At this stage, transcription should be the main exercise by which to terch. Transcription should be carried on throughout the whole of the first year, with the introduction of fresh features.

    2. **The second stage**- Sentence – construction – The shapes of letters and few letters are put together is taught already. Now pupils should be given such exercises so that they can frame sentences and structures.

Moris says "The first step towards sentence composition is simply a modification of transcription. Practice may also be given in functional grammar by means of simple exercises. Calling for conversion from first to third person, from singular to plural from positive to negative

e.g. your book is lying ………….

This is a ………….. | picture |

3. **Third Stage**- Answering Questions- The pupils are now familiar with simple structures. They are in a position to answer questions that help them both with words and with the pattern required for the answer. The answer to questions calls merely for a re-arrangement of the words. The questions for the written work should be based strictly on the patterns used in oral work or reading matter.

Question	Answer
What is this?	This is a crow.
What is the crow doing?	It is flying

4. **The fourth stage**- Continuous writing- Pupils may be prepared for writing sentences in sequence and given practice in continuous composition by getting them to write out a simple story, in incident which they have learnt in oral work.

   They may also be required to write about a person with whom they are quite familiar. This type of composition may be given in the 2nd year of teaching English.

   Guide words, charts and pictures should be used to create variety and interest in the written work. The chief errors, the pupils are to commit shall be grammatical and orthographical. They should be removed by teacher time to time. So, that they acquire confidence and fluency.

5. **The fifth stage**- Preparing short summaries- Having practiced continuous writing, the pupils are familiar with simple devices of arranging material in proper sets of sentences. Preparing short summaries of the reading matter is a valuable exercise both mentally and linguistically.

   Moris says, "It is an excellent introduction to free expression as it supplies the mater and much of the vocabulary and allows the pupils to concentrate on form. At this stage, pupils select appropriate

sentences from the text and links them together, he is engaging himself in a valuable exercise as the transcribed sentences form a model composition".

6. **The Sixth Stage**- <u>Writing out a given Story</u>- They may also be given simple outline of the story or description to be developed into full length composition. They can be expected that they are masters of the techniques of writing.

7. **The Seventh Stage**- <u>Free Composition on Set Subjects</u>- The Seventh stage coincides with the high school or secondary stage. Free composition on set subjects is a written exercise suited to the pupils of this stage.

    Free composition is therefore an exercise in very difficult translation. The mistakes occur because the translation is too difficult for them

Q.14 Describe the Characteristics of Good-Handwriting in detail?

Ans.

1. **Distinctiveness**- This means 'each letter should have a characteristic form of its own'. It means 'a' should resemble 'a' and not 'e', 'E' should resemble 'e' not 'f' etc. The letters should not be distorted.

    Legibility- A legible handwriting is easy to read and causes no confusion. It is also a reflection of mind. Letters should possess all the fine aspect of legibility i.e. letter-formation, regularity of slant, quality of line or stroke, alignment and spacing,

    e.g. Difficulty in dotting (i)

    Difficulty in crossing '+'

    Top stroke short as in 'h'

    Pupils do not write properly-Five letters- a, e, r, t, f. the teacher should pay special attention to these letters which the students do not write properly.

2. **Uniformity**- Whatever style the students adopt, should be uniform in size, spacing and alignment. It means that all the words should be written either in a vertical style or slanting style. If they are written in a slanting style, it should be either forward slant or backward slant throughout.

Appropriate size of letters- The size of the letters should be neither too big nor too small. These should be proportion between the sizes of letters. Margin between two letters should be appropriate.

Spacing- Proper spacing adds beauty to the style. The letters and words should be properly spaced. There should also be proper spacing between lines.

Spacing the letters in a word, the words in line and the lines in a page should not be crowded too closely together. This will avoid over writing.

Simplicity- Handwriting should be always simple. It should have no unnecessary tails or simple letter shape had good appeal, unnecessary strokes should be avoided.

Speed- **A.W. Frisly**, "the writing should not be labored but done at a reasonable speed". Speed combined with practice. Good handwriting is carried out at a reasonable speed.

Attractiveness- Handwriting which is attractive and nice to look at is a great asset. A beautiful handwriting is one in which the letters are well framed even in size & spaced which is upright or slopes slightly forward and in which the lines of writing are parallel to the top of sheet of a paper. So, handwriting must be 'nice to look at'.

Q.15 **What are the Techniques of Improve Handwriting? Describe it.**
Ans.
   1. **Calligraphy**
   2. **Transcription**
   1. **Calligraphy**: - A type of good handwriting which is learnt with the help of a special type of brush or pen.
   2. **Transcription and Dictation**- Transcription and dictation are interrelated. Transcription aims at neatness and care and promotes accuracy which are also required in dictation and composition.

   Dictation is an exercise in hearing and correct spelling.

   Transcription is a sort of reproduction exercise which enables the pupils to see words or sentences and then write on their copy books. This exercise is not only useful but also pleasure giving to the children. For a beginner, transcription may be done for the sake of handwriting. The teacher should ask the pupils to transcribe words involving the types of letters that may be troublesome in some way.

- Transcription should be given only after the pupils are familiar with the scripts.
- It may also be done for spelling observation.
- Words, the spellings of which are likely to pose difficult should be given for transcription.
- Language patterns can also be practiced by transcript.
- Specific language construction based on the use of article prepositions, adverbs etc, can be conveniently framed to give models for transcription.
- Transcription should become a productive activity leading to extension work. This will require the pupils to keep a special eye on the meaning.

Q.16   What do you understand by Dictation and its process?

Ans.   Dictation- Dictation is a good aid to writing but it should not be introduced too early.

- It is a means of fixing what is already known, not as a puzzle in which the teacher tries to defect the pupil.
- A beginner should never be allowed to see or to write or to have time to think about a mistake.

Process of Dictation

1.   Ear Training
2.   Correct Orthography
3.   Punctuation
    1.   The child will be able to catch the right word and put it on the page of his exercise book only if the ears are to the spoken English sounds.
        - It helps both listening and speaking.
        - Words should be presented as speech, not as detached words.
        - Dictation is to serve as a means of ear training. The passage is to be dictated with proper pause, in word groups.
    2.   Dictation gives practice in orthography in the sease that the pupils tend to spell the words correctly in written form. The pupils are obliged to distinguish word sound and respective spellings.

- Dictation gives practice in punctuation. It is not good for the teacher to name a stop like comma, full stop etc. the act of prompting should be avoided.

Punctuation must be dealt with systematically throughout the course.

Writing exhibitions- Writing exhibitions may be arranged to encourage pupils at all stages. The handwriting exhibition will be an unusual feature in the school at the time of annual function.

Copies of good handwriting may also be placed in the school libraries to provide incentive to other students.

Reasons of bad writing-

1. **Bad specimen**- Bad handwriting often results from bad examples. As the students learn by imitation. They try to imitate the formation of the letters as their teacher.

   Good examples and good habits bear their good impression upon the young minds.

2. **Over-crowded class-room**- Generally, the rooms which were meant for 70 pupils today are to provide rooms for 60 pupils. Children do not have sufficient space to sit on comfortably when they begin writing; they do not have free movement of their limbs. The teacher cannot supervise their writing work.

   - **Lack of proper furniture**- Rooms are usually short of furniture, it is defective for writing for a free movement of the hands we require individual desks and stools, long desks and benches may be economical. It results in faulty postures of sitting causing fatigue insufficient and inefficient work.

   - **Tools of writing** - Tools of writing are defective children begin writing with fountain pens or ball pencils which are responsible for an irregular or illegible handwriting.

     Beginning must be done with soft pencils.

     Writing with pen holders with a nib is to be used when sufficient practice has been done.

   - **Use of best paper quality**- The size of the paper must be large. It is better to have brown paper or sugar paper. Letters written are written on the lines. If blank paper is used, lines should go parallel to the top of the paper.

- **<u>Sitting posture</u>**- Defective sitting postures result in bad writing habits. Physical disable also create bad hand writing.
- Too tight or too light holds on the pen also create bad hand writing.

