

Q: Write short note on Macaulay minutes

Lord Macaulay was of the opinion that English education in India would create a class of person India in blood and colour, and English in tastes and opinions. It was expected that these Indian trained English education, would learn western morality and ethics and would become strong pillar of British Raj in India. The theory of “downward filtration”.

Major observations made by Macaulay in his minutes are the following:

1. English should be the medium of instruction especially at higher level as it is the best vehicle of thought and exhibition.
2. The oriental law institutions should be closed down and all the law book in Arabic Persian and Sanskrit should be translated to English
3. The illustration of oriental learning should be used for the promotion of English education
4. The grants given to the oriental institution should be stopped in diverted to the opening of new English school
5. All the grants given for education should be utilized for the spread of European literature and science
6. The aim of education should be develop to develop such personalities who are Indian in blood and colour, but English in taste, in opinion in moral and intellect.

This kind of education was not meant for the masses but for the learned and efficient few in India. This theory assumed that the western science, literature and ethics would trickle down to the masses through these Indians. These trained Indians when acting as teacher could act as the medium through which elementary education would percolate downward in regional languages

Q: Explain elaborately the Place of English in India-today?

Introduction

English has been playing an important role both in our educational system and in our national life. English was supreme during the pre-dependent India. It was the language of administration, a compulsory subject in schools and colleges. English still occupies an important place in our educational system and life of our country.

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Importance of English language in India

1. As an official language of administration

English has been the official language of the country for more than 300 years. All the administrative works are done in English throughout the country.

2. As a language of the court

English still continues to be the language of the courts in India. So far, there is no other suitable language for legal transaction, not only at the Supreme court but also at the High courts.

3. As a language of International trade and industry

English dominates in the fields of trade and industry in India, because most works in these fields are carried in English.

4. As a window on the modern world

Jawaharlal Nehru, the former Prime Minister of India has rightly said, “English is our major window on the modern World”. English is a window through which we can see the scientific, technological,

agricultural and commercial development taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

5. As a library language

English is the key to the store-house of scientific, technological and computer knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

6. On the Internet

English is the only language which dominates on the Internet. Websites are created mostly in English. People send emails using the Internet. Facebook is used in English for most social interactions in the world.

Conclusion

From the above we come to know the significance of English in India. English plays a role of paramount importance in the country's national life as well as educational system.

Q: Mention the importance of Teaching and Learning English

Rationale for Teaching and Learning English

The entire world has become a village with the advent of computer and internet. People go from one place to other place, frequently, for many purposes. This facilitates to know about the cultures of other countries. All the people are not privileged to enjoy this facility. A second language is necessary for this purpose. English is the tool through which we can learn many things that are existing in the world.

The importance of teaching English India are:

- English has today become one of the major languages of the world.
- It will be very difficult to neglect English language because of rich Literature, Scientific and Technical nature of the language.
- English is given access to the treasure of knowledge.
- It provides opportunities to Indians to get employment throughout India.
- It provides a strong binding force to keep all Indians united.

The importance of teaching English India are:

There are many reasons for which the learners learn English as a second language. The various rationales for learning English are listed below.

- Learn the culture of different countries by direct experience.
- The nuances of other cultures that include festivals and family functions
- Learning the fashion and the life style from the films of other countries
- Knowledge about the working of the language.
- Communicating with family members
- Communicating with friends
- Participating in exchanging cultural and sports events

- Learning English facilitates to travel and study in other countries
- Making it easier to communicate with other countries' people
- Developing the skills of working with different cultures
- Gaining New ideas and knowledge

The skills in our mother tongue is developed by contribution from English So, learning English as a second language can bring a great amount of benefit socially and personally. It paves way to enjoy different opportunities that can contribute individually and to the country. While learning English opens up opportunities for work and travel and it also ensures the personal finding of oneself. Learning the other cultures help us understand and appreciate our own culture. By all means, the rationale for learning English as a second language is to understand social, cultural, economic and environmental well-being of our country better.

2 Mark Questions

Q: Mention the types of hypothesis in Natural Approach

The Acquisition-Learning hypothesis: The most basic steps of all in the Krashen's theory. It's the most well known among linguists and language practitioners. The learner has two ways of learning the second language, which are the acquired system and the learned system. The monitor hypothesis is When the learner can check and correct language output.

People acquire language by using grammatical structures in a predictable order.

The input hypothesis : The acquisition of languages are in a predictable order. Everybody have the same steps of learning acquisition.

The Affective Filter hypothesis : When the learner's emotional state can act as a filter that can prevent input from reaching the learner's language acquisition device. Filter is up the Negative emotional factors and they won't acquire language. Filter is down the Learner will learn better.

Q: Write short note on PPP method

The PPP method could be characterized as a common-sense approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with.

Stages:

- ❖ Presentation
- ❖ Practice
- ❖ Production

Presentation:

The first stage is the presentation of an aspect of language in a context that students are familiar with, much the same way that a swimming instructor would demonstrate a stroke outside the pool to beginners.

There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; brevity and recycling.

Practice:

The second stage is practice, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. To continue with the analogy, the swimming instructor allowing the children to rehearse the stroke in the pool whilst being close enough to give any support required and plenty of encouragement.

Making a smooth transition from Presentation to Practice usually involves moving the students from the

Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production.

Production:

The final stage is production where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his young charges to take their first few tentative strokes on their own.

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

Q: Mention the Merits and Demerits of Natural Approach

Merits of Natural Approach:

1. The classroom consisting of acquisition activities can be an excellent environment for beginners. The Natural Approach is an attempt to simulate in the classroom an environment that will be similar to the context in which children acquire their first language.
2. Comprehensible and meaningful practice activities are emphasized. In the Natural Approach, a focus on comprehension and meaningful communication as well as the provision of right kinds of comprehensible input
3. The teacher creates speeches which enable students to interact using the target language.
4. Students are not forced to respond in the target language immediately. (5) Students interact in meaningful situation at their own level.
5. The teacher knows students' needs and concentrates on appropriate and useful areas.

Demerits of Natural Approach:

1. The Natural Approach ignores many factors essential in second language course design.
2. It simply borrows techniques from other methods.
3. There is nothing novel about its procedures and techniques.
4. There are still many problems in the research method.

Essay Type Questions (10) Marks

THE GRAMMAR-TRANSLATION METHOD

Growth and Development of Grammar Translation Method:

The Grammar-Translation Method was prevalent in foreign language classrooms from the mid 19th century to the mid 20th century. It was first introduced in Latin and ancient Greek classrooms in the early 19th century, replacing more communicatively-oriented methods as Latin ceased to be a spoken language. As there was no longer a strong justification for teaching oral skills in the classical languages, the Grammar-Translation Method espoused the goal of developing the ability to read and translate classical texts. By the mid 19th century the method had been adopted for teaching modern languages by German scholars such as Karl Plötz and Johann Seidenstücker, and it quickly spread to classrooms throughout Europe and the United States.

Throughout its history, the Grammar-Translation Method was criticized by advocates of more "direct" methods, who claimed that languages ought to be learned by actually speaking and listening to them rather than merely studying about them. One critic went so far as to claim that the Grammar-Translation Method sought to "know everything about something rather than the thing itself" (Rouse, 1925; quoted in Kelly, 1969, p. 53). However, the Grammar-Translation Method continued to be one of the primary methods used in U.S. classrooms, although it was partially supplanted in the 1930s by the so-called "Reading Method," which replaced the classical texts of the Grammar-Translation method with texts written specifically for foreign language students based on word frequency studies, and encouraged students to avoid consciously translating what they were reading.

FEATURES AND CHARACTERISTICS OF GMT

The key features of the Grammar Translation Method are as follows:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

ADVANTAGES OF GMT

- 1) The target language is quickly explained in GTM.

Translation is the easiest way of explaining meanings or words and phrases from one language into another.

- 2) Teacher and students are easy to communicate/It does not need native language Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue.

- 3) The students easy to understand because of grammatical lessons.

ESL students taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English.

DISADVANTAGES OF GMT

- 1) No Scope for Effective Communication and Very Tedious for Learners

Direct translation is widely regarded as an inefficient way of becoming fluent in any language.

- 2) Ineffective Method

In the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

- 3) More Importance on Grammar Rules than on Meaning

Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible.

- 4) Slow Learning Rate and Making Learners Think in L1

It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit.

TEACHERS' ROLE

Teachers are just guides because grammar Translation deals with the memorization of rules, manipulation of the morphology and syntax of the foreign language.

It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored.

The facilitator main function is that of observation rather than corrective intervention in regards to the learners.

STUDENTS' ROLE

Students are expected to memorize endless lists of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students.

