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Section c

15

SA3R

SA3R is a method of studying.
It was developed by Francis
Robinson. It is expanded as,

S - for Survey

Q for Question

3R for Read, Recall and Review

16.

An Anagram is a word or phrase
formed by rearranging the letters of a
different word or phrase, typically using
all the original letters exactly once.

E.g. Night - Thing

Inch = chin

Arc - Car

21.

Role play

- * Role play is a speaking activity.
- * It can be classified as one of the communicative methods of foreign language learning.
- * It allows actor to imagine a role of somebody else in a specific situation.
- * So role play is something in which one acts and behaves accordingly.

22.

The first novel of R.K. Narayan was Swami and Friends. It was published in 1935.

24. Print Media

Print Media refers to paper publications circulated in the form of physical editions books, magazines, journals and newsletters.

Newspapers, magazines and books comprise the three most important representative of the printed media.

18. Metaphor

A metaphor is a figure of speech that makes a comparison between two unrelated things by stating that one thing is another thing.

E.g. "it's raining cats and dogs"

Here it refers to heavy rain.

20.

Types of Greetings.

There are two types of greetings

1. Formal

2. Informal

Formal greetings

E.g. Good Morning

How do you do?

pleased to meet you

How are you doing?

Informal greetings

E.g. Hi

Hey

How you doing?

long time, no see

How's things

19. Barriers of Listening?

- * There are many things that get in the way of listening.
- * Trying to listen to more than one conversation at a time.
- * Finding the Communicator attractive/ Unattractive
- * The listener not Interested
- * Sympathising rather than Empathising
- * Making judgements
- * Previous experiences.

- 23.
- * classes are taught in the mother tongue
 - * Much vocabulary is taught in the form of lists of isolated words.
 - * Little or no attention is given to pronunciation
 - * Reading of difficult texts is begun early.

17. The following is an example of
for APA style:

Williams, James. (2016). Linguistic
variation in Newspapers. International
Journal of English Language Education,
5 (3): 56-98

The following is an example for MLA.

Marlowe, Christopher. A Tragical
History of Dr. Faustus. London: Manchester
University Press, 2004.

12.

Section B Interview

The word Interview comes from
Latin and middle French words meaning
to see between or see each other. An
interview means a private meeting
between people when questions are

asked and answered.

The person who answers the questions of an interview is called interviewee.

The person who asks the questions of an interview is called interviewer.

Types of Interview:

There are several types of interview which one should aware of.

One-to-One Interview:

- * It is easiest to cope with as it is less threatening.
- * It is easier to build rapport with the interviewer.
- * Could be one of a series of interviews as different specialists take turns to assess the interview.
- * Likely to be quite specific and focused as the interviewer directly involved.

Panel Interview:

- * Could involve facing between three to six interviewers.
- * Popular with large organisations.
- * More challenging than one-to-one.

Group Interview:

- * Consists of several applicants answering questions either individually or as part of the group.
- * Could be given a topic to discuss as a group
- * Could be asked to make a presentation either as a group or individually

Competency Based Interview:

- * Increasingly used by organisations which look at key skills and qualities such as communication, problem solving and team work.

- * Questions based on providing examples of how one possesses these skills and competencies.
- * Could involve detailed and persistent questioning - be prepared to be challenged

Assessment Centre Interview:

- * Multi-disciplinary method of assessing applicants.
- * Could involve up to two days of intensive interviewing, testing and exercises.
- * Could expect to experience all the above types of interview.

On the whole, an interview is a procedure designed to obtain information from a person's oral response to oral inquiries.

14. Impacts of Social Media on Youngsters

Social media has become a very important part of life for many young generations in today's world. There are many young people who keep on engaging themselves with social media without even caring to think about the impact of Social Media on youth. The effects can sometimes be positive and sometimes be negative.

Positive Impact:

- * It keeps connected to their friends when they are not able to see each other.
- * It keeps one updates about the important things happening in the world.

- * It provides a way to express their opinions.
- * It helps one in developing social skills.
- * The best part is that a number of friends can be connected when they needed.
- * It helps the youth to interact with peers and have fun.
- * It enables the teacher to collaborate easily and communicate with students.
- * The students have free as well as easy access to the resources.
- * It gives birth to the idea of change in politics.
- * It gives social movement cheap as well as quick.