  So, writing has the instrumental value-

Unit-IV
Teaching Aids

Q.1   Describe the Concept of teaching aids? Explain its types.

Ans   <u>Audio-Visual aids-</u>

1.   Teaching aids are of great help in the teaching-learning process.

2.   "A room without pictures is like a house without windows."

It is rightly believed that much of language learning is the learning of complicated skills.

3.   In the past the teachers choose to develops these skills 'by word of mouth' using only a few aids. But the situation available today is different.

4.   Undoubtedly, instructional aids are the devices which are used in the class-room to encourage learning interesting.

5.   The material like charts, maps, models, concrete objects, film strips, projector, radio, television etc which help a teacher in good communication, healthy class-room interaction and effective realization of the teaching objectives may be called aids in the field by teaching learning.

In this regard, Albert Duret rightly said, "It is easier to believe you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly."

Thus the process of teaching-learning depends upon the different types of equipment available in the class-room. In the absence of these equipments, the class-room will be considered as traditional ones.

An English teacher is different from the teachers of other subjects English being a foreign language; he has to take the help of a number of aids. The different aids make his teaching meaningful and effective.

Language can be learnt effectively only when the learner listens to the sounds again and again. Only a highly trained teacher can be expected to set a good model in the production of correct and natural sounds in English. In the absence of such teachers, good model can be presented before the students with the help of an effective use of the audio-visual aids to teaching.

Meaning of Audio-Visual aids-

The word 'audio' refers to hearing and the word 'visual' to seeing. Thus, teaching aids which affect our organs of audibility and sight are called 'Audio Visual Aids.'

1. **Carter V. Good**- "Audio-Visual aids are those aids which help in completing the triangular process of learning i.e. motivation, classification and stimulation."

2. **Edgar Dale**- "Audio-Visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and learning situation is helped. There are also termed as multi-sensory materials."

3. **Kothari Education Commission (1964-66)**- "The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It should indeed bring about an educational revolution in the country."

Types of aids-

1. **Audio-aids**- The aids involving the sense of hearing are called audio-aids.

    E.g.- Radio, tape-recorder, record-player, gramophone, linguaphone etc.

2. **Visual-aids**- The aids which use sense of vision are called visual aids.

    E.g..- Black board, pictures, charts, models, objects, flash cards, film strips, slides etc.

3. **Audio-Visual aids**- The aids which involve the sense of vision as well as hearing are called audio-visual aids.

    E.g.- Television, film projector, film-strips, cinema, computer etc.

Q.2 **Explain the Importance/Uses/Advantages/Role of Audio-Visual Aids ?**

Ans

Every language is born out of a particular culture belonging to a particular society. There is a vast difference between the cultures of two social groups. It becomes very difficult to understand them even if one has same knowledge of that language.

In the words of Dev Singh, "These aids help to acquire indirect experience of the subject matter. The vocabulary and the subject matter are well grasped …….. phraseology is elucidated and effective command of the language is gained."

Rousseau says- "Give your scholar no verbal lessons, he should be taught by experience only."

Our lessons ought to start from the concrete and end in the abstract."

There are many roles which audio-visual aids are play in teaching of English.

1. **To make teaching and learning more effective**- Audio-visual aids can be used to create situations to make the meaning situations. This aid not only makes the teaching effective and reinforces memory but also makes the process of teaching and learning interesting and absolving.

2. **Provide variety in teaching**- Aids can break the monotony of practice work by creating variety. Just lectures of the teachers are full of verbalism but the use of chalks, blackboard and other charts, pictures, models etc produce an atmosphere of change which help to reduce verbalism and thus make the learning language effective.

3. **Provide reality to the learning situation**- The ideas and images which can't be brought in the class-room. They are made clear to the students through Audio-visual aids.

   E.g- By seeing a film-show exhibiting the life of the Tundas. Students can have the knowledge of the concept without teaching. Many objects cannot be brought in the class-rooms. In those situation picture and charts fulfill the purpose.

   E-g. Animal like elephant, lion, jackal etc can be explained only through audio-visual aids.

4. **Provide vividness and clarity to the lessons**- The use of book is not enough to explain the subject matter. The audio-visual aids bring cavity and understanding to the various difficult and abstract concepts in language.

   E.g.- we want to know about the Mughals. The films on it provide vividness parallel to which is difficult by the study of books.

5. **Arouse interest and inspiration**- The aids motivate the child and arouse his feelings of curiosity. Thus motivation keeps the child fully absorbed and he tries to learn more and more.

6. **Reduce over-dependence on mother-tongue**- Most teachers use the mother-tongue in the teaching of English. The use of audio-visual aids in teaching English help the teacher to reduce over dependence on child's mother-tongue.

7. **Develops the scientific attitude**- Use of audio-visual aids helps in developing scientific attitude among students instead of agreeing to the listened facts, they resort to observe or use them practically with help of audio-visual aids; they develop the habit of generalization through actual observation and experiments.

8. **Grammar teaching becomes easy**- Through audio-visual aids the teachers can make highly theoretical and technical lesson in grammer, interesting and undertaken able. The more knowledge of grammar enriches the students with formal grammar only. But the actual i.e. functional grammar can be learnt through Audio-visual aids; more effectively and quickly.

9. **Reduce teacher's talking**- Teaching aids reduced teacher's talking in the class. A concept which taken two hours to be get completed can be accomplished in the class very effectively through audio-visual aids. The aids make the concept more concrete and fixed in the mind of the students.

Q. 4 **Explain the characteristics of Good Aids.**

Ans **Characteristics of Good Aids**-

1. They are large enough to be seen by the students for whom they are used.

2. They are meaningful and they always stand to serve a useful purpose.

3. They are up to mark and up to date in every respect.

4. They are simple, cheap and may be improvised. They are not very costly.

5.   They are handy and easily portable.

6.   They are accurate.

7.   They are realistic.

8.   They are according to the mental level f the learners.

9.   Their purpose may be informative but it is not just entertainment.

10.   They motivate the learners. They capture the attention of the pupils.

11.   The help in the realization of stimulated learning objectives.

12.   They are really very useful and can be used in many lessons and at different class levels.

13.   They are useful for supplementing the teaching-learning process but they cannot replace the teacher.

Q.5   Name Visual aids and Explain Black Board with its advantages & Disadvantages.

Ans   Visual Aids-

1.   Models

2.   Charts

3.   Chalk-Board/Black Board

I.   Black-Board-

1.   Black-Board is the never failing friend of a teacher.

2.   It is an easily available type of visual aid and is always present in the class-room.

3.   It is the traditional symbol of the class-room.

4.   Its proper use in the class-room by the teacher can work wonders.

5.   It can be used to explain word meaning, to draw explanatory sketches in neat and legible hand writing.

6.   The use of black-board breaks the monotony of lecturing in the class and drives the teacher and the taught to the practical side of learning.

7.   Infect, it is quite safe to call it the 'symbol of the class-room'.

8.   It is the most 'versatile visual aids'.

How to use the Black-Board-

1.   While writing on the black-board, the teacher should start from the top left hand comer and continue uniform writing till the lower end is reached. The systematic and uniform writing captures the attention of the students.

2.   Black-Board writing should be clear and bold enough to be visible to the whole class.

3.   The teacher should stand in a correct pasture and should write in straight lines.

4.   The teacher should write 'hints' to denote the purpose of his exercise on the black-board.

5.   Whenever a new lesson is started, it should be rubbed off and start a fresh.

6.   The teacher should make use of pointer for drawing attention of the pupils to the written maternal on the black-board.

7.   The chalk used should be soft. It should not be scratched.

8.   The uses of coloured chalks make the writing more appealing and distinct. If can highlight trouble spots in spelling and sounds.

9.   The use of black-board should not be over-done.

10.   The teacher should avoid crowding of information on the board.

11.   While writing, the teacher should stand aside on the board should not be any obstruction for the learners.

12.   Sometimes a part of the chalk-board is not visible to the class because of the reflection of light. That should not be used by the teacher.