Main activities and controls are stated by the students, he or she is the one who provides the course of the learning process and the status of knowledge as well.

Collaborative work is of s great importance, a real cooperative behavior from the learner, is required for the lessons.

TECHNIQUES INVOLVED IN GMT

1. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

2. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

3. Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage. The questions are sequenced so that the first group of questions asks for information contained within the reading passage.

DIRECT METHOD

Growth and Development of Direct Method

Gouin had been one of the first of the nineteenth-century reformers to attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a "natural" method. In fact at various times throughout the history of language teaching, attempts have been made to make second language learning more like first language learning.

In the sixteenth century, for example, Montaigne described how he was entrusted to a guardian who addressed him exclusively in Latin for the first years of his life, since Montaigne's father wanted his son to speak Latin well. Among those who tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching.

According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures

FEATURES OF DIRECT METHOD

1. Teaching vocabulary through pantomiming, real-life objects and other visual materials
2. Teaching grammar by using an inductive approach (i.e. Having learners find out rules through the presentation of adequate linguistic forms in the target language)
3. Centrality of spoken language (including a native-like pronunciation).
4. Focus on question-answer patterns.
5. Teacher - centering.
6. Classroom instructions are conducted exclusively in the target language.
7. Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
8. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
9. Grammar is taught inductively.
10. New teaching points are introduced orally.
11. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

ADVANTAGES

- (1) It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
- (2) It is an activity method facilitating alertness and participation of the pupils.
- (3) According to Macnee, "It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learnt and used in sentences. This serves as a strong foundation of further learning.
- (4) Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.
- (5) Psychologically it is a sound method as it proceeds from the concrete to the abstract.

(6) This method can be usefully employed from the lowest to the highest class.

(7) Through this method, fluency of speech, good pronunciation and power of expression are properly developed.

DISADVANTAGES

(1) There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.

(2) This method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral- aural sense like ears and tongue.

(3) The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.

(4) Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.

(5) There is dearth of teachers trained and interested in teaching English in this method.

(6) This method may not hold well in higher classes where the Translation Method is found suitable.

(7) In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual students in large classes.

TEACHERS' ROLE

1. The teacher is the source for the students to know the words in target language.

2. The teachers provide information of the target language including the culture consisting of the history of the people who speak the target language.

3. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation.

4. The teacher can be the monitor of the students. He watches the students' progress in using the target language.

5. The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer supplied.

6. The teacher is also the initiator. He finds various techniques to get the students to self-correct whenever possible.

7. The teacher uses map drawing as a technique to give listening comprehension.

STUDENTS' ROLE

1. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day.
2. The students' role in direct method is the active learner.
3. They are active in exploring new words, expression, etc. in target language.
4. The students are also the observer and practitioner.
5. The students observe the target language used by the teacher in teaching and they try to get the meaning based on the demonstration given.

TECHNIQUES INVOLVED IN DIRECT METHOD

- ▲ Reading aloud
- ▲ Question answer exercise
- ▲ Fill-in-the-blank exercise

AUDIO LINGUAL METHOD

Growth and Development of Audio Lingual Method

Richards and Rodgers (2001) provide one of the most thorough descriptions of the historical background of the Audio-lingual Method, from which the following information has largely been drawn.

In the 1940s the United States was drawn into World War II and needed personnel who were fluent in foreign languages. Upon finding a lack of Americans with sufficient language skills, in 1942 the U.S. government developed the Army Specialized Training Program, an oral-based program based on intensive drilling and study. The success of this program convinced a number of prominent linguists of the value of an intensive oral approach to language learning. Most American schools and universities, however, continued to employ the Grammar-Translation Method or the Reading Method well into the 1950s.

In 1957 Russia launched Sputnik, the first artificial satellite, causing the U.S. government to become concerned about Americans' isolation from scientific advances in foreign countries due to their lack of proficiency in foreign languages. The National Defense Education Act of 1958 provided funds for developing foreign language teaching materials and training teachers, and language teaching specialists set about developing new teaching methods.

The Audiolingual Method was widely adopted in the U.S. and Canada and served as the principal approach to foreign language teaching in the 1960s. The method's decline in the late 1960s and early 1970s was brought about by two factors. First, linguist Noam Chomsky questioned the theoretical basis for the method, particularly the assumption that external conditioning could account for all language learning (Chomsky, 1959). Second, some language teachers and students experienced frustration with the method's avoidance of grammar explanations, its heavy emphasis on rote memorization and drilling, and its failure to produce conversational ability in the foreign language (Hadley, 2001).

CHARACTERISTIC FEATURES OF AUDIO LINGUAL METHOD

- Speech is more basic to language than the written form.

- Language structure and form are more significant than meaning.
- Elements in a language are produced in a rule-governed (structural) way.
- Language samples could be exhaustively described at any structural level of description
- Language is structural like a pyramid, that is, linguistic level is system within system.
- Languages are different, since every language has its own unique system.

ADVANTAGES

1. This is the first language learning method which is grounded on a solid theory of language learning.
2. This method emphasises everyday cultural traits of the target language.
3. It provides the opportunity to learn correct pronunciation and structure.
4. This method made it possible to teach large groups of learners.
5. It puts stress on listening and speaking skills.

DISADVANTAGES

1. The theoretical foundation of the Audio-lingual Method suffers from inadequacy.
2. It is a mechanical method since it demands pattern practice, drilling, memorization or over-learning.
3. It is a teacher dominated method.
4. Here, the learners have a passive role, since they have little control over their learning.
5. This method does not put equal emphasis on the four basic skills, such as listening, speaking, reading and writing.
6. It considers only language form, not meaning.
7. This method does not pay sufficient attention to communicative competence.
8. It prefers accuracy to fluency.

LEARNERS' ROLE

In the Audio-lingual method the students play a passive role as they don't have any control over the content or the method of learning. The students are mere imitators of the teacher's model. Their sole objective is to follow the teacher's direction and respond as precisely and as promptly as possible.

TEACHERS' ROLE

In the Audio-lingual Method the teacher has an active role as he is the sole authority to control and direct the whole learning programme. He monitors and corrects the students' performance. He is also responsible for providing the students with a good model for imitation. The teacher endeavours to keep the students attentive by varying drills and tasks and choosing relevant situations to practice structures.

ROLE OF TEACHING LEARNING MATERIALS

In Audio-lingual Method the materials are predominantly teacher-oriented. The instructional materials basically contains the structured sequence of lessons to be followed, the dialogues, drills, and other practice activities, which would hopefully enable the teacher to develop language mastery in the student.

TECHNIQUES

- *Transposition Drill*: This drill enables the students to be able to change the word order in a sentence when a new word is added. For example:

Teacher: I'm not going to come with you.

Student: Neither am I.

- **Transformation:** The teacher says a dialogue and asks the students to change the form of the sentence, such as an affirmative sentence into a negative or an active sentence into a passive. For example:

Teacher: This is my car (affirmative).

Student: This is not my car (negative).

- **Dialogue Completion Drill:** The teacher says an incomplete dialogue by erasing some words that the students learned earlier. The students then try to complete the dialogue with the missing words. For instance:

Teacher: I ____ never seen such a ____ scenery before.

Students: I have never seen such a beautiful scenery before.

COMMUNICATIVE LANGUAGE TEACHING (CLT)

BACKGROUND

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to widespread European migration, and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons. At the same time, children were increasingly able to learn foreign languages in school. The number of secondary schools offering languages rose worldwide in the 1960s and 1970s as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools meant that almost all children had the opportunity to study foreign languages.

The development of communicative language teaching was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that country at the time. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the time could not explain the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher Candlin and Henry Widdowson began to see that a focus on structure was also not helping language students. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In the United States, the linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations

CHARACTERISTICS FEATURES OF CLT

- Uses a variety of materials, topics, activities and ways of interacting.
- Emphasis on acquisition of cultural knowledge.
- Tolerance of errors.
- Goal of fluency.

- Teachers are guides, counselors, organisers, and facilitators.
- Provides learners with opportunities to share and explore their attitudes, feeling and opinions.
- Creates a genuine, realistic learning situation.

ADVANTAGES

- It is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form.
- CLT approach focuses on fluency but not accuracy in grammar and pronunciation.
- The CLT approach is great for intermediate student and advanced students, but for Beginners some controlled practice is needed.
- The monitoring ability of the teacher must be very good
- Grammar Teaching Practices make application of this approach difficult.

DISADVANTAGES

- There is interaction between students and teachers.
- It informs the basic knowledge and ability to skillfully combine the development.
- It greatly improved the student's interest.