Negative Impact:

- * people of today's generation give so much importance to social media.
- * They love being in the social media and forget about all the things.
- * We can see only the virtual side of the person.
- * Young people have the habit of bullying their peers.
- * It leads to depression and suicidal thoughts.
- * It can be addiction for the youth.
- * It helps the students to cheat on school assignments.

9.

Life of R. K. Narayan

- * R. K. Narayan was born in Chennai, India in 1906 in a working class south Indian family.
- * His father was a school headmaster. His father was transferred frequently for his job.
- * Narayan spent most of his childhood in the loving care of his grandmother, Parvati.
- * His grandmother taught him arithmetic, mythology and Sanskrit.
- * He attended many different schools in Chennai like, Lutheran Mission School, Christian College High School etc.
- * He was interested in English literature since he was very young.

- * His father's school library offered him gems of writing from authors like Dickens, Thomas Hardy, Woodhouse, etc.
- * In 1926, he passed the University examination and after completing his graduation, Narayan took a job as a school teacher in a local school.
- * Soon after, he realized that he could only be happy in writing fiction.
- * Narayan's decision of staying at home and writing was supported in every way by his family and in 1930 he wrote his first novel *Swami and Friends*.
- * After getting married in 1933, Narayan became a reporter for

newspaper called "The Justice".

* His second novel, 'The Bachelors of Arts' was published in 1937. It was based on his experiences at college.

* In 1938, Narayan wrote his third novel called 'The Dark Room' dealt with the subject of emotional abuse within a marriage.

* He wrote many novels like, "The Guide", "The Man-Eater of Malgudi", "The Vendor of Sweets", "Malgudi Days", "Under the Banyan Tree and Other Stories", "A Tiger for Malgudi", "Talkative Man" and "A Writer's Nightmare" and so on.

* Narayan died in 2001 at the age of 94.

4.

Analyse the Works of Sarojini Naidu:

- * Sarojini Naidu was an Indian poet, lecturer and politician.
- * She is remembered as a virtuoso of English metrical forms and romantic imagery in her poetry.
- * Naidu's early poetry evidences the strong Western influence of her Brahmin upbringing.
- * Her first volume, The Golden Threshold, combines traditional poetic forms with lush images of India.
- * The book achieved popular and critical success in England.
- * Naidu's second collection of poems, The Bird of Time, confronted more serious themes such as death and grief as well as it contains

Naidu's patriotism and religious convictions.

- * In her third volume, The Broken Wing, Naidu included more poems of patriotism and description of Indian culture.
- * More important, The Broken Wing contains Naidu's greatest poetic achievement.
- * A series of twenty-four poems, The Temple explores the joys/pain and a mature love relationship.
- * In 1961, Naidu's daughter published a collection of her previously unpublished poems, The Father of the Dawn, but it met with little critical interest.
- * Sarojini Naidu has been regarded as one of India's greatest poets.

Auxiliary Verbs

Can

Can will be used to express;

1. ability

E.g. I can speak English

2. permission

E.g. Can I go to the library?

3. request

E.g.

Can you wait a moment, please?

4. offer

E.g. I can lend you my pen.

Might

'Might' is used to express possibility (less possible than 'may').

E.g.

It might rain today.

Must

'Must' is used to express,

1. force or necessity

E.g. I must go to the supermarket today.

2. recommendation

E.g. you must read the new novel by Bhagat

Need

The verb 'need' can be used to express;

1. necessity

E.g. I need to buy a packet of milk

2. moral obligation

E.g. We need to keep our environment clean

Have to

'Have to' is used to talk about obligation and things that are necessary to do.

E.g. I have to remember to stop at the shop.

6.

Note Taking

Note taking is an important study skill. Note taking refers to the skill of taking notes from a lecture. It can be done not only in classroom situation but also in other situations like seminars, conferences and workshops.

Methods of Note Taking:

i. listen to the lecture attentively

ii. In the introduction of a lecture a good speaker usually tells the

purpose of his lecture. This gives us an idea about the lecture. Listening to the introduction is like surveying in note taking.

iii. Note down the main points as you listen to the lecture. If one either miss or do not understand any point, he/she can ask the speaker immediately to repeat, if the speaker allows.

iv. Otherwise, leave some space and fill it in with the information later at the end of the session when the speaker clarifies the point.

v. A good speaker usually ends with a conclusion of the lecture. Listen to him carefully and note down

the conclusion-

- vi. Some of the speakers use slides, OHP etc. These are all useful while taking notes, but do not spend time in just studying them without listening to the lecture.
- vii. One can use diagrams, flow-charts or abbreviations while taking notes.
- viii. However, it should be remembered that the devices used in taking notes should be clear so that he/she can understand them easily without any effort.