Advantages of Black-Board-

1.   If a teacher goes an speaking in the class and finishing up the syllabus, his teaching becomes dull and monotonous. The use of chalk-board adds variety to the teaching on one side and on the other hand it makes the lesson more clearly to the students.

2.   Especially, in a language period, spellings of the words when written on the chalk-board simplify things.

3. A black-board is the heart and soul of teaching English to the weak-students.

4. It is quite economical and can be used again and again.

5. It is very convenient teaching aid for group teaching.

6. It can be used as a good visual aid for drill and revision.

7. It is a convenient aid for giving lesson notes to the students.

8. It is one of the most valuable supplementary teaching aids.

Precautions for using Black-board-

1. Write legibly and briefly on the black-board.

2. Do not the black-board while writing.

3. Write on the black-board when children are free from other work, to look at it.

4. In lower classes-speak out loudly, what you write on the black-board? In higher classes read out loudly, after writing on the black-board.

5. A black-board can be used for the improvement of hand-writing of the children.

6. Occasionally, have a look at the pupils, while writing on the black-board.

7. Do not write for a long time on the black-board.

Q.5 How chart is used as teaching aids. Describe its merits & demerits.

Ans A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary.

Edger Dale defines a chart as "A visual symbol summarizing other helpful services in explaining the subject matter."

The main function of the chart is always to show relationships such as compressions, relative amdents developments, processes, classification and organization.

Learning process can be made effective with the use of chart. Interest of student is increased in the lesson. They become more active, knowledge becomes interesting

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vii.   **Pie Charts**- Pie charts are also called pie-graphs, pie-diagram or circle charts. In pie-chart, a circle is divided into segments to represents the relative size of component in aggregate, pie-charts are always drawn on percentage basis.

Uses of Charts-

1.   The teacher can write a poem or a stanza of a poem on a chart. It may be displayed in the class-room. It is also useful when the student do not have books.

2.   The idea contained in the poem, may be depicted on the chart. The poem can be taught in an effective way.

E.g.- A picture of Rainbow filled with colours may be drawn on a chart for the poem. 'The Rainbow.'

3.   Any praise lesson can be taught in a better way by preparing charts.

4.   A chart can be used for teaching the meanings of difficult words contained in the poem. The meanings of difficult words are covered with strips of paper and should be removed tum by tum.

5.   A chart or a set of charts may be used for developing a story orally or in written form. The story can be developed in stages and can be illustrated in a sequence.

6.   A chart can also be used for teaching, paragraph writing or short composition.

E.g.- We can prepare a chart on which a horse is drawn. The students can be asked to speak or write few lines on the topic a horse.

7.   An outline of a story may be written on the chart and the chart may be hanged in the class-room. The students can be asked to develop the complete story by consulting the charts.

Q.6   How Model is useful for English teaching? Explain its types?

Ans

Models are quite useful in the teaching of a language. Sometimes the actual or live objects which are not available or we cannot bring those objects to the class for teaching. In that case, models serve the purpose. These models fulfill the purpose very efficiently in the hands of a skilled teacher.

E.g.-   We cannot bring a camel, a dog, a horse or an elephant in the class. Thus, a model is the miniature structure of the original objects. It shows almost all the details of the original thing it represents. It is a three dimensional recognizable imitation of an object.

Types of Models-

1.   **Scale Models**- This type of models represents the things through exactness of scale. In certain learning situation, we need correct representation of the things. These are useful for students learning engineering.

2.   **Simplified Models**- This type of models show regularity, the external form of object. The teacher can show to the small children, the models of elephant, parrot, horse etc. These models are very important in teaching of English to beginners.

A Model is generally the miniatures structure of original thing. It shows almost all details of the real thing. It may be of same size or smaller or longer than the original thing it represents.

Edger Dale - defines- A model is the recognizable imitation of the real thing with an increase or decrease in size as chief difference."

Q.7   Describe film strips. How it is used as teaching aids?

Ans   A simpler and cheaper aid is the aid of film strips. A film strips is a series of related still photographs on a single roll of processed film. A film strip can be exhibited in a compact and economical form. Film strips are strips of film that show a sequence of action or events. Taken together, the separate pictures present some product or process of learning in a step fashion. It can be used on a slide projector or a film strip projector. The action shown in the strip can be projected on wall or screen.

Merits of Film Strips-

1.   Film strips are of light weight and easy to transport.

2.   These are not inflammable; hence there is no danger in carrying then anywhere.

3. Cost of preparation of film strips is not that high.

4. Verities of information may be given, in cooperating maps, drawings, photographs etc in the film strips,

5. Complete darkening of a room is not a must while making use of film strips.

6. They are very much useful in review, practice, evaluation and detailed study of a piece of instruction.

7. The machinery of presentation of film strips is simple and easy to operate.

Advantages of Film Strips-

1. It is simple and cheap.

2. Moreover, a teacher interested in photography can easily make his own film strips during his rest periods.

3. Film strips can be very useful for conversation, composition lessons, tenses, sentences-simple and complexes various actions expressing even some of the vague ideas in an economical manner.

4. Sometimes, A recorded speech to be played on the tape recorder and a film strip to be projected can be used side by side. Film strips should follow the commentary of the teachers.

5. In the presentation of film strip the picture itself provides clues to the pupils.

6. Pages from books and other illustrations from encyclopedias can be shown by enlarging them with the help of film strips.

7. It provides a logical sequence of the teaching.

Limitations of Film Strips-

1. **Still Medium**- The film strip is a still medium. It cannot portray effectively and it is not intended to do so.

2. **Low flexibility**- The film strips, because of the fixed sequence is not as flexible for individual still as are slides.

3. **Easily damaged**- The film strip is easily damaged and is not easy to repair.

4. Film strips being a still medium of instruction in teaching of English.

5. They are liable to be damaged easily in the courses of their use for instructional purposes.

Q.8   What is audio- Aids? How Tape-Recorder is used in English classroom?

Ans   Tape recorder is a very useful type of audio-aid. No doubt, it is expensive but now it is becoming popular. It can serve many useful purposes in the teaching of English.

Advantages of Tape-Recorder-

1.   It can be used to improve pronunciation and recitation, prose reading stress, intonation etc.

2.   A series of recorded tapes on English pronunciation, conversation, speech and other language exercise are available. These can be used for giving required training to the students.

3.   The great advantage of a tape recorder is that the habitual mistake maker can hear his speech and can improve it.

4.   It records the voices of pupils and it before him reproduces. Then teacher tells him where he has committed a mistake.

5.   Even the best speech models can also be recorded and preserved in a tape and reproduced at will. A tape recorder thus serves a linguistic refrigerator.

6.   A tape recorder can be used record a story, a talk, a song or a play from the radio.

7.   Moreover, the same tape can be used indefinitely, if the recording is not meant to be permanent for any material, can simply be erased by recording again on it.

8.   It can also be used for giving drills to the students.

9.   Tape-recorder can also be used for learning spellings of the words. In the class-room, the students may be ear-minded.

10.   It can be sent from one place to another.

Thus, a tape recorder has many uses as an essential language tool. It is a very useful aid for self examination, self criticism and self-education.

Q.9 **Explain VCR in detail with its merit and demerits?**

Ans The use of electronic media helps the learners to overcome various barriers, in picking up the roots of learning in different subjects. This recording media has not only the capability to record various programmes, but can store them as well and then play at different times according to the needs of the learners at different places.

Video tape recorded is plugged into T.V. set for recording from it and playing monitor with micro-phone facilities for recording and playing both the video and audio elements of a programme. In video recording, the magnetic tape bears recording on both the edges.

On one edge, there are sound recording and along the other, picture recordings. Both picture and sound recording goes on simultaneously. Video recording can be done anywhere in laboratory, class-room or playground etc.

Video recording machines are capable of playing back not only their own recording but recording made by other machines of the same format.

V. C. R. is now a domestic thing and is frequently put to use to reproduce events, information, lesions talks, music, drama etc for the youngsters everywhere in and outside.