TEACHERS' ROLE

The teacher has to assume the role of a facilitator or monitor, rather than simply being the model for correct speech and the one with the primary responsibility of making students produce plenty of error-free sentences. The teacher has to develop a different view of students errors and his/her own role in facilitating language learning.

LEARNERS' ROLE

In the CLT, learners have to participate in classroom activities that are based on a cooperative rather than in a individualistic approach to learning. Students have to become comfortable with listening to their peers in pair or group work tasks, rather than relying on the teachers for a model.

TECHNIQUES

- Community oriented task: the teacher plan activities in which all the students can participate.
- Role play: the students will have to perform a situation related with the topic they are studying. By doing this activity, they can practice the vocabulary of the topic.
- Problem solving activities: the teacher can ask the students to think and come up with the possible solutions for a certain problem based on the topic they are studying at that moment.

Sub Code :16ACCEN15

Subject : English Language Teaching

Unit : 3

**Title : Teaching of Prose, Poetry, Drama,
Grammar, Composition- Teaching LSRW skills**

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1. What are the three variables of teaching?

Ans: The three variables of teaching are teacher, learning experience and student.

2. Which phase is the actual teaching?

Ans: The second phase is the actual phase of teaching.

3. Which areas should be considered while deploying teaching strategies?

Ans: The three areas are presentation subject-matter, levels of learning, context of the learners, background, needs, motivation, attitudes cooperation and opposition.

4. What is the main action performed in interactive phase of teaching?

Ans: The implementation and carrying out of what has been planned or decided at the planning stage is done in interactive phase of teaching.

5. What is reinforcement used for?

Ans: Reinforcement is used for strengthening the response; changing the response and for modifying or correcting the response.

6. What kinds of activities are involved in teaching?

Ans: The teacher starts teaching activities by initiation and response. It means questioning about action and reaction.

7. What are the three phases of teaching?

Ans: The three phases of teaching are pre-active phase or planning stage; interactive phase or execution stage and post-active phase or evaluation cum feedback stage.

8. What is the main action in pre-active phase of teaching?

Ans: Pre teaching consists essentially of the planning of the lesson and it is seen in broader sense like identifying the objectives, strategies and methods to be adopted, teaching aids, ways and means to discover and achieve those objectives.

9. What is the importance of feedback and reinforcement?

Ans: Feedback and reinforcement is important to increase the possibility to enhance learning.

10. In which phase is arrangement of ideas and styles of teaching done?

Ans: It is done in the pre-active phase of teaching.

11. What are the basic skills of English ?

There are four basic skills of English Language. They are

1. Listening
2. Speaking
3. Reading
4. Writing

- Listening and reading are receptive skills are so called passive skills
- Speaking and Writing are productive skills are also so called active

12. Define Skimming

Skimming is a method of quick gathering of information from the print page. The eye skims through the material and grasp the content.

13. What Is Scanning

In Scanning, readers run their eyes down the page with the purpose of finding an answer to a specific question and of locating a specific date or number a reference a name a city or a quotation

14: What does SQ3R stand for?

S - Survey

Q- Question

3R- Read, Recite and Review

Teaching of Prose

According to Coleridge, “**Prose is words in their best order**”. Teaching of prose means the intensive study of language, structures and vocabulary. The major objective of teaching prose is to make the students to understand and use English language without any problem. Thus, it is inferred that the teaching of prose concentrates both on language study and comprehension of ideas or linguistic skills.

Herbart, the five steps for teaching English prose are

1. Aims

2. Preparation

3. Presentation

4. Recapitulation

5. Assignment

Present Position of Teaching Prose

i) English has to be taught as a skill subject. In this regard, prose is the most important one with which the teachers can give language acquiring environment to the students. But, what actually practiced is faulty.

ii) Most of the teachers concentrate on giving mother tongue equivalent to the prose piece. They feel happy when their students understand the content of the prose. This is their wrong notion.

iii) The teachers teach prose in the perspective of examination. They never take up to teach language skills to them

iv) Functional aspect of the grammar is not dealt simultaneously with prose teaching. In most of the cases, it is given as home assignment and the students invariably rely 'on substandard market guides, which is quite detrimental

v) Very few teachers teach prose as a tool to give language abilities to their students.

Teaching of Poetry

According to Coleridge, “**Poetry is the best words in the best order**”. A major aim of teaching poetry is literary appreciation. We cannot expect our students to give literary appreciation with their limited language skills in English. Still, we can prescribe poetry for school students. To make the learners to enjoy the poem language aspects also can be taught through poetry.

Steps in Teaching Poetry:

1. The teacher creates proper atmosphere for the poem, By using some teaching aids, he tells something about the poem in simple English. It is called pre reciting session.

2. The teacher gives a model recitation of the poem. He uses all possible stimulus variation while reciting the poem. He can use the tape script of the poem if available.
3. To remove the barrier of enjoying the poem, the teacher takes up to explain the meaning of difficult words with the active participation of the students.
4. The teacher gives a model recitation of the poem for the second time. Selective students are asked to recite the poem, as recited by the teacher. Teacher corrects the mistakes committed by the students.
5. The teacher concentrates on the problems of the students in understanding the poem.
6. The teacher asks some comprehension questions in order to check whether the students understood the poem.
7. The teacher gives some home assignment. This may be asking them to memorise the poem or write the summary of the poem. If the teacher wants to build creativity in the minds of the students, then he can give a simple topic and ask the students to write a poem on the topic.

Q: Define Grammar

‘The practical analysis of a language.’ -Dr. Sweet

It is theory of language. It is the study of organisation of words into sentences. Every language has its own grammar. English grammar was written on the basis of Latin Grammar. Grammar is the science of language. It is the analytical and terminological study of sentences. It is important for a second language learner, a complete knowledge over the grammar of the language.

Q. What are the objectives of Teaching Grammar?

Objectives of Teaching Grammar

- To develop students’ insight into the structure of English language
- To enable the students to assimilate the correct English language and Grammar
- To teach grammar as a rule-governed behaviour
- To develop their mental abilities of reasoning and correct observation
- To develop a scientific attitude in pupils about the language

Q: Explain the Types of Grammar

Prescriptive Grammar

It is also called **Formal or theoretical grammar**. It is the **old traditional grammar**. It emphasis is on rules and forms. It prescribes its norms upon the language users. It is traditional in approach. It does not allow changes in language, where as change in rules is a must.

Descriptive or Functional Grammar

Its main emphasis is on the functional side of the language. It describes the behaviour of the language. It changes along with the change in language.

Structural Grammar

C.C. Fries an American Linguist founded this types of grammar. The grammar is taught on the basis of structure of sentences. The structural grammarians prefer to study the grammatical forms of the language before considering their lexical meaning.

Transformational – Generative

Its emphasis is laid upon the sentences. The grammarians of this school recognize that there are sentences basic to the language, sentences from which all others are derived. The approach here is characterized by abstraction. The components of this sort of grammar are phonological, syntactic and semantic.

Communicative Grammar

This type of grammar is functional and task-based. The grammarians of this school focus their attention on meaning rather than on form of expressions. In the divergent situations they describe the communicative value and significance of each utterance or expression. Most of this grammarians prefer fluency in the use of language to accuracy.

Write short on Characteristics of Grammar

1. It is the theory of language
2. It is the study of organisation of words into sentences based on certain rules
3. Every language has its own grammatical norms
4. It has three different meanings. They are:
 - i. Grammar is the set of formal patterns of arranging words of a language
 - ii. Grammar is the branch of linguistic science and analytical aspect of a language
 - iii. Grammar is linguistic etiquette or norms

Formal Grammar

Formal grammar is a grammar which is taught in a formal way. It lays down rules of grammar mostly derived from classical languages-Greek and Latin.

Main features of Formal Grammar

- ❖ Formal Grammar lays stress on form rather than function
- ❖ It lays importance on definitions and not on their application
- ❖ As it lays down rules of grammar mostly derived from classical languages, Greek and Latin, it is called Prescriptive grammar.
- ❖ It is said to be a theoretical grammar, as it is the grammar of rules
- ❖ Here, grammar is taught for the sake of grammar only. The students are unable to apply the rules of grammar, hence.
- ❖ There is a separate prescribed text books
- ❖ The students have to memorise the grammatical rules
- ❖ It deals with one's ability to describe language rules and regulations of different aspects of language.

Functional Grammar

Functional Grammar is a grammar which is learnt unconsciously by the students while learning a language. It does not give importance for the learning of grammar but it gives importance to the learning of sentence structure.