5.

Importance of Using Dictionary

- * A dictionary is compilation of words ranging from letters A-Z.
- * Primarily, its purpose is to give meanings to words.
- * Right pronunciation: Through the aid of a dictionary, one can check out a word's right utterance. It will assist one in the right pronunciation of words.
- * Which part of speech. It could inform one as to which part of speech does a certain word belong. May it be a Verb, noun, adjective or combination of these three.
- * It could also be a guide as to

how should a particular word be used.

* correct spelling: Linguistically speaking it is no doubt that a dictionary could help us in knowing the proper spelling of words. In this connection, it will guide us in writing a word or phrase.

* A dictionary is of great help to everyone especially to students who are learning a language.

* It is also helpful in enriching one's vocabulary.

* So, it is important to use a dictionary for better learning.

LSRW

* Importance of LSRW skills in English language is they help in establishing good communication and mastering the language.

* LSRW:

L stands for Listening

S stands for Speaking

R stands for Reading

W stands for Writing

* A language is mastered only if one is adept in the LSRW skills.

* LSRW is the four skills of language learning that allow an individual to comprehend and produce spoken language for proper and effective

Interpersonal communication.

* They give learners scaffolded support, opportunities to create contexts in which language can be used effectively.

* Listening skills are essential for learning.

* Within the communication process, when one is speaking, it is vital for others to listen and respond.

* The primary aspects that cover listening are comprehending, retaining and responding.

* When focusing upon the development of speaking skills, the individuals need to generate awareness in terms of morality, ethics, values, norms,

principles and standards.

* Reading skills means understanding, interpreting, analysing and assessing.

* The most common use of reading is to acquire an efficient understanding of the concepts.

* When the individuals possess effective reading skills, they are able to implement various tasks and activities.

* Writing is an art.

* Writing activities mainly involve preparation of presentations, research papers, reports, projects and thesis.

* In educational institutions, major emphasis is put upon the L&RW skills of students.

2(b)

Section A

Water

Introduction:

Humankind has always searched in vain for an imaginary elixir of life, the divine amrita. But according to C. V. Raman, the true elixir of life is water.

The Importance of Water:

Water is the most potent and wonderful thing on the earth. It has played a very important role in shaping the course of earth's history. It continues to play the leading role in drama of life on

earth. Nothing can add so much to the beauty of the countryside as water.

Facts about water:

One of the most remarkable facts about water is its power to carry silt in suspension. This suspension is the reason for the different colours of the water in the rain fed tanks.

Water can carry fairly large and heavy particles. The finest particles remain with the water and are carried to large distance. When silt laden water mixes with salt water of the sea, there is a rapid precipitation of the

suspended matter. The colour of the water is changed on the basis of silt. A large land is formed by silt thus deposited. Such land is very fertile.

The problems of Soil Erosion:

The problem of soil erosion is of major significance. It occurs in step by step. The cutting up and washing away of earth will make agriculture impossible.

Sudden burst of excessively heavy rain resulting in a large run of surplus water are the principal factor in causing soil erosion.

Soil erosion is dangerous to agriculture. They can be solved by terracing of the land and construction of bunds to check the flow of water.

Water is the basis of all life;

Water is a basis of the all life. Every animals and plants contain water in this body. No active is possible without water. Water is necessary for animal life. The moist in the soil is necessary for the growth of plants and trees. So the conservation and Utilization of water is most important for human welfare.

Indian Context:

Indian agriculture depends on rain fall. The problems of soil erosion and irregular rainfall are closely connected with each other.

By preventing soil erosion we can conserve and keep the water where it is wanted. Hence, the collection and Utilization of rain water is very important. Much of the water flows down the streams and rivers. Thus a large quantity of water is lost.

vast area of land could be

protected by correct usage of water.

Water is a mean of Transportation:

Water is the cheapest form of internal transport in a country by boats and barges through canals and rivers. The development of any country much depends on the water transportation.

The harnessing of water supplies makes possible the development of electric power. The availability of electric power would make a tremendous difference to the life on the earth.