Advantages of Video Cassette Recorder-

1. A VCR can be used for recording television programmes, for speech correction, work, reading, recording speech and dramatic activities.

2. When students see other speaking English on the film, they are stimulated and encouraged to speak English. This helps them to get over the 'nervousness barrier'. They are more likely to practice speaking English even outside the class-room.

3. VCR has another advantage, you may stop the video film when you want to and go backward and forward, this is invaluable for vivid correction.

4. A video helps to preserve desirable learning experiences to be used at later date and various places.

5. The class-room becomes a centre of great activities and events while belong to other world.

6.   The information stored reaches the eyes and ears of students who improve their learning.

7.   The lessons recorded on video reaches a larger section of student population then it could be possible in normal situations.

8.   Objects which are too big, can be seen by students very easily.

9.   Here knowledge provided is gainful than it is possible from another medium.

10.   It is a way of recording performances producers and behavior of students to be evaluated or to be displayed for the information of other students.

11.   It helps to change the attitudes of learners in due course of time.

Points to be kept in mind while filing for VCR-

1.   Only those things should be displayed on video which are within the reach of learners in different classes.

2.   A video film for the learners should be based on real situations and the characters involved should be identifiable from day-to-day life of the learners.

3.   We should avoid putting too much information in a film as it is difficult for the youngsters to absorb it with their limited vision and surroundings.

4.   The knowledge of human nature and perspective views is a must for those who are involved in the preparation of video films.

5.   A personal touch in the video programme boost the morale of learners.

6.   It must be kept in mind that developmental film provides greater awareness to the student population.

Limitation of V. C. R.-

1.   It is quiet expensive.

2.   It cannot be played without T.V.

Q.9 **How television is used as Audio Visual aids? What are the advantages and disadvantages of it?**

Ans It is an important audio-visual aid which appeals to be the both senses that of eyes and the ears. It is called. "**The queen of Audio-Visual Aids**." It is also called as the 'Electronic black-board of the future.'

At present, it is used as a powerful means of communication all over the world. Now, it is used for teaching purposes, all over in India, in big cities like, Mumbai, Chennai, Kolkata, Delhi, etc. The teacher's inculcator among the pupils good viewing habits, critical and attentive listening. It combines the best elements of the radio and the potentialities of the film.

Kinds of Educational T.V. –
1. **Open Circuit Television-** It is the usual type of telecast by commercial or non-commercial stations

2. **Closed Circuit Television**- It is the selective telecasts which can be turned in only by specially equipped receivers.

Types of Educational Programmes-
1. **Demonstration Type**- It can be commercial as well as education. Some outstanding class-room activity of a school is made known to others through television.

2. **Supplementary Type**- In some subjects, there are a few problem area. The supplementary types of programmes assist the schools in supplementing their knowledge in these specific areas. This is called enrichment programme.

3. **Direct teaching programme**- This type of programme is telecast for direct teaching in different types of schools. It is used in elementary schools; It has been done in a few selected cities only.

Advantages of T.V.-
1. With the help of Television, a large number of students can be given information at a time.

2. Television helps in improving the pronunciation of the students. Listening speaking and understanding abilities of the learners can be improved.

3. On the Television, modal type of hand writing can be shown. The students may look at it and they can improve their own hand writing.

4.   The students with slow sped of writing may be asked to listen to the news and they may write it down in their note books Thus their speed of writing can be improved.

5.   The gifted children can be benefited because they can do some work of advanced nature which is usually not available to them in their class-rooms.

6.   With the help of television, the ablest and the most capable teachers are brought to the T.V. screen. Thus, teaching improves considerably in the class-rooms.

7.   The use of different types of audio-visual aids by the teachers in their class-room is expensive on the T.V. such lessons involving the use of many aids may be telecast. It will reduce the expenditure of on teaching.

8.   Television is a time saving device more of syllabus may be covered in less time because everything on the lesson will be carefully planned without any sort of deviations.

9.   The students who are not able to attend the class due to some reason can watch the T.V. lesson at their homes.

Limitations of T.V.-
1.   One way communication
2.   Un psychological treatment
3.   In convenient time
4.   Positivity
5.   Inflexibility
6.   Financial difficulty

Q.10   What is Language Laboratory? How does it functions? Explain its advantage and disadvantages.

Ans

In the words of A.S. Hayas- ""A language laboratory is a class-room containing equipment designed and arranged to make foreign language learning more effective than is usually possible without it"

Language can be best learnt through the practice and drill only a practical approach to language teaching can serve useful purpose. Technological aids in language teaching can help lot in this field and language laboratory may be

considered as an effective technological aid. It is one of the recent innovations. Though origin in the U.S.A. language laboratory rapidly gained ground in the U.K. Essentially, the language laboratory is a self learning device. The language laboratory is not a place where a learner performs language experiments, as they do in physics, chemistry etc class. It is a special room where students may practice speaking and listening with the help of sound equipment. The sound equipments include tape-recorders, earphone, microphone etc. It concentrates on listening and speaking, while speaking, it aims at the development of correct pronunciations, intonation and accent. It enables the use of same material by a group of about 20 learners at a time.

A language laboratory is generally an air conditioned room. There are cabins for the learners and the different cabins are connected with the cabin of the monitor-head.

A language laboratory allows much time on oral and auditory experiences. In traditional teaching, very little time is provided for oral and auditory experiences and from this point of view the language laboratory is a popular technical innovation.

Equipments or process of Language Lab-
Language laboratory has three sections-
1.   Hearing booth.
2.   Console or advisor's booth or room.
3.   Control room.

1.   **Hearing Booth**- A language laboratory has usually 16 or 20 hearing booths. In each hearing booth, there is a chair and a table at which a student can sit and work. It is provided with a telephone, connected to the advisor's booth, earphones and switches for selecting the tape from the central room for playing and hearing the same, for rewinding and replaying the tape. Each booth has 4 feet high walls or portions, so that each student works without disturbing others.

2.   **The console or advisor's booth or room**- The console or advisor's room has one or more tapes and special equipments to monitor any student and thereby two ways communication is ensured.

The console has five switches-

i.   **Distribution switches**- for directing the recorded programme (master tapes) to the students sitting in different booths.

ii.   **Monitoring switches**- for enabling the teachers to any student as he works on the tape. This is done for correcting errors in procedures. Correcting and grading the students.

iii.   **Intercom switches**- for making ways conversation with any individual student.

iv.   **Group- call switch**-for making announcement to all students who are listening for as particular tape from console source.

v.   **All-call switches**- for making announcement to all students in the laboratory regardless of the programme.

3.   **Control Room**- This has all the tapes records and other equipments of the language laboratory properly indexed and stored so that it is reading his request.

A language laboratory is generally air-conditioned room.

Procedure followed in language lab-

1.   The teacher first plays a master tape. The sounds are picked up and recorded on the separate tape recorder kept in each booth.

2.   The student listen to his copy of the tape and at specified stages make oral response to it. Those responses are recorded by recording the equipment in his own booth. Each student can go back over his copy of the tape as many as times as he requires listening to both the pre-recorded material from the master tape and also to his own responses.

Advantages of language laboratory-

1.   The language laboratory can provide good models of speech which the teacher can follow himself and thus correct his own speech habit.

2.   It relives the teacher of the task of providing linguistic models of speech himself, this work is done by the language laboratory through tape recorders and earphones etc.

3.   The students initiate and practice good models of speech presented to them in the language laboratory. In a single period they have enough listening and speaking practice which they cannot have in an ordinary class-room.

4.   The students can correct themselves by listening to the correct responses on the tape.

5.   It provides individualized instruction as it allows each individual to select a particular exercise and work at his own pace. Thus, it provides for individual differences.

6.   Language laboratory also permits audio lingual practice outside the class.

7.   It helps the students to learn pronunciation, self correction and self examination. They acquire fluency in spoken English.

Very good models of language laboratory can be seen at Central Institute of English and foreign languages, Hyderabad (CIFEL), Chandigarh (RIE) etc.