Main features of Functional Grammar

- ❖ Functional Grammar is learnt by the students unconsciously while learning the language
- ❖ It deals with one's ability to use the language grammatically
- ❖ As it describes how the language behaves at a particular time, it is known as Descriptive Grammar
- ❖ It lays emphasis on the ability to use socially acceptable language
- ❖ It has practical value
- ❖ It also concerns and takes into account the changes that occur in the language

Q: Write short note on Inductive methods of Teaching Grammar

In teaching of grammar in English language there are two main type so methods which are popularly known as Inductive and Deductive methods. These two methods are also called Inductive Approach and Deductive Approach. Both these approaches of teaching grammar are based on some educational principles and so they are considered as the best approaches.

Inductive Method : INDUCTIVE means ‘to proceed from observation to law’

In this method the teachers presents examples to the students and through the example grammar rules was derived. Illustrations are given in order to find out a new theory of a new piece of knowledge. An attempt

is made to proceed from particular to general conclusion. This approach is considered to be quite psychological and logical

Objectives

- To infuse thought with expression
- To develop four skills of English
- To provide plenty of opportunities in order to practice patterns.

Methods to be followed

- Presentation of examples
- Observation and analysis of examples
- Generalization
- Applying rules

Advantages

- It is psychological because it follows the well known psychological maxims of teaching
- It arouses the interest of the pupils because they remain active, make an enquiry and discover the rules
- It has no place for memorisation because the rules discovered by the pupils themselves are easily remembered by them
- It stimulates their power of thinking and reasoning assimilation and initiative

DisAdvantages

- Only beginners are being profited
- It is not at all a complete method

Q: Write short note on Deductive methods of Teaching Grammar

Deductive Method : Deductive' means 'to proceed from law to observation'. In this approach, first of all, the principle or rule is provided. Then on the basis of several examples and illustrations, the principle or rule is clarified. It is quite possible to enunciate various other facts, on the basis of these principles.

In other words, rules, principles and generalisations are provided to the students and then they are asked to verify them with the help of particular examples. Here the students proceed from general to particular.

Objectives of Deductive Method

- To imbibe grammatical rules and principles
- To make the student memorise the definitions
- To teach grammar formally

Methods to be followed

- Deductive process
- Verification and practice of rule
- Practice

Advantages of this approach

Through this method, laws of grammar are taught effectively

- The students observe many things and conclude a principle of law.
- It makes the work of the teacher easy as he gives general principles to the students to verify them
- The rules got memorised by the students will make them use grammar

Disadvantages

- As there is lack of practice of the pattern, students fail to learn its usage

- Oral aspect o-f the language is ignored
- It makes the knowledge gained by the students useless as it encourages rote memorisation

On the whole, Grammar should be taught as a means to an end, and not as an end in itself. It should follow the language and not precede it. While English is being taught as a foreign language to Indian students, it should be picked up incidentally and almost unconsciously.

Differentiate Formal and Functional Grammar

Formal Grammar	Functional Grammar
It is known as traditional, theoretical or prescriptive grammar.	It is known as descriptive or incidental grammar.
It is not based on its day to day functional ability.	It is based on its day to day functional ability.
It is taught with the help of a grammar book.	It is not taught as a separate subject but along with graded readers.
It lays emphasis on drilling of its rules and definitions.	It lays emphasis on drilling of use of grammar.
Rules of grammar are consciously drilled by the learners.	Rules of grammar are acquired unconsciously by the learners.
Formal Grammar is taught deductively. i.e. rules and definitions are told first then examples.	Functional grammar is taught inductively. i.e. Examples are given first and then rules are set.
The learner is required to learn everything.	Functional grammar is linked up with speech, reading and writing.

COMPOSITION

What are the types of composition?

Types of Composition

There are two types of composition

1. Oral and 2. Written by the methods employed, it can be further divided into

i) Guided (or) Controlled

ii) Free composition

What are the objectives of teaching composition?

Objectives of Teaching Composition:

Composition is taught to enable students to acquire mastery over language. We should remember that composition is to be taught orally first and then it should be taken up in written form.

The objectives of teaching composition are:

- To enable the students to write legibly and correctly.
- To develop the habit of clear and logical presentation.
- To stimulate students to think about a situation provided.
- To teach students how to organize thoughts and ideas in accordance with the accepted usage.
- To develop their vocabulary
- To develop imagination of students.
- To help students think freely.
- To develop students power of expression in writing as well as in speaking.

Explain elaborately on teaching Guided composition?

Guided Composition

Guided composition is otherwise called as controlled composition. Here guidance of vocabulary, structures, ideas are given to the students. Model activity or guidance is provided by the teacher to the students and they reproduce the material exactly in the same way. In this manner, it is also called reproduction exercise.

At the early stages of language learning, only guided or controlled composition should be practised. Because the students are beginners and they cannot write without proper guidance. Free composition, infact is the last stage and it should only after several years of language practice which is possible through guided composition

Steps to be followed on teaching guided composition:

Steps	Teacher Activity
Selection of the topic	Introduces a topic to the students
Preparation	Providing Subject materials vocabulary, structures, ideas etc.,
Oral Practice	Provide oral practice with the help of the question answers, discussion, points, pictures etc.,
Writing of Composition	Gives outline of the composition and asks the students to write the composition on the given topic
Correction of mistakes	Correct the mistakes of the students and discuss the problem faced while writing composition and gives feed back

Techniques of teaching guided composition:

Teacher guides students with the help of some points. He discusses points orally and encourages students to frame sentences orally on each point. After discussion students write composition.

For example: My House

- Name of the area/colony
- Building
- Rooms
- Garden
- Playground
- Parking, etc

- By Substitution tables:

Teacher asks students to prepare sentences with the help of substitution tables and then put them together to make a composition.

For e.g. : Topic- My Pet animal:

This	is	my	Cat Dog Horse
It	has	two four	Legs Eyes Ears
It's	Name	is	Tommy Bruno Tiger

- By Questions:

Teacher asks a number of inter connected questions to students. They answer the questions. These answers form a composition.

For example; Topic – My Self

S.No	Questions	Answers
1	What is your name? My name is	_____
2	What is your father's name? My father's name is	_____
3	Where do you live? I live at	_____
4	In which school do you study? I study in	_____
5	Who is your class teacher?	_____

- By Pictures:

Composition is also developed with the help of pictures. It is called as picture composition. Teacher shows a picture to students and asks them to observe the picture. Teacher asks a number of questions on the picture and initiates discussion in the class. The answers are written on blackboard which ultimately forms composition.

Q: Explain the types of Free Composition?

Free Composition

Free composition means doing composition work freely and independently. Here the learner is free to use any thoughts, structures, vocabulary etc. No guidance of any type is provided by the teacher. Free composition may also be called as unguided composition or uncontrolled composition.

Some of the free composition exercises are

Short paragraph on any topic of interest: This is the simplest type of free composition. The teacher may ask the students to write a paragraph on a simple event or happening. The teacher may give some assistance.

Summarising: In the higher classes, summarising may be introduced. Methods of summarising or precis making should be explained to the students and sufficient exercise should be given.

Narrative writing: The pupils may be asked to narrate an account or an event or a festival they might have observed and experienced. Biographies and autobiographies also come under this type.

Paraphrasing: Paraphrasing of given stanza of simple poetry into simple phrases.

Dialogue writing: The students may be asked to write dialogue between two or more characters of different situations.

Letter writing: Letter writing is an important form of composition writing. The students may be asked to write different formal and informal letters.

Story writing: The teacher may give the students an outline of the story along with key words. The students may be asked to develop the story with the help of the given outline.

Creative writing: Creative writing may be in the form of articles, plays, short stories etc. This is suitable for higher classes depending upon the mental development of the students.

Q: What are the steps involved in teaching composition

Stages of Teaching Composition

Pre- Composition Stage: It is a stage before teaching actual composition. Here the learners are taught some language items like vocabulary, structures etc.

Oral Composition Stage: This stage is an important one. Whatever topic is taken up for composition, it should be first dealt with orally. At early stages, this type of practice is quite essential. This stage can be divided into two parts. They are:

- a) Oral Development of composition by the Teacher: This is a sort of preparatory stage for the students. The teacher develops composition orally with some pictures or charts. The students are getting listening practice.
- b) Oral Development of composition by the Students: At this stage, under the guidance of the teacher, the students are enabled to develop composition orally.

Written composition stage:

After the oral stage, this stage in composition should be practised. Whatever variety of writing is taken up, the learner should know very well is the main purpose of writing it.

Correction work:

It is of great importance in composition work. Usually, this part of composition is either ignored or done half-heartedly by the teacher. Correction work should be given due importance in the process of teaching composition.

Q: Write Briefly about Remedial Teaching of Grammar and Composition?