Water is the Commonest Liquid:

Water is the commonest liquid. It is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life.

It is used for irrigation of lands to grow food and other crops. It is useful to rearing livestock as well.

Conclusion:

Water conservation is the need of hour. We need to be aware and educated to get more advantage for using minimum water.

1(b)

A Thing of Beauty

Introduction:

John Keats was a British Romantic poet. Although trained to be a surgeon, Keats decided to devote himself wholly to poetry.

"A Thing of Beauty" is an excerpt from his poem Endymion: A poetic Romance. The poem is based on a Greek legend, in which Endymion, a beautiful young shepherd and poet who lived on Mount Latmos. The enchanted youth resolved to Cynthia and so wandered away through the forest and down under the sea.

A Thing of Beauty:

A thing of beauty is a joy
forever. Its loveliness increases and
it will never pass into nothingness.
It will keep a bower quiet for
us. It can be found in sweet
dreams, health and quiet breathing.
On every morning, the wreathing
of a flowery band binds us to
the earth.

Some shape of beauty moves
away the cloud in our dark spirits.
The pretty flowers like daffodils
enhance the loveliness and greenery
of the world.

The heavenly bodies such as the sun, the moon and the trees make us feel the joy of life. The flowing streams of water provide refreshment and cooling effect to us in the hot summer season.

Forests have plenty of pretty musk rose flowers. Such flowers are a beautiful sight and eyes feel the delighted due to them. All such things certainly are things of beauty.

Beauty is certainly in the eye of the one who beholds. This means

One can see the beauty in anything. Furthermore, the poet talks about the numerous creations of God which we should admire. One such creation is the Sun which provides energy. The poet also talks about the beauty of the moon and the natural beauty of the trees.

These beautiful things have a resemblance to the fountain of Immortality bestowed upon us by God as a gift and a blessing. Such beautiful things are an inspiration for all of us to continue living.

They make life worth living.
They also help us in maintaining
our faith in goodness. Life without
these beautiful things would
certainly become very hard.

Conclusion:

A Thing of Beauty tells us
the value of beautiful things that
are all around us. We must
cherish them.

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15(a)

Section C

Although there are 5 vowels namely a, e, i, o, u, there are 20 vowel sounds which have been classified as 12 pure vowels and 8 Diphthongs.

(b)

There are 44 sounds or phonemes in English language. They are divided into 20 vowels and 24 consonants.

16

Expand CCE

Continuous and Comprehensive Evaluation widely known as CCE refers to a system of school-based evaluation of student that covers all aspect of student's development.

It is a developmental process of

assessment which emphasizes on two fold objectives and these objectives are continuity in evaluation and assessment of a broad based learning and behavioural outcomes on the other.

17.

Qualities of a good text book.

- * Text books that are intended to be used should be useful for the students as well as teachers
- * The size of the book should be handy.
- * Printing and get-up of the books should be interesting and attractive.
- * The extension of the picture should

be attractive.

* The text-books should be accurately written.

* Text-books should be free from prejudice.

18.

Mother Tongue Language

Mother Tongue Language is the first language which a child acquires naturally. The child learns the world through the mother tongue.

This term refers to the language we hear from our parents. It is common to the people and the place where we are born in.

Both the teachers and the students

are very fluent in talking their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences.

19. Difference between Note Making and Note Taking:

Note Making:

- * Note-making is a study skill where the students will prepare their own notes from reference books.
- * Finally, they will prepare a brief summary of the notes have taken.
- * Note-making is a means to capture

the key ideas of a given passage in an easily readable and logically structural format.

* The style is fairly casual and the learners are even allowed to use abbreviations.

Note Taking:

* Note taking refers to the skill of taking notes from a lecture.

* It is the process of taking notes not only in the class room situation but also in other situations like seminars, conferences, workshops, etc.

* Taking notes while listening to a lecture or talk is a very useful study skill to be developed.

20.

Language Lab

- * The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching.
- * Language laboratories are environments designed to enhance foreign language learners' skills.
- * Generally equipped with analog and digital hardware and software, they provide practices in listening comprehension, speaking, with the goal to reinforce the grammar, vocabulary and functions presented in class.
- * A language laboratory is a room designed for foreign languages and equipped with tape recorders.