Limitations of language laboratory-

1.   It cannot be used in learning reading and writing, it is limited to learning and speaking of language.

2.   Not more than 16 to 20 students can learn at a time.

3.   It becomes difficult to obtain the services of competent native speakers.

4.   A language laboratory is both expensive to setup and costly to run effectively.

Disadvantages of Audio-visual aids-

1.   It cannot be used in learning reading and writing, it is limited to learning and speaking of language.

2.   Not more than 16 to 20 students can learn at a time.

3.   It becomes difficult to obtain the services of competent native speakers.

4.   A language laboratory is both expensive to setup and costly to run effectively.

Disadvantages of Audio-Visual aids-

Different Audio-visual aids have a number of advantages if they are used rightly and meaningfully. On the other hand, they can also hinder in the teaching-learning process. A few instances are given below-

1.   Suppose the teacher has prepared same aids for teaching purpose and he has brought all those aids in the class-room. The teacher starts teaching and then he is in a mood to teach. In such a situation, the use of aid will hinder the process of teaching.

2. The use of too many aids by the teacher to make the process of learning more effective also spoils the teaching-learning environment.

3. Every teaching aid is meaningful and effective only if it is used at the appropriate moment. Whenever the teaching aids are not used rightly or are mishandled by inexperienced teacher, they may become a stumbling block in the teaching-learning process.

4. The different types of teaching aids should be kept unknown to the students. In case the students come to know about them their significance is lost.

Thus, we find that different type of aids can work wonders in the teaching-learning process. A beginner teacher is able to teach with confidence.
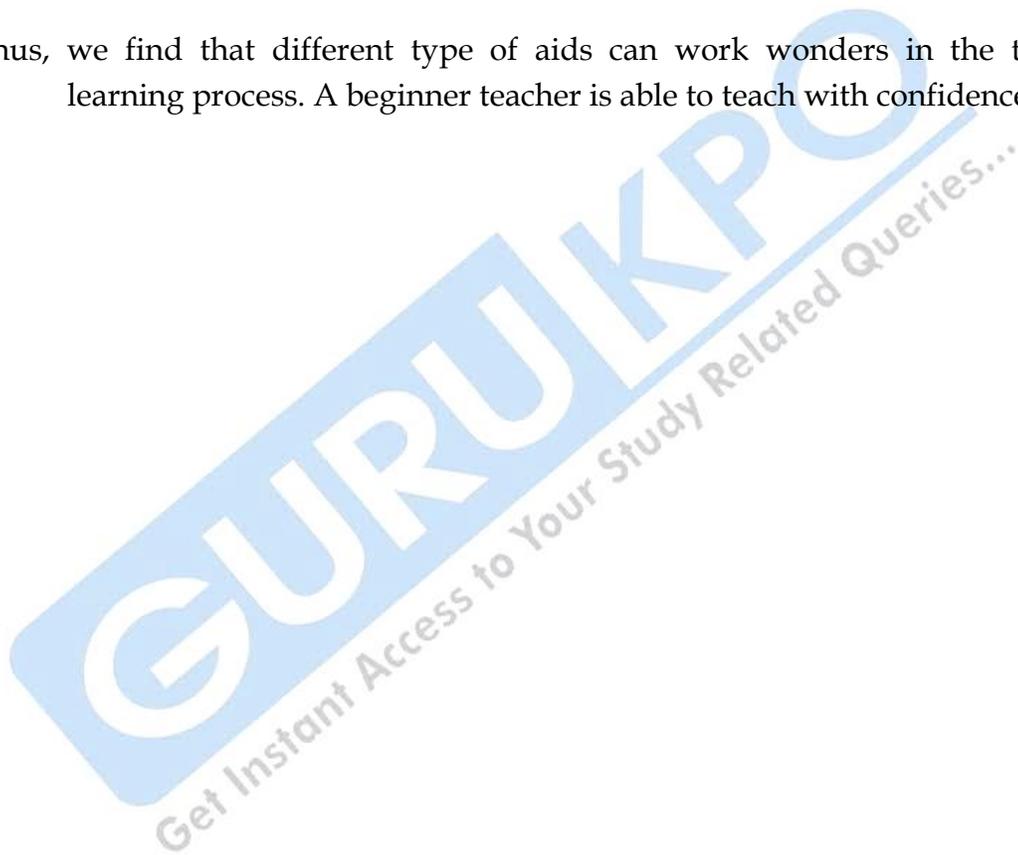
Unit-V

Testing and Evaluation in English

Q.1 **Explain the concept of testing and evaluation in English as a second language?**

Ans. Evaluation is the essential part of teaching. Tests and examinations are very important in the teaching and learning of English. A planned programme of evaluation is essential for the measurement of the results of teaching in English.

Tests make it possible to know whether the aims of teaching a subject have been fulfilled or not.

Testing, examining and evaluating are the three popularly used words to signify the process of marking or grading the pupils in their-examinations.

In terms of educational technology, it is known as 'controlling'.

In Latin 'examen' (examine) means the tongue of a balance

'Testum' is another Latin word. It stood for an earthen-pot meant to 'test' the mixture of minerals that was put into it in order to find out whether there was any gold in it by melting the mixture.

'Test' is derived from 'testum'.

Aims of teaching English-
1. To enable the students to understand spoken English.
2. To enable the students to speak English.
3. To enable the students to understand written English.

The concept of Evaluation- has been developed by Dr. B.S. Bloom, the famous educationist of Chicago. He brought this concept to India in 1958.

Evaluation is a social and psychological activity. It has gone deep into the human life in every spheres of life.

- According to J.W. Wrightstone- "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement."

Q.2. **Explain the difference in testing between content subjects and skill subjects.**

Ans. **Difference in testing between**

   (1) **Content-subjects (Examination)**

1. It represents old and traditional ideas.
2. It comes at the end of the teaching programme.
3. It demands standards of performance.
4. It is not a continuous process. There is not so much relation between one unit to another unit. It lacks unity of the subject matter.
5. It examines the external performance.
6. It is different from teaching-learning process.
7. It is least reliable and valid in technique.
8. Chances for the transfer of learning are minimized.
9. It tests the cramming power of the students.
10. The crammed material is forgotten very soon.

(2) Skill subjects (Evaluation)

1. It is a modern concept.
2. It goes on with the teaching process.
3. It is based on the objectives of teaching and relates their results to behavioral lifestyle.
4. It is a continuous process. It includes both theoretical and practical part of subject.
5. It includes both external as well as internal performance.
6. It is a part of teaching learning process.
7. It is more reliable and valid in its technique.
8. Chances for the transfer of learning are more than content subject.
9. It amounts the learning with understanding interest and imaginative power of the learner.
10. The knowledge of skill subject is applicable in day to day life. So, it is not forgetful.

Q.3   Explain the Achievement Test in detail.

Ans. Achievement is directly related to pupil's growth and development. In educational system focus is laid upon children performance and achievement, learning outcomes, behavioural change and mental development of student is the main aim to be measured, the test that does so is called Achievement test.

In the school situation, on achievement test is used as a tool for measuring the nature and extent of students learning a particular subject.

According to Freeman, "Achievement test is one designed to measure knowledge understanding or skills in a specified subject or a group of subjects."

It is of two-categories.

1.   General achievement tests.
2.   Diagnostic Test

According to Lindquist and Mann, "A general achievement is one designed to express in term of single score, pupil's relative achievement on a given field of achievement."

According to Ebel, "An achievement test is one designed to measure student's group of knowledge or his proficiency in certain skills."

1.   It is controlling process for teaching and learning activities.
2.   It provides feedback for both to the teacher and the students.
3.   It focuses on objective of teaching learning.
4.   It emphasizes on content coverage or course.
5.   It is constructed to know the effect of specific educational instructions or training.

Functions of Achievement Test-
These tests are necessary in every walk of life.