Remedial Teaching for Grammar and Composition

The word '**remedial**' means **to rectify**, to improve or remedy something. According to Collins Online Dictionary, 'Remedial Education is intended to improve a person's ability to read, write or do Mathematics, especially when they find these things difficult.' Teachers can take Remedial teaching during the regular lessons or he/she can separately arrange the same. The general principles of remedial teaching which the teacher should follow are:

- Identify the students
- Diagnosis of students' problems and needs
- Identify the mistakes and their reasons
- Paying individual attention and instruction
- Presenting material in sequence and small units
- Use of various methods, materials, activities and techniques of teaching
- Multi-sensory teaching
- Involving of all students
- Remove emotional barriers through praise and sympathy
- Provide consistent guidance and help
- Sustain interest and motivation
- Creating flexible and friendly atmosphere in the class
- Promote collaborative and co-operative learning

Teachers should apply all these principles of remedial teaching while teaching English grammar and composition.

Define Assessment: It is defined as a process of appraising the quality, value and the level of performance of an individual in academics. It involves collecting the data, reviewing and using data related to the students, for the purpose of improvement in existing knowledge.

Example: Assessment of skill attainment

Define Evaluation: It is the process of making the judgment about someone or something and assigning value, grades, marks to the performance. Evaluation is done to determine the degree to which set goals have been achieved. it is done based on the laid standards.

Example: Evaluating the answer scripts

Define Measurement: It is the process of expressing of measuring the ability of student in performing the task and assigning a numerical to him. It is quantitative in nature. It is associated with the achievement of a student in a subject or a specific skill. It determines the attributes or dimensions, attitudes, and preferences.

Example: Measurement of Intelligence.

Define Test: It is a tool to understand the level of achievement of a student in performing a particular task assigned to him. It is a device to elicit behavioural change in the process of learning. It also helps us to make some inferences and draw conclusions about certain characteristics of the students. A test is a part of an assessment.

Example: Testing the level of comprehension

Define Blue Print

It is a document which gives the complete picture of the test. It shows the distribution of the questions to the different objectives, areas of content and forms of questions, besides the distribution of marks to various questions. It is a comprehensive table giving the total information about the content selected for achievement test, set objectives, type of questions and the level of difficulty along with the marks scheme.

Q: Differentiate assessment and evaluation

Assessment	Evaluation
It is Diagnostic in Nature	It is judgemental in nature
It provides feedback on performance and areas of improvement	It determines the extent to which objectives have been achieved
The purpose is for formative	The purpose is for summative
It is process oriented	It is product oriented
Feedback is based on the observation of positive and negative points	Feed back is based on the level of quality as per the standards
It is reflective	It is Prescriptive

Q: Why evaluation is necessary in education system?

PURPOSE OF EVALUATION

1. Understand the existing policies and practices in academics
2. Modify the existing classroom procedures for better results
3. Assess the suitability of learning experiences provided to the students from time to time
4. Examine the factors that continue to effective learning
5. Assess the realization of educational objectives
6. Suggest ways and means improve the policies and practices in the existing system

Q. Explain Briefly CCE

CONTINUOUS COMPREHENSIVE EVALUATION (CCE)

In India, Continuous Comprehensive Evaluation was introduced by the Central Board of Secondary Education (CBSE) to assess the performance of the students in all perspectives for the holistic development of the students. With the enactment of the Right to Education, Act CCE was introduced in the year 2009.

It is the type of assessment wherein the students are assessed in all the aspects like academics, games and sports, creativity, curricular and co-curricular activities along with developing academic skills. The main purpose of this system is to make the students stress free.

CCE stands for the school-based evaluation of students that covers all aspects of student's development. Continuous stands for the assessment of students throughout the year but not just at the end of the year. It may be done formally or informally. Continuous means giving regular assignments to the students, frequently testing the students, analyzing learning gaps, applying corrective measures, re-testing analyzing learning gaps once again, giving feedback to the teachers and students for their self-evaluation.

Comprehensive means taking care of all round development of child's personality. A child will be assessed not only in terms of knowledge about a subject but also participate in other activities. This assessment is done in the scholastic and co-scholastic areas.

Scholastic area refers to intellect or brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practical work etc

The term co-scholastic refers to those aspects which are related to hand and heart. They are health awareness, neatness, regularity, punctuality, cooperation, sympathy, obedience, work discipline. It also includes participation and interests in creative writing, drama, debates, recitation, drawing, painting, traveling and teamwork.co scholastic includes attitude towards teachers, classmate, and environment and outdoor activities.

Scholastic and co-scholastic activities can be accessed through various types of evaluation like formative and summative assessments.

Q: Briefly explain the types of evaluation?

TYPES OF EVALUATION

- **Formative evaluation**
- **Summative evaluation**

Formative Evaluation:- It is an integral part of teaching and learning. It is conducted during the process of teaching-learning through observation of student's responses, engagement, notebooks, assignments, and other written works. It is conducted by the teacher during the instructions. It helps the teacher to find out the learning gaps of the students. Formative evaluation involves assessment of class work, homework, oral questions, quizzes etc. it uses mostly teacher-made tests. It is used for assessing student learning progress during instruction. It is done to monitor learning and modifying the programme if needed before its completion. Formative assessment

1. Focuses on diagnostic and remedial based oral and written performances.
2. Makes provision for effective feedback
3. Enables teacher to adjust teaching by taking into account the result of the assessment.
4. Helps the students for self-assessment and learn to improve
5. Assists students to understand the criteria used to judge their work
6. Helps students to support their peers

Summative Evaluation: Summative evaluation is conducted at the end of a course or a programme of study. It is conducted to determine if learning is sufficiently completed to move the learner to the next segment of instruction. Hence we can say that making an overall assessment or decision with the instructional programme is a summative evaluation.

It may focus on a single aspect of the subject matter, achievement or skills. Its main function is the collection of evidence to determine the present position of a pupil in a particular area. The interaction between the teacher and the taught is very limited and the feedback that the pupils get is very less when compared to formative evaluation. Summative evaluation tends to use well-defined evaluation design. It emphasizes analysis. Its instruments are reliable and valid. For this evaluation, there are external examinations, the teacher made tests and rating scales etc. besides grading this type of evaluation provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction.

Q: Distinguish Formative and Summative evaluation

Formative evaluation	Summative evaluation
Aim is to improve upon what is learnt	The aim is to prove the amount of learning

	that has taken place
It is Qualitative in nature	It is Quantitative in nature
Purpose of formative evaluation is to monitor the learning process	Purpose of summative evaluation is to assign Grades
It is meant for improving students learning	It is meant for evaluating students Achievements
Content area is less	Content area is more
Process is evaluated	Product is evaluated
It is continuous process of evaluation	It is done at the end of the instructional unit
It is informal e.g. : home works	It is formal e.g. written tests

Q: Mention the techniques involved in evaluation and explain it briefly?

TECHNIQUES OF EVALUATION:

- ❖ **Self Evaluation**
- ❖ **Group Evaluation**
- ❖ **Peer Evaluation**

1. SELF EVALUATION

It is looking at one own progress, development and learning to determine what has improved and what areas still need improvement. It involves comparing the performance of the individual before and after the learning takes place in before and the current situation.

Self-evaluation is procedures of systematic observation, analysis and value one's own learning and its results in order to stabilize or improve it. This can take place on an individual or on an institutional level. To self-evaluate means to explore and evaluate one's own performance.

Self-assessment aims to help a person to recognize one's own strengths and weakness to for implementing change sequentially step by step. It can address specific skills, such as communication, leadership, listening and social abilities, but can also focus on more real abilities related to a profession. Hence the use of self-assessment is a starting point for personal and professional growth.

2. GROUP EVALUATION

It is the process of assessing the team or group performances and group process for the given assignments or projects based on set objectives. In a group evaluation, the design of the work, report presentation, the ability of the group to meet the deadline, contribution, effectiveness, and communication is observed and evaluated. It is done based on the following principles.

- a. Assessing the individual and group learning performance.
- b. Assessing the process as well as product

c. Preparing assessment criteria and grading scheme clear

3. PEER EVALUATION

Peer evaluation is a process where peer group members grade assignments or tests based on a teacher's point of reference. The practice saves the time of the teachers and improves students' understanding of course content as well as improve their metacognitive skills.

It gives the peer group an opportunity to assess the performance of their peer, from different perspectives which cannot be assessed by the teacher. This is more effective as the peer group members get an opportunity to introspect. Students will be more honest in peer assessment of their team as it is related to their interpersonal relationships with other members of the team.

Peer assessment is an important aspect of 'assessment for learning' practice. Assessing one's own performance or the performance of peer develops understanding among the students and they come to know the expected learning outcomes and the method of the assessment. No doubt that it consumes a lot of time and effort.