S-O-S Approach

- * S-O-S approach refers to Structural Oral Situational Approach.
- * Structural approach is a scientific study of the fundamental structures of English language.
- * The Oral Approach is based on a structural view of language. Speech, structures and a focus on a set of basic vocabulary items are seen as the basis of language teaching.
- * Situational Approach is another approach along with structural and oral approach. All items are presented through pleasurable and interesting activities in proper situations.

22.

Types of Composition

There are two types of composition:

- * Oral composition and
- * Written composition

They are further divided as:

- a) guided oral composition and guided written composition.
- b) free oral composition and free written composition.

23.

Types of Grammar

Grammar is the study of organization of words into sentences which is based on certain rules. There are some types of grammar like,

- * Traditional Grammar
- * Formal Grammar
- * Functional Grammar

Language Laboratory

- * Language Laboratory is a room designed for learning foreign languages and equipped with tape recorder, videocassette recorders or Computers connected to monitoring devices.
- * It enables the instructor to listen and speak to the students individually or as a group.
- * It is an audio or audio-visual installation used as an aid in modern language teaching.
- * With technological advancement and exposure to western models of teaching and learning, there has been a spurt in the growth of language laboratories in colleges.

Section B

The Concept of Remedial Teaching:

- * Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the pupils to get rid of their common or specific weaknesses.
- * Students who have temporarily fallen behind in their studies have the right to get remedial teaching.
- * Remedial teaching should be started immediately when the difficulties in learning or school attendance have been noticed.
- * Remedial teaching can counteract difficulties beforehand.

* Remedial teaching should be organized according to a plan and as often as is necessary.

* Characteristic to remedial teaching are individually planned Tasks, Time Management and Guidance.

* In proactive remedial teaching the new things that are to be learned are introduced beforehand.

* Remedial teaching can also answer the need for support that arises from absences.

* Schoolwork is planned in such a way that every student has a possibility to participate in remedial teaching if need be.

* It is given either during the lessons to which the need for support is connected or outside lessons.

* The initiative about giving remedial teaching is primarily done by the teacher.

* It can also be done by the student or guardian.

* The task of each teacher is to monitor the learning and growth of the student and the possible needs for support that may arise.

* Remedial teaching is organised in mutual understanding with the student and the guardian.

The qualities of a good Language Teacher

There are several qualities that a good language teacher must have. They are as follow,

Competent:

A good language teacher must be competent with required knowledge. If anyone is a foreign language teacher, he must have mastered the language he is teaching and the skills it takes to teach that language.

Exploratory:

A good language teacher realizes there are several different learning methods. He will create a course that weaves together all of the various learning techniques. He will explore

the different ways of teaching language.

Passion:

A passion for teaching is an important part of the teaching process. Teachers have a passion for their chosen subject and for passing on their knowledge to students.

Patience:

Patience with students who are trying to learn is part and parcel of the teaching profession.

Enthusiasm:

Excellent teachers never lose enthusiasm for their profession. Teachers who project it are much successful than those who do not.

Confidence:

Good Teachers are confident in their abilities to sense where students are in the learning process. They know their students' abilities to learn and can confidently teach them the most difficult topics.

Assessment:

A good language teacher is not only skilled at creating assessments for her/his class, but he/she also knows how to figure out those assessments in the teaching methods.

Benefits:

A good language teacher is going to be a benefit to her students in many ways.

10.

The types of vocabulary and the essentials of teaching vocabulary.

On the basis of its application, vocabulary is divided into two types:

1. Active Vocabulary and
2. Passive Vocabulary

Active Vocabulary:

* Active vocabulary consists of those words over which one can use in his speech and writing.

* We know the meaning of those words accurately. Active vocabulary refers to the productive side of language.

* Active Vocabulary of a language calls for:

- a. The use of right word in right place.

- b. The spontaneous recall of words.
- c. Grammatical accuracy.
- d. In speech, fluency and ability to reproduce correct sounds, pronunciation intonation rhythm etc.

Passive Vocabulary:

* The passive vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but we cannot use in our own speech and writing.

* In this type, the person does not know the precise meaning of a particular word and he does not make use of those words in communication.

- * passive vocabulary refers to the receptive side of language. It calls for
- a. Recognition of vocabulary in speech or writing.
 - b. An acquaintance with major grammatical items of forms.
 - c. The skill of stimulating rapidly the sense of large word groups.