1.   To find out at the beginning of a year where each student stands in the various areas.
2.   To develop various skill in child.
3.   To detect how much and what knowledge has the child received
4.   To motivate students before a new assignment is taken up.
   -      To classify the student according to course.
   -      To assign course trade in special programme.
   -      To promote a child to next class on the basis of achievement.
   -      To know individual's difficulties in particular subject.
   -      To excite or promote a child to learn.
   -      To bring the necessary change in syllabus.

Steps of an Achievement Test

1.   Planning of the test
2.   Designing of the test- It is the most important steps in the test construction.
   1.   Nature of the test
   2.   Purpose of the test Duration of the test
   3.   Types of items in the test.
   4.   Content and objectives.

3.   **Blue-Print**- It contains the following dimensions.
    -        Objectives
    -        Content
    -        Forms of question
    -        Level of difficulty of questions.

Objectives- For a classroom test all the relevant instructional objective should be taken into consideration and given due weightage in the test. Generally the classroom teacher takes objectives from cognitive domain like knowledge, understanding, application and skill.

Content- The content from different areas is taught to the students during instructions.

Forms of questions- In classroom test, generally essay type, short answer type and objective type items are used.

Levels of difficulty- Since in a classroom three type of students are found such as above average, average and below average. The classroom test should include the questions of different difficulty level such as essay, average, difficult. According to each category of questions should be given.

Diagnostic Test

Just as a doctor diagnoses a patient and then given the medicine. In the same way, the teachers diagnose the particular strength and weakness of students.

The teacher diagnoses the student previous as well as recent knowledge. It is effective tool of teachers that helps in planning and organizing remedial teaching.

In diagnostic test both background and performance of students are needed. Diagnostic test are qualitative not the quantitative.

Definitions-

Anne Anastari- "Diagnostic tests measure the individual's capacity or potentiality for learning subjects"

Characteristics of Diagnostic Test-

1.   It finds the weakness and strength of the students.
2.   It is quantitative not qualitative.
3.   It is used to predict the future performance.

4.   It is tested both background and performance of the students.

5.   It is fully emphasize on all learning and teaching points.

6.   It needs expert or specialist to identify the causes for wrong answer.

7.   It is an effective tool for a teacher that helps in planning and organizing remedial teaching.

8.   It arranges the items in learning sequence so as to help the transfer of learning position.

9.   It adopts objective type test only.

10.   In diagnostic test no scores is made for correct answers. Only wrong responses are taken into view in the sequences of contents.

 Type of Diagnostic Test- It is of two types.

1.   Educational

2.   Physical or clinical.

1.   **Educational Diagnostic Test**- It is related to subject matter or study material designed for special level or standard of educations, These tests diagnoses disorder of material according to level of classes.

2.   **Physical or clinical diagnostic test**- It is related to hearing, vision and other things that cause hindrance in the course of child's learning. Four ways are given below which helps to determine for diagnostic test.

-      **Case History or interview**

-      **Clinical observation**

-      **Informal testing**

-      **Formal standardized test**

       Function of Diagnostic Test-

1.   **Classification of**-

-      Intellectual level

-      Vocational level

-      Aptitude or Musical level

2.   **Assessment of specific ability-**

-      Level of adjustment

-      Level of abnormality

-      Level of depression and anxiety

3.   **Etology**- Refers to the study of diagnosis

4.   **Remediation**-

-      Clinical treatment for physical ailments

-      Counseling for mental ailments

- Remedial teaching for learning weakness
- Special education for handicapped

Uses of Diagnostic Test-

- It helps to detect the following types of errors committed by the students during study.
- It helps in all learning and teaching points.
- These develop right attitude to work.
- The achievement of one test can be compare with the achievement of other subject through these tests.
- These serve as effective tools for the teacher and make all insight available for research.
- These tests help to identify specific deficiency in a particular area in teaching and learning.
- These are valid, reliable and objective i.e. having no subjectivity.
- These test aim to measure memory for th4e facts application of formulae, ability to apply knowledge gained to practical problems.

3.   Describe the concept of formative test?

Ans. **Michael Seriven** while discussing the role of evaluation in 1967, he also classified evaluation in two categories.

   i.e.   -   Formative
            -      Summative

Formative Evaluation-

It is the assessment made during the instructional phase to let the teacher know about learner's progress in learning and what more is to be done. Therefore, the purpose of formative evaluation is to monitor the instructional process to know that learning process is taking place or not.

It is designed only to enhance the teaching learning process and not designed to make final judgment.

The process works upon in a long term.

It is called continuous evaluation in which unit test, class tests and assignments are essential components.

It provides the feedback to both the teacher and children also.

According to Tanner- Formative Evaluation refers to other use of tests and other procedures while the course and instructional programmed is in progress.

Formative evaluation is primarily useful in identifying learning errors, planning correct action for overcoming learning deficiencies motivating learning process, providing practice, minimizing text anxiety and to enhance the academic achievement to children at the stages of evaluation.

Purpose of Formative Evaluation-

1. Feedback to the students, not the assignment of a grade should be the purpose of making a formative test.
2. The gathering of data related to curriculum, preparing unit plan, writing items, classroom testing etc is being developed for the purpose of guiding the developmental process in formative evaluation.
3. It is designed to provide the feedback to both teacher and lecturers.
4. To locate and identify the weakness in learning on the part of the learner.

Characteristics of formative test-

1. It is administered during the lesson being taught.
2. It helps in informing the students about their progress chiefly about the amount they have yet to learn before achieving a set objective.
3. It is useful the extent it remains informative, closely related to the things being taught, timely and frequent.
4. It provides very useful in guiding the students, planning remedial solutions and prompting them to ask for necessary help.
5. It is carried out both in formal (check lists quizzes, question-answers, assignments and tests) as well informal (observation, listening to the students and their comments and conversation) way.
6. Judging the effectiveness of curriculum, source of study or educational plan,

Need and importance of formative test-

1. It helps to both group and individual remedial programme.
2. It provides information to teachers for modifying instruction and teaching.
3. It is helpful in monitoring pupil's learning progress.
4. It provides feedback to both the teacher and pupils.
5. Its facilities retention and transfer of learning.
6. It enables the teacher to adjust their instruction according to the need of the students.
7. It helps the teacher for correcting learning deficiencies.
8. It reinforces the learning of high achievers.
9. It is also used for self-evaluation devices by the children.

10.   It provides immediate feedback to the children.
11.   It is also helpful in diagnosing child's strength and weaknesses.

4.   Describe the concept of summative test.

Ans.   This test is given to the learner after they passed successfully all the formative tests. Annual tests and external examinations conducted by school or public agency are the essential parts of summative test.

It occurs in the end of academic year session to promote students to next class.

Summative test becomes part and parcel with future point of view.

It is identification document of failure and success of the class indicated.

It may be seen in three different ways.

-       By assessing the progress of students with reference their own-selves
                                                      (Self-Referenced)
-       By assessing the progress of student with reference criteria set by their teacher   (Criterion reference)
-       By assessing the progress of student with reference the progress made by their peer group.   (Non-Reference)

Purpose of Summative Evaluation-

1.   Pupils cannot easily combine all the daily feedback provided and obtained on overall picture of how they are doing. This test can provide such overall picture.
2.   Through this test, the general level of the learner is judged. On the basis of learner's performance, the effectiveness of teaching and instruction is evaluated.
3.   This test serves the purpose of assigning grades or certifying learner's mastering of the intended learning outcomes.

Characteristic of Summative Test-

1.   It is concerned with broad range of issues judgments about the merits of an already completed programme, prose product.
2.   It comes at the end of a course or unit of instruction. Its duration may vary from a semester to whole year.
3.   It is terminal assessment of learner's performance at the end of instruction.
4.   It determines the extent to which objectives have been achieved.
5.   It measures the extent to which the learner has attained the desired outcomes.
6.   It is a most unconstructive and non-reactive.