Q: List the characteristics of a good test?

CHARACTERISTICS OF A GOOD TEST IN ENGLISH

- **Validity** - **Face validity**
 - **Content validity**
 - **Empirical validity**
- **Reliability**
- **Practicability**
- **Objectivity**
- **Clarity**
- **Comprehensive**
- **Graded**
- **Interesting**
- **Variety**

In the process of teaching and learning the teacher conducts various tests to assess the performance of the students. If the question paper is set in a proper way most of the students understand it and perform well. Hence a good test should have the following characteristics.

- **Validity:** A test is considered to be valid if it measures what it is intended to measure and nothing else than that. There are different types of validation like face validity, content validity, and empirical validity.
- **Face validity:** Sometimes the test paper gives the impression that there is a flaw in it. This type of validity is known as face validity.
- **Content validity:** It depends on the careful analysis of the skill being tested and on the course objectives. Proper Weight must be given to the course objectives and the skill.
- **Empirical validity:** It is obtained by comparing the results with the independent criterion.
- **Reliability:** By reliability, it means stability of the test scores. It should rate the same candidate

at the same scores if he is examined by the same or different examiners at the same or different times. The difference in score should be negligible.

- **Practicability:** Practicability means the test which is constructed should finish in the given time. It should keep the student busy all the time which is sound from the disciplinary and administrative point of view. It should take into consideration the scoring procedures and manageable with the funds available.
- **Objectivity:** It means whoever evaluate the content the score should be the same.
- **Clarity:** The instructions given should be brief and definite so that the students should not give wrong answers misunderstanding the instructions. The language of the question should be simple, comprehensive, definite, and unambiguous
- **Comprehensive:** It should cover the entire syllabus. Due importance should be given to each topic and choice should be minimum.
- **Graded:** It should be according to the age and intelligence of the students.
- **Interesting:** It should create interest to put forth their efforts. It should encourage reflective thinking, not a reproduction.
- **Variety:** Different forms of question should be given to cover a wide range of syllabus.

Q. Briefly explain the different types of test with example?

There are various types of tools for evaluation purpose. We use different types of questions for evaluating pupil's performances they are:

- ❖ Achievement tests
- ❖ Aptitude tests
- ❖ Proficiency tests
- ❖ Diagnostic tests

Achievement tests: - These tests measure the skills, knowledge learned at a particular grade or class. Achievement tests are conducted after completion of the instruction.

Aptitude tests:-It is a test which assesses the ability or potential of the students in performing a certain task without any training.

Proficiency tests:- It tests the proficiency of a student in a particular language or field of study at any level

Diagnostic tests:-These tests are conducted to know the previous knowledge of the students before starting the instruction. The purpose of these diagnostic tests is to assess the level of the students for instruction.

Q: Give a detailed account on Achievement tests?

Achievement measures the student's attainments, accomplishments or proficiencies in doing a

given work or task. Achievement is directly related to the growth and developments of pupils in schools where teaching and learning go hand in hand. The concept of achievement involves three factors. Aptitude for learning, readiness for learning and opportunity for learning. Achievement in education implies one's knowledge, understanding or skills in a subject or group of subjects.

Achievement tests are of different types they are:

- ❖ Teacher Made tests:- They are the tests prepared by the teacher to test the performance of the students in the classroom. These tests can be in oral or written form.

- ❖ Standardized tests: the Standardized test is administered and scored in a standard manner and it is designed in such a way that the questions, conditions for administering, scoring procedures, interpretations are consistent and they are administered and scored in a predetermined and standard manner.

That means it has a selection of question from a common bank of questions and the test takers have to answer the same questions in the similar way which is scored in standard and consistent manner and makes it possible to compare the relative performance of individual students or group of students.

- ❖ Oral Tests:-It is a test where the examiner poses questions to the students in spoken form to test the communicative skills of the students. The advantages of these oral test are, they assess the students in the direct communication mode and their vast knowledge.

- ❖ Written tests:- They are designed to test the abilities of students in knowledge, comprehension, and writing. Depending upon nature and purpose of written tests they are divided into two categories, namely subjective written tests and objective written tests.

- ❖ The Subjective tests:- They are meant for testing the productive skills of the students. They demand free responses from the individuals. The pupils may be asked to describe an event, discuss a given topic. These tests consist of long answers. Essay type and short type of answers come under this category.

- ❖ Essay Type tests:-They demand long answers. They are popular tests to measure the achievement of the pupils. They give relative freedom to respond in detail. They emphasize memory rather than comprehension.

- ❖ Short answer type tests:-They are more useful than the essay tests. They are thought to provoke related to educational objectives. These questions demand the answer in short sentences precisely and accurately.

- ❖ The Objective type tests:-They have fixed responses and the scoring is objective. They are more objective, take less time to score.
 - e.g. Multiple Choice Questions
 - Fill in the blanks
 - True or false
 - Match the following

Q: What are the main objectives of teaching English?

The objectives of teaching English are as follows.

1. To help the pupils to **listen** to English and understand it
2. To help them to **speak** English
3. To help them to **read** English and understand it
4. To help them to **write** English

Q: Discuss the different types of test to check whether the students acquired basic skills?

Preparing Tests For Different Skills are :

- ▲ Tests For Listening Comprehension
- ▲ Tests For Speaking
- ▲ Tests For Reading Comprehension
- ▲ Testing Writing

▲ **TESTS FOR LISTENING COMPREHENSION:**

Although hearing is a natural process listening involves attention. Listening comprehension means the ability to recognize and understand what others are saying that is their accent, pronunciation, grammar, vocabulary and the meaning of their speech. The following tests help the teacher to test the listening comprehension of the students.

1. Dictations, Jigsaw listening, listening to instructions, following route
2. Formal lectures, Face-to-face interactions, Telephone messages
3. listening to Radio and TV presentations
4. listening to Native Speakers' speech in all kinds of situations
5. listening loudspeaker announcements, telephone conversations, radio news, interview, lesson, lecture, story-telling, shopping conversation, gossip, instructions, meetings, watching television, negotiations, watching movies
6. Theatre show is the situations through which we can test the listening comprehension of the students.
7. The teacher pronounces a word or sentence or a phrase, students listen to it and respond by writing in their own answer sheet
8. Students are given an opportunity to listen to Varieties of native speakers voices and students have to answer the questions after listening.
9. Language laboratory also assists in teaching listening comprehension to the students. The teacher can instruct the students to listen to and act accordingly.

▲ **TESTS FOR SPEAKING:**

The basic function of language is to interact and communicate. Speech is mainly for developing social contacts. The one who is able to produce the sounds correctly, use the appropriate stress, and intonation, the apt words, and structures to express him can be said to have mastered the skill of speaking. There are a few ways to test spoken ability.

1. Topic-based discussions
2. Debates for and against a topic
3. Extempore speech:- A competition to test the speaking skill of the individual.
4. short dialogues imagining real-life situations
5. Roleplay: assuming the role of a person
6. Question and answers
7. Characterization

8. Interview
9. viva voce

▲ TESTS FOR READING COMPREHENSION

Reading comprehension is the ability to read the text, process the text, understand the meaning of the text, and integrate with what the reader already knows. It requires the ability to understand the meanings of the words, from the discourse context, the ability to follow the organization of the paragraph and identify the references from the passage. To test the reading comprehension the following tests are used.

1. Summarizing each paragraph after completion of the lesson
2. Instructional conversations or comprehension through discussions(classroom discussions, asking questions, testing understanding, applications, invite synthesis, evaluate and judge)
3. Testing non-verbal imagery Ex. emojis
4. Testing visualizing ability
5. Partner reading and questioning each other
6. Graphic organizers
7. Asking the students to make connections between two concepts
8. Determine important elements of the paragraph

▲ TESTING WRITING

Writing is the base through which the intellect is judged. It fosters the ability to refine the idea explains and presents it. It makes our thinking visible. Hence developing good writing skills is essential. The following tests are used to test writing ability.

1. Testing the notebooks (home works, question and answer books) of the children
2. Encouraging children to write daily activities in their dairies and checking them
3. Instructing the children to prepare puzzles, word games
4. Encouraging copywriting and checking it
5. Encouraging children to write letters, emails to the relatives and friends
6. Dictation tests
7. Writing picture composition
8. Describing objects, events etc.
9. Assigning any written work (Essay writing, paraphrasing, subjective and objective tests)

Q: What are study skills? How to develop it?

STUDY SKILLS - *Note taking and note making are referred to as the study skills.*

Study skills can be examined through testing their comprehension and expression of a topic. Checking their notes, observing their presentation skills, by giving assignments, extempore speech etc.