Essentials of Teaching Vocabulary:

- * Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language.
- * It is the basis for the development of all the other skills like Reading Comprehension, Listening Comprehension, speaking, writing, spelling and pronunciation.

11.

Role of Audio Visual Aids in Improving Speaking skills:

Audio Visual Aids:

Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic. It is the combination of two media:

1. Auditory aids:

E.g. Tape record, Microphones, Ear phones, etc.

2. Visual aids:

E.g. Slide, film strips etc.

Purpose of Audio Visual Aids:

- * Best motivation.
- * Clear image.
- * Save energy and time.
- * Antidote of the disease of Verbal Instructions.

- * Capture attention.
- * Reinforcement to learner.
- * Positive transfer of learning.
- * Gain and hold student Interest.
- * Increase understanding and retention.
- * Stimulate the development of Understanding and attitudes.

Functions of Audio visual aids:

- * They supply a concrete basis for conceptual thinking.
- * They have high degree of interests for students.
- * They make learning more permanent.
- * Develop continuity of thought.
- * They provide experience not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

Use of Audio Visual Materials in Education:

- * Students will gain knowledge of the latest in evolving theoretical and practical application in the communication field utilizing various resources and methods of inquiry.
- * Students will grow intellectually in their oral and written communication and critical thinking skills.
- * Student will become aware of the ethical and spiritual implications of communication on a diverse and global level.
- * Student will be knowledgeable of the latest in technology, soft applications and visual communication skills.

8.

Technique for Teaching Speaking

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher.

Role play:

Role play enables the students to imagine, act and speak accordingly. They bring the situations from real life into the classroom. Everyday life situations such as shopping, holidays, camps, folktales etc. can be used.

Games:

Games help the teacher to create contexts in which the language is

used contextually and meaningfully. Games are learner centred. They integrate various linguistic skills and construct a cooperative environment.

Eliciting:

Presentation of a lesson with eliciting questions helps student remember words and structures and gives them practice.

Pronunciation Drills:

They help the learner to improve his pronunciation, to speak with proper stress and intonation to grasp the basic patterns and vocabulary and to speak fluently.

Tongue Twisters:

Tongue twisters also help in improving the pronunciation of the

learners.

Reading Aloud:

Reading aloud provides practice to the pupils to read with correct pronunciation. The teacher should help the learners with the pronunciation of new words and patterns which they will come across in their reading.

Recitation of poem:

Poetry has a special appeal for the aesthetic and intuitive sides of the child's personality. It helps the learner to acquire to learn to appreciate poetry. When poetry is read with proper stress and rhythm, the learners receive training in speech

and pronunciation.

Narration of Stories:

Narrating stories is another activity which requires tremendous skill on the part of the teacher. The change of pitch, tone, speed gestures, repetitions etc. keep the learners engaged.

Discussion Skills:

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation improve their speaking skill.

Dialogue:

This is another important drilling to develop speaking skill.

6. Continuous and Comprehensive Evaluation

CCE:

CCE is expanded as Continuous and Comprehensive Evaluation. This content refers to a system of school-based evaluation of student that covers all aspects of student's development.

Concept:

* It is a developmental process of assessment which emphasises on two fold objectives and these objectives are continuity in evaluation and assessment of a broad based learning and behavioural outcomes of the other.

* It is a total teaching-learning process and spread over the

entire span of academic session.

* It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, refreshing and feed back.

* Second term are Comprehensive that the scheme attempt to cover both the scholastic and the co-scholastic aspects of students growth and development.

Need of CCE:

* Continuous and Comprehensive Evaluation is intended to provide a holistic profile of the learner through assessment of both scholastic and non-scholastic aspects of education spread over the total span of

instructional time in schools.

- * It helps to identify those positive attributes of the learner which are not usually assessed during the examinations conducted by the Board.
- * As it is spread over a period of two years in class IX and X.
- * It provides several opportunities for the school to identify the latent talents of the learners in different contexts.
- * This document is supportive to the statement of marks issued by the Board after the examinations conducted by it.

Techniques:

- * prepare a checklist of weakness and shortfalls.

- * Identify and find reasons for the same.
- * Use group work method.
- * Make groups for similar deficiencies.
- * Design strategies for each group.
- * Create interest using innovative teaching aids.
- * Find talents in other areas.
- * Give opportunity to display.
- * Encourage, give importance, respect.
- * Apply activity based teaching.
- * Plan as per the need of each subject.
- * Experiment with different procedures.
- * Use formative evaluation correctly.