7.   It provides feedback to the classroom teacher for the success or failure of the programme of instruction.

8.   Judging the effectiveness of curriculum of study or educational plan.

        Advantages of Summative Test-

1.   It provides reinforcement to teacher and instruction to students.

2.   It helps in planning and organizing of further teaching.

3.   It judges to what extent objectives are realized on the basis of learner's performance.

4.   Its results are used for classification placement and prediction for future success.

5.   Its gives the overall result of the teaching.

5.   Describe the difference between formative and summative test?

Ans.

	Formative	**Summative**
1.	It is to diagnose the strength and weaknesses of the pupils.	It is to classification and promotion of students.
2.	It forces learning mastery by providing data that can direct remedial teaching.	It is the final test of learner's achievement or a course of study.
3.	It takes the forms of a dialogue between the teacher and a learner.	It tests learning outcomes against a set of objective criteria.
4.	Its focus is an improvement of pupil's achievement.	Its focus is on measurement of pupil's achievement.
5.	It refers to continuous evaluation by means of unit tests & assignments.	It refers to terms test and external examinations.
6.	It is conducted during the development or improvement of a programme or a product.	It is conducted after completion of a programme or a course of study.
7.	It monitors learner's progress by getting feedback.	It checks final status of learners.
8.	It is done during the course	It is done at the end of academic session.

	of instruction.	
9.	It has more frequency of testing.	It has limit in use.
10.	It uses profiles and records of achievement.	It is less frequent.

6.   Evaluation in listening skill, define it?

Ans. <u>Picture Comprehension</u>- The teacher shows the class a large picture depicting some scenes of which are statements about it. Some of which are correct and some are incorrect. They give answer according to the subject-matter what they listen before.

7.   What can be the form of evaluation of spoken English?

Ans. Oral tests must form an essential part of evaluation of spoken English skill of the students. In the beginning, tests should be mostly oral, written tests can be introduced only at a stage. Oral test must not be ignored at least in the measurement and evaluation of spoken English skill.

Oral tests are the best means of improving the pronunciation of the students and measuring their oral expression. They not only keep the students alert and attentive but also stimulate their mental activity.

Short questions should be put on familiar objects and topics taught in the class during the session and the students should be asked to give their answer orally.

<u>**Oral test should test the following objectives of the students**</u>-

1.   Listening Comprehension
2.   Expression skill

<u>Listen comprehension</u>- Should be tested with the help of picture comprehension.

<u>Expression Skill</u>- should be tested by answering questions on the basis of picture theme.

8.   What can be the form of evaluation of Reading and writing skills of second language?

Ans.   <u>**Evaluation of Reading Skill**</u>-

A student's achievement in reading can be evaluated from his responses to new material. Familiar material may elicit only memorized Reponses.

So, tests of reading should have three unseen passages, each of a different kind of writing i.e. **dialogue, conversation, narration and description.**

This is to ensure that the student has developed the ability to read and comprehend different kind of prose.

Reading comprehension should be separated from expression. Many students are unable to express themselves, though they comprehend.

e.g.-

1.   **Supply the right form of the tense**

        Gita ------------------- to Delhi yesterday (went, had gone has gone).

2.   **Complete the following sentences-**

        -        All that glitters _____

        -        Walk quickly _____

3.   **Fill in the blanks with the words given below-**

        by, to, against, hence, playing, on, in

        We are _____ football.

        He is going _____ College.

        The fan is --------------- my hand.

4.   **Change the following sentences into the negative**

        -        The bus has left the stand.

        -        The girl are dancing.

5.   **Make tag questions-**

        -        She will dance to night, _____

        -        We are near a village, _____

Word building-

-        Make at least three new words from each of the following-
agree, employ, India, taste

-        Give two adjectives which end in

_____I/, _____ive, _____al, _____ful

Spellings and punctuation

- Give the past tense of-

    beg, sin, aim, gain

- Make a word for each of the following.

    Land surrounded by water-

    The sister of son-

- Make a word for each of the following.

    Punctuate the following-

- **If you go to delhi please see mohan.**

    Evaluation of structures

    Structure Test are meant for testing student's knowledge of structures, sentence patterns, word-order etc.

We		A pen
You		A pencil
She		Bread

Evaluation of Vocabulary-
1. **Meaning of words and phrases**
2. **Use of words and phrases in sentences**
3. **Word-building**
4. **Spelling and punctuation**

Evaluation of Description
1. **Story comprehension**
2. **Body Motion Test**- The teacher asks a student to perform certain physical action.
3. **Writing answers to a story.**

Testing Expression Ability-

1. **Producing Different Sounds-** The teacher writes down pairs of words similar in sound such as-
2. **Describing a picture**- The teacher shows a picture and asks the students to say two or three lines about it.
3. **Conversation**- Group discussion should be performed in class under the direction of teacher.
4. **Reading aloud**- Through reading, stress and intention should be checked by teacher.

Describing Actions- is also a way of testing expression ability.

Evaluation of writing skill-

Free composition is not a satisfactory device to test pupil's a satisfactory device to test pupil's achievement in writing in English. So, questions may be set on same functional topics.

The questions for testing the pupil's achievement in writing should be definite, real and purposeful.

-   **Write an essay in about 150 words, clearing with the following point.**
    -   Why did you go the railway station?
    -   How did you go to bus stand?
-   **Change the form of narration-**
    She said, "I shall go to Delhi tomorrow?"
-   **Join these into one sentence**
    The actress sings a sweet song. I listener to it
-   **Put the following group of words in the right order to make correct sentences.**
    are drawing water/from the well/the women.
-   **Combine the following sentence using the link word**.
-   I like the picture. You showed it to me (which)
-   **Write the following sentences in the plural**
    There is a cup of tea and a bottle of milk on the table.

Multiple Choice Questions

1.   The method to teach a lesson using child centered approach is-
     (a)   Demonstration Method   (b)   Problem Solving Method
     (c)   Team teaching method   (d)   Lecture method   (b)

2.   To prepare a balanced question paper of a subject, we can use -
     (a)   Question Bank   (b)   Text book questions
     (c)   Reference Book Questions   (d)   Blue print   (d)

3.   The pioneer of objective type examination system is -
     (a)   C.B. Good   (b)   Garne
     (c)   J.S. Rice   (d)   Duglesh   (c)

4.   Child- centred education was advocated by which of the following thinkers ?
     (a)   B.P. Skinner   (b)   John Dewey
     (c)   Eric Erikson   (d)   Charles Darwin   (b)

5.   Which is a lexical Word ?
     (a)   some   (b)   whether
     (c)   principal   (d)   if   (a)

6.   The purpose of 'rapid reading is -
     (a)   Extended reading   (b)   seeking information
     (c)   for interest   (d)   for specific detail   ( )

7.   The process of word –formation consists of -
     (a)   compounding & conversion   (b)   conversion & meaning
     (c)   spelling & compounding   (d)   using synonyms or exphemisms ( )

8.   While writing, one of the cohesive devices used is
   (a)   imagery   (b)   ellipsio
   (c)   content words   (d)   preporition   ( )

9.   Which of the following is not an appropriate tool for formative Assessments ?
   (a)   Oral Question   (b)   Term Test
   (c)   Quiz & games   (d)   Assignment   (b)

10.   The main purpose of assessment should be -
   (a)   To measure the achievement of learners.
   (b)   To decide if a student should be promoted to the next class
   (c)   To diagnose and remedy gaps in learning.
   (d)   To point out the errors of the learners.   (a)

11.   Which type of questions will not develop critical thinking among students
   (a)   open –ended questions   (b)   probing questions
   (c)   divergent questions   (d)   closed ended questions   (d)

12.   A teacher designs a test to find out the cause of the poor grades of her learners
   through a/an -
   (a)   Proficiency Test   (b)   Achievement test
   c)   Aptitude Test   (d)   Diagnostic test   (d)

13.   When learners are engaged in a pair activity, taking on roles of a doctor and a
   patient, the activity is called -
   (a)   Declamation   (b)   Simuletion
   (c)   exchanging notes   (d)   real activity   (b)

14.   Formative Assessment is assessment
   (a)   at learning   (b)   in learning
   (c)   for learning   (d)   of learning   (d)