- Note taking is a systematic process where the pupils make a note of certain events in an orderly manner. It improves comprehension and expression.
- Note making is the process wherein individual makes the notes refereeing to books, newspapers, reports etc. and then prepares a brief summary of it.

Q: Define reference skill and it's purpose

REFERENCE SKILLS

Language learning is basically a skill in order to retain interest among the students in learning a language like English the teacher has to combine a variety of skills and present the information in an effective manner. To achieve this objective the teacher has to help the students to find out the resources for getting the needed information.

These supplementary skills are known as Reference skills. It includes referring to

- *Encyclopaedias*
- *Yearbooks*
- *Thesaurus*
- *Telephone Directories*
- *Maps charts*

The main purpose of these materials is usefulness.

References skills can be evaluated by assigning written work to the students asking them to refer to the mentioned book and assess the performance.

Q: Write a brief account on SAT Test

Preparation Of Scholastic Achievement Test Record

- Scholastic achievement record is the record maintained by the teachers related to the performance of the students in the classroom.
- It shows educational growth and development of the students in academics.
- It reveals the strengths and weaknesses of the students in a particular subject after the analysis of scores.
- It helps the students to focus on their weaknesses and improve in the next performance.
- It assists the teacher to compare the performance of students in the whole class.
- It enables the teacher to check and verify the following aspects:
 - i. content taught
 - ii. objectives laid
 - iii. methods of teaching
 - iv. skills learnt by the students
 - v. knowledge acquired by the students
 - vi. level of difficulty of the questions
 - vii. objectivity of the questions etc
- It develops insight into the teacher to guide the students according to their abilities for further improvement.

Advantages of SAT tests

- These tests help to evaluate the learners on the basis of their performance
- It helps to plan remedial teaching to make the learners overcome their difficulties in learning.

PRINCIPLES INVOLVED IN THE PREPARATION OF THE TEST

1. Selection of the content from the syllabus
2. Equal importance to all the objectives
3. Due weightage to different elements of the content like prose and poetry vocabulary, structures etc.
4. Variety in the questions
5. Level of difficulty (easy, average and difficult questions)
6. Marking scheme for the question paper
7. Proper Weight to the distribution of the marks

8. Testing the originality of the learner.

CONSTRUCTION OF SAT

Construction of the SAT records involves various steps. These steps are as follows.

1. Selecting the content for teaching
2. Preparing the objectives of keeping in view the language skills
3. Providing the instructions to the students using proper methods of teaching
4. Following the lesson plan
5. Revising the content taught
6. Conducting the test

Conducting the achievement test involves preparing question paper. While preparing the test items for an achievement test; the teacher must give proper weightage to various types of test items, the objectives, areas of the content and forms of questions. the teacher must also prepare a comprehensive Weightage table known as Blueprint for preparing the question paper. The teacher should follow the blueprint scrupulously while writing test items. He must also prepare the scoring key and mark scheme to help the examiner to evaluate the answer script objectively. The test may carry maximum marks of 25 with a duration of 45 minutes for completing the test.

Weightage to Objectives

While writing test items for achievement test the teacher should give weightage to all the objectives- **Knowledge, Comprehension, Expression, Appreciation**, and any other aspects.

Weightage to content

The teacher must give Weightage to different areas or the elements of **language, vocabulary, Grammar, Pronunciation, subject matter in prose and poetry**.

Weightage to the type of questions

While writing the test items, the teacher should remember to have different types of questions. The test should include both **subjective and objective type questions**

Weightage to the level of difficulty

The question paper prepared should satisfy all the students'. All the items in the question paper should be **easy, average, Difficult**.

Q: How to Prepare Test Paper

PREPARATION OF A TEST PAPER

The test items for the test should be prepared by the teacher keeping in view the Weightage to different aspects indicated in the Blueprint. No deviation is allowed from the Blueprint. Further, the teacher should be aware of the characteristics of a good test while preparing the items for the test.

Scoring Key And Marking Procedure

The Teacher Should Prepare The Scoring Key For Multiple Choices And Objective Type Questions Along With The Test Paper. This Carries Answers To The Questions And Helps The Examiner Value The Answer Script Objectively. Further, The Teacher Should Prepare The Answer Script Objectively. The Teacher Has To Prepare To Mark Scheme For An Essay And Short Answers Type Questions, Providing The Division Of Marks For Different Questions.

1. Define Teaching Aids:

Ans: Any device which supports, supplements or reinforces the teaching method adopted by a certain teacher to effectively communicate certain items of information to student is known as teaching aids.

2. What is the difference between teaching aids and teaching method?

Ans: Any device which supports, supplements or reinforces the teaching method adopted by certain teacher to effectively communicate certain items of information to students is known as teaching aids whereas the style of presentation of content in classroom is known as teaching method.

3. Establish the relationship between teaching aids and a teacher.

Ans: Teaching aids is a tool in the hands of a teacher to engage the various senses of the learner and cause meaningful learning in the later.

4. Name the different types of visual teaching aids?

Ans: The different types of visual teaching aids are graphic aids, display board, three-dimensional aids, chalk board, silent films and slide projector.

5. What do you mean by visual aids?

Ans: Any instructional aids that can be seen but not heard are called visual aids.

6. 1. What is Projected teaching aid

They are pictures shown upon a screen by use of a certain type of machine.

6. 2. What is Non-projected teaching aid

Teaching aids which are used without any projection.

6. 3. What is Graphic aid

Any image or visual representation that assist the reader in understanding the text which accompanies the visual aid.

6. 4. What is Display board

A board shaped material that is rigid and strong enough to stand on its own, and generally used paper or other materials affixed to it.

6. 5. What is Three dimensional aids

Actual objects or their scale down or blown up replicas as an aid for instruction.

Q: Write any 4 advantages of teaching aids?

ADVANTAGES FOR EFFECTIVE USE OF TEACHING AIDS ARE

1. It reinforces what we are saying.
2. It ensures that our point is understood.
3. It signals what is important or essential.
4. It enables students to visualize or experience something that is impractical to see or do in real life.

5. It engage students other senses in the learning process.
6. It facilitate different learning style.

Q. Mention the importance of teaching aids

IMPORTANCE OF TEACHING AIDS

If use effectively, teaching aids are information carrier and can promote and encourage learning in teaching learning activity.

Some of the important values of proper use of teaching aids are enumerated below:

1. It helps to reduce verbalism and provides clear concepts through engagement of different senses and thus helps to bring accuracy in learning.
2. It motivates the students to work with more interest and zeal besides being helpful in attracting the attention as well as sustaining the interest of the student in the classroom. Thereby, it enlivens the classroom interaction.
3. Teaching aids provides variety of experience that fix up new learning in the minds of students.
4. A good deal of energy and time of both the teachers and students can be saved on account of the use of teaching aids.
5. Teaching aids provide a great scope of freedom for children to move about, laugh and comment upon that will stir the imagination, thinking process and reasoning power of the students, and call for creativity, and inventiveness and other higher mental activities on the part of the students and thus help in the development of higher faculties among the students.
6. It enables the teacher to follow the maxims of teaching like simple to complex, known to unknown, concrete to abstract etc.
7. The use of teaching aids provides a touch of reality to the learning situations.
8. It helps in meeting the needs of different types of students.
9. It provides reinforcements to learners.

Q. Classify the different types of teaching aids with example

CLASSIFICATION OF TEACHING AIDS

Teaching aids can be broadly classified as:

❖ **Audio aids:** Any aids that can be heard but not seen are called audio aids.

1. Language Laboratories, Radio, Sound Distribution system set, Tape and Disco recording.

❖ **Visual aids:** Any instructional aids that can be seen but not heard are called visual aids.

Graphic Aids: Cartoons, Charts, Comics, Diagrams, Flash Cards, Graphs, Maps, Photographs, Pictures, Posters.

2. Display Board: Bulletin, Flannel Board, Magnetic Board, Peg Board.
3. Three-Dimensional Aids: Models, Globe, Diorama, Specimens.
4. Chalk board.

5. Silent Films, Slide Projector.

❖ **Audio visual aids:** Those instructional aids which can be heard as well as seen and which initiate or stimulate and reinforce learning are called audio-visual aids.

1. Television, printed material with recorded sound.

2. Sound film strips, overhead projector and films.

❖ **Activity Aids:** Those aids in which students learn by engaging in some useful activities. These aids facilitate learning through sight and sound as well as through doing.

(e.g.) field trip, demonstration, experiment and dramatization.

The teaching aids are further classified as **projected and non-projected teaching aids;**

1. Projected teaching aids : Silent Films, Slide Projector, Sound film strips, Overhead projector, Films.

2. Non-projected teaching aids includes the remaining teaching aids.

Q: What are the criteria for selecting teaching aids?

CRITERIA FOR SELECTING TEACHING AIDS

Teaching aids prove effective only when they suit the teaching objectives and unique characteristics of the special group of learners. Following criteria may be kept in view while selecting teaching aids:

1. The aids should be integrated with learning. It should be an integral part of the educative process and appropriate to the curriculum of the class. It should not be merely recreational but should accomplish some significant end and coordination with day-to-day lesson.

2. It should be according to the age, intelligence and experience of the students. It should neither be too simple nor too complex. It should suit their physical, psychological, intellectual, emotional and economical background of the learner.

3. The language should be familiar and comprehensible to the pupils.

4. It should be truthful, accurate and realistic and should be a substitute for reality.

5. It should be motivational and highly informative. The aids used should attract and capture the attention of pupils.

6. It should be available where and when required.

7. It should have desirable utility and should be according to local conditions and needs. The aid selected should satisfy the purpose with which it is used.

Q: Write short on Teacher Made Aids?

TEACHER MADE AIDS:

Flash cards:

Cards containing letters, words, phrases, sentences etc., are a very useful and inexpensive aid in teaching English. The letters in the cards should be sufficiently large so that when the teachers put up a card the pupils on the last benches can read it without difficulty. Whenever necessary, the cards can

stuck to a cork board (a board with a layer of worksheet on the top) or to the wall by one of the techniques suggested for putting up cut-outs. These flash cards are usually flashed on flannel boards just for a moment and taken off. They help the students promptly and quickly recognize the words and read the sentences.

Pictures:

Large pictures showing, for example, a street scene, a market place, a playing field, etc., can be very effective for oral practice and for writing connected sentences. A series of such pictures can also be used to narrate a story in the manner of the popular comics. Wall-pictures are available in the market, but a teacher can easily make his own. The picture need not be perfect. Figures can be traced from magazines or drawing books. Even cut-outs can be pasted on a large sheet of paper to make an wallpicture. Use of variety of colours will make the picture attractive. Pictures enliven the class. Students pay greater attention to the pictures. Pictures are useful in the creation of an English atmosphere in the classroom.

Charts:

Charts are the collection of pictures on large sheets of heavy paper or cloth, used like large maps. Charts can include diagrams, graphs, chronological tables, list of words, substitution tables, scientific facts, etc. Charts are very useful to oral practice. These enhance students attention in class and stimulate their mental activity. Charts can be easily prepared with the help of the students. Students can be asked to make charts on various topics and thus encourage them “do-and-learn”.

Models:

A model may be larger, smaller, or the same size as the object it represents. Models can be range from insects to airplanes and they can be made or purchased for classroom use. Assembling of objects help sharpen both cognitive and psychomotor skills. The language teacher can make use of models when realism is essential to learning. Tasks that require identification by size, shape or colour, handson practice-all the three involve realism and models are used in such situations,

Blackboard:

The blackboard is a large black of green surface fixed to a classroom wall for writing on with chalk. Each classroom has at least one blackboard for teaching purpose. The blackboard helps students visualize scenes, actions, situations and objects that cannot be brought into the classroom. A talented language teacher draws pictures, sketches and diagrams on the board. The blackboard should be neat and clean. Both teachers and students can use the blackboard for learning English in class.

Q: Write Short note on Mechanical Aids?

MECHANICAL AIDS

Overhead Projector:

Overhead Projectors are used to reflect what the teacher has written on a transparent plastic film before the class begins. The teacher need not turn back and write everything on the blackboard. This saves time and makes the teaching effective and innovative. The teacher gets enough time to plan, prepare and present his lesson. The overhead projector can be used to teach formation if comparative and superlative adjectives, to point out words that are often misspelled, to explain different modal verbs and to present important points of lectures, lessons, papers etc.

Tape recorder:

The cassette recorder is one of the useful educational aids to increase listening skill. It provides a variety of voices and makes the class lively. We can record whatever we want to listen and again we can listen to it whenever we get time. We till we understand it. Thus it encourages intensive listening. Tape recordings can be effectively used to give practice in listening. Teachers should be very careful in selecting well-recorded tapes for giving practice .

Radio:

Streaming radio stations online works better than the traditional radio because students can listen to any station worldwide. The radio helps learn English intonation and listening much better with native speech. Radio programmes have many different topics, from sports to science. So students choose something that interests them, if you're really intend to learn English with radio. You should find a radio station that has the news, weather or that gives advice and make time every day to listen to the radio.

Television:

Television is great for learning English. The pictures make it easier to understand than radio and because you see who's talking, you get a better idea of what people mean. English television is normally aimed at native English language speakers. Programmes often include difficult words and expressions. If the programme you're watching is full of unknown words, just concentrate on understanding the general meaning.

Language lab:

'A language laboratory' is a specially designed room where students may practice speaking and listening with the aid of tape-recorders, earphones, microphones and/or other sound equipment chiefly as an audio-lingual supplement to the class work. In a language laboratory, students practice the second languages they are studying. It is a place mainly for improving listening skill through 'audio-machinery'. The language laboratory provides good models of the speech in English language for imitation and manipulation by the students.

Power point presentation:

Power point presentation is one of the multimedia technologies. It is presentation software(PS) that easily offers a complete presentation graphics package. It is a computer- based instruction that combines texts, graphics, images and sound. Power point slides are used as visuals to supplement the words the teachers say. It is an instructional tool helps the teacher teach vocabulary, grammar and language games. The sophisticated software used in the PowerPoint presentations attracts the attention of students and helps them learn the language skills and concepts easily and quickly.

Websites for teaching English:

English teaching websites are just like teachers. They are unique; some websites offer services, some offer information, some offer resources for English teachers. They are genuinely useful. Website promotes language teachers in effective and quality language teaching and learning. Website is a vast resource of materials for teaching English as a second language. It includes English lesson plans, dialogues ideas, articles, cross-word puzzles, colour pictures, texts for reading or gap filling, vocabulary and grammar exercises and class management.

Multimedia:

Multimedia is a combination of computer hardware and software that allows a person to integrate video, animation, audio, graphics and text resources to develop effective presentations on an affordable desktop computer. Using multimedia, our teachers do not want to solve simple teaching problems relating to the grammar, or vocabulary, or spelling, but they want the real language and the real language atmosphere. Multimedia is an auxiliary/ supplementary one, and not the only method for whole teaching. The multimedia can provide the students with certain scenes or situations for understanding the cultural backgrounds necessary for students.

Internet for teaching English:

The internet or World Wide Web is a computer system that allows millions of computer users around the world to exchange information. The internet is very useful for teaching English. On the internet, the language teachers can find resources to help students improve their four skills of English language. There are many language materials on the internet and students can use them to study English. The resources available on the internet may be in the form of articles or activities. Teachers and students can use these resources to motivate students and reinforce language skills. Students can gain a better understanding of writing and grammar and they can build up their confidence and expand their language skills.

Newspaper articles in language class:

Newspaper is much more current than course books. There is also a lot of information in newspapers which make teachers an excellent springboard for lessons. Newspapers are day-to-day curriculum for students to learning English. One aim of reading newspaper should be to encourage the students to read outside the classroom. Teaching with a newspaper allows learners to select an article that interests them, work on it and report back to other learners. If the learners dip into English newspapers then their reading skills, writing skills and vocabulary will improve. Students should feel they are reading faster or better by using newspapers.

Mobiles to learn English:

Mobile learning (or) M-learning is the ability to learn anytime, anywhere using a portable electronic device. Learning English with the assistance of mobiles is known as 'mobile learning of English'. There are hundreds of mobile apps available for English language students. Mobile devices and apps are changing the very way people learn English. Mobile devices help students study 'on the go'. They enable them to incorporate self-study into their busy lives, accelerating their progress and guaranteeing better results.

Films in learning English:

Language teachers have been using films in their classes for decades. Film is an excellent tool for learning English. Learning from films is motivating and enjoyable. Films and TV shows are an integral part of students' lives. Film, as a motivator, makes the language learning process more entertaining and enjoyable. Film provides students with examples of English used in 'real' situations outside the classroom, particularly the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech.

English clubs:

English clubs/English literary association provides students with opportunities for further recreational activities. They help the students gain extra-knowledge in English language. English clubs are useful in conducting language games, language plays, language competitions, making discussions, making teaching aids, poem recitals etc. The clubs can organize discussions, poet's meet, and lectures that develop interest in English language. Students develop originality, creativity and imagination.

*****ALL THE BEST*****