15.   Effective learning takes place when students are-
   (a)   Interactive   (b)   Good at preparing for examinations
   (c)   Quiet   (d)   Passive   (a)

16.   A test to assess the potential of students for specific abilities and skills such as music spatial ability or logical ability is called a/an -
       (a)   Aptitude Test   (b)   Attitude Test
       (c)   Achievement test   (d)   Proficiency Test   (a)

17.   Fluency in English can be developed through -
       (a)   The teacher talking for most of the time
       (b)   The teacher being alert to spot the errors and correct.
       (c)   Allowing students who are not confident to have the freedom to be quiet.
       (d)   Creating opportunities to use the target language for communication
                                                                                    (d)

18.   A teacher can develop listening skill in English by -
       (a)   Focusing only on listening skills with associating it with other language skill
       (b)   Making the learners listen to everything they here passively.
       (c)   Creating opportunities for them to listen to a variety of sources and people and engage in listening activities
       (d)   Speaking to them continuously both within the classroom and outside.
                                                                                    (c)

19.   Which among the following is a feature of a child centered language classroom ?
       (a)   Children interact in the target language through tasks that require multiple intelligences
       (b)   Children work individually to prepare projects
       (c)   Teacher plans assessment everyday.
       (d)   Teacher gives instructions and expects children to obey and be disciplined.
                                                                                    (a)

20.   A complex sentence has -
       (a)   the subordinate clause & two main clauses
       (b)   the main clause and one or more dependent clauses
       (c)   the main clause and only one subordinate clause.
       (d)   the main clause only   (b)

21.   A finite verb is a ;
       (a)   Verb showing tense
       (b)   Verb showing tense and concord
       (c)   Verb showing tense & concord, and is either the operator
       (d)   Verb showing action

(c)

22. In Grammar –Translation method the basic unit of teaching and language practice is -

(a)   A sentence   (b)   A clause

(c)   A phrase   (d)   A word   (d)

23. In Grammar –Translation method

(a)   Grammar is taught deductively

(b)   Grammar is taught inductively.

(c)   There is no fixed way of teaching grammar

(d)   The ways to teach grammar are borrowed froms the target language.

( )

24. One of the major weaknesses of Grammar- Translation method is that -

(a)   It provides practically no chance for drill in the reading and writing skills.

(b)   It provides practically no chance for drill in the aural-oral skills.

(c)   It provides practically no chance for drill in the graphic skills.

(d)   It provides no chance to learn grammar.

(b)

25. Which of the following is not true about the direct method ?

(a)   Emphasis on the oral language.

(b)   Intensive speech practice.

(c)   Extensive use of the new language.

(d)   Grammar recitation

(d)

26. The principal feature of direct method is the -

(a)   Use of the native language as a means of instruction

(b)   use of the target language as a means of Instruction

(c)   use of the foreign language as a means of instruction.

(d)   maximum use of the target language

(b)

27. The main short coming of the direct method is that

(a)   It lays emphasis on fluency.

(b)   The learners is over-exposes to the complexities of the target language

(c)   It provides ample opportunities to the learner to listen to spoken language.

(d)   It does not provide ample opportunities to the student to listen to spoken language

(b)

28. The structural approach emphasizes that :-
   (a) The essential structures and vocabulary be selected for teaching practices
   (b) Only vocabulary items be sequenced.
   (c) Only the phonemic items be sequenced.
   (d) only the difficult items be sequenced.

(a)

29. Which of the following is not true about the audio lingure method ?
   (a) Attends to structure and form more than grammar.
   (b) Demands memorization of structure-based dialogues.
   (c) Language items are contextualized
   (d) Language learning is learning structures, sounds or words.

(c)

30. The desired goal in Audio-lingurl method is -
   (a) Communicative competence
   (b) Both linguistic & communicative competence.
   (c) Linguistic competence
   (d) Paralinguistic competence.

(b)

31. The Audio-lingual method forbids the use of
   (a) The student's native language
   (b) The target language
   (c) Drilling
   (d) Native speaker like pronunciation

(d)

32. What is not true about communicative language teaching ?
   (a) There is no authoritative universally accepted model of communicative language teaching.
   (b) It is an integration of grammatical & functional teaching.
   (c) The goal of communicative language teaching is to develop linguistic competence.
   (d) Communicative competence includes both grammatical and socio-linguistic competence.

(a)

33. The term 'Communicative Competence' was coined by
   (a) Widdow Son   (b) Dell Hymes
   (c) Wilkins   (d) M.A.K. Halliday   (b)

34.   In communicative language Teaching?
        (a)   Meaning is Insignificant.
        (b)   Meaning is paramount
        (c)   Function & form are paramount.
        (d)   Form is paramount.

                                                                                            (b)

35.   The teaching of competition is related to :
        (a)   Listening skills   (b)   Speaking skill
        (c)   Reading skills   (d)   Writing skill   (d)

36.   Grammar should be taught -
        (a)   As a means to achieve good command of listening, speaking, reading &
                writing skill.
        (b)   As an end in itself.
        (c)   As a means to achieve good command of only speaking and reading skills
        (d)   As a means to achieve good command of writing skill only.

                                                                                            (a)

37.   How many consonant sounds are these in R.P. ?
        (a)   20   (b)   24
        (c)   23   (d)   21   (b)

38.   A consonant sound is -
        (a)   A frictionless sound
        (b)   In no way different from a vowel sound.
        (c)   A sound produced with friction
        (d)   A sound of high frequency.

                                                                                            (c)

39.   A diphthong is a -
        (a)   Vowel glide
        (b)   Pure vowel
        (c)   Monophthong
        (d)   Term used to refer to two vowel sounds

                                                                                            (a)

40. Which is not true ?
- (a) Stress & pitch change work together.
- (b) The syllables that are more important than their neighbours are said to receive the stress.
- (c) Secondary stress is marked with a vertical bar above.
- (d) There are a number of words in which the accentual pattern depends on whether the word is used as a noun, an adjective or a verb.

(c)

41. A teacher can develop listening skills in English by -
- (a) Focusing only on listening skills without associating it with other language skill.
- (b) Making the learners listen to everything they here passively.
- (c) Creating opportunities for them to listen to a variety. of sources and people and engage in listening activities.
- (d) Speaking to them continuously both within the classroom and outside.

(c)

42. A phonetic symbol helps -
- (a) recognize the speech sounds of a language
- (b) recognize the lexical components of a language.
- (c) recognize the grammatical components of a language.
- (d) recognize the morphology.

(a)

43. Which is not related to increasing the speed of reading ?
- (a) Be sure that it is silent.
- (b) Read in groups of words rather than word by word.
- (c) The head must be kept still while the eyes move steadily from left to right.
- (d) Students need not to keep their lips & tongue still while doing a silient reading.

(d)

44. The teaching of speaking skills involves -
- (a) The teaching of communicative skills
- (b) The teaching of study skills
- (c) The teaching of note making.
- (d) The teaching of note taking.

(a)

45.   Communicative language teaching is concerned with ....
        (a)   teaching language to learners for written tests.
        (b)   interpreting grammar rules to suit the audience.
        (c)   enhancing receptive and productive skills such as speaking, listening, reading and writing.
        (d)   teaching of vocabulary and grammar through rules of spelling and language.

                                                                                (c)

46.   When learners are engaged in a pair activity taking on roles of a doctor and a patient, the activity is called -
        (a)   Declamation
        (b)   Simulation
        (c)   Exchanging notes
        (d)   Real activity

                                                                                (b)

47.   Which one does not include the stage in teaching/learning sequence ?
        (a)   Recognition stage
        (b)   Repetition stage
        (c)   Re production stage
        (d)   Knowledge stage

                                                                                (d)

48.   Which of the following is true about the curriculum and the syllabus -
        (a)   Curriculum includes syllabus
        (b)   Curriculum includes non-cognitive activities.
        (c)   Syllabus includes much more than cognitive experiences.
        (d)   Curriculum and syllabus are equivalent.

                                                                                (a)

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