13.

Methodes of Teaching Grammar

Meaning of Grammar:

Grammar is looked upon as a set of rules governing the syntax of the language. It is a practical analysis of a language. The ability to use a language effectively depends on one's knowledge of the underlying rules that govern the use of the language.

Methods of Teaching Grammar:

There are four main methods of teaching grammar:

- The Traditional Method
- The Informal Method
- The reference or correlation Method
- The Inductive-deductive Method.

The Traditional Method:

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For

Example:

Definition of Noun:

"A noun is the name of a person, place or thing. E.g. Sachin, Delhi, book, etc."

Exercise:

Underline the nouns in the following sentences.

E.g. Rajesh lives in Delhi.

The main procedure in this method is from rule to example. It emphasizes on rote learning of rules and definitions.

The Informal Method:

* This method advocates the teaching of grammar not by rules but by usages.

* By continuous practice of using words while speaking, reading and writing grammar can be learnt.

The Reference or Correlation Method:

* This method is also called incidental method as grammar is taught incidentally.

* Grammar is taught while teaching the text book lesson or a composition.

* This method lays stress on the application of the rules and their usage.

The Inductive and Deductive method:

* Inductive means to proceed from observation to laws and rules.

* Deductive means to proceed from the law and rule to observation and examples.

i. Inductive process:

- presentation of examples in a systematic way.
- Observation and analysis of examples.
- Generalization of rule.

ii. Deductive Process:

- presentation of the rule or the definition.
- The teacher points out the rule.
- Verification and application of rules.
- practice for the application of the rule.

Tests and its Types

The test is to measure the ability, knowledge or performance developed during the course of learning. Many tests are used to assess any student.

Teacher Made Tests:

- * These tests are designed by the teachers for the purpose of conducting classroom tests.
- * These teacher made tests can be in the form of oral tests and written tests.
- * These tests have a limited area of application and are prepared almost by all teachers according to their requirements.
- * Teachers directly involve in construction of this tests.

Standardized Tests:

- * A Standardized test is one which norms have been established.
- * The test has been given to a large number of students.
- * A norm is an average score which measures achievement.
- * It is intended for general use and covers a wider scope of material.

Oral Test:

- * The oral exam is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form.
- * The student has to answer the questions in such a way as to demonstrate sufficient knowledge

of the subject to pass the exam.

Written Test: (Objective and Subjective)

- * Assessment is often categorised as either objective or subjective.
- * Objective assessment is a form of questioning which has a single correct answer.
- * Subjective assessment is a form of questioning which may have more than one correct answer.

Apart from these tests, there are six types of tests. They are as follow:

- Placement Test
- Diagnostic Test
- Achievement Test
- Final progress Test
- Proficiency Test
- Aptitude Test

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Section A

Introduction:

English embraces a better position in our country. English as a subject in the school curriculum is given great prominence by the authorities.

Students must learn English language because it is the international means of exchange of information and experience. As an English language teacher, one has to face many problems while teaching English. They are as follow:

Psychological problems:

* It is widespread misunderstanding amongst students that English is

the most difficult of all subjects.

* Hence most of the students look at this subject with a prejudiced vision and bear the fear through the year.

* It results in poor performance at the end of the year.

Problem of Understanding the Abstract Idea:

* The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc.

* The students find it difficult to understand the abstract idea and so they are unable to comprehend the lectures given by the teachers in English.

Mother Tongue Interference:

- * Most of the problems arise due to the interference of mother tongue in speaking English.
- * Both the teachers and the students are very fluent in talking their own mother-tongue.
- * They forget the essence of pure language.

Overcrowded classes:

- * Another thing that hampers learning of English is the over crowded classes.
- * The number of students sitting in a class vary from sixty to eighty.

Poor physical conditions:

- * The physical conditions under which English is being taught are

unfavourable.

- * The noise from the neighbouring classes disturb the students.

Lack of Audio Visual Aids:

- * There is need of audio-visual aids like linguaphones, tape recorder, film strips etc.
- * But we find that these aids are not available.

Interference by the Parents:

- * Interference by the parents in the work of the teachers hinders the progress.

Lack of Research:

- * A good teacher does not teach the same thing in the same way.
- * He is always on the look out for introducing new things in new ways.

Methods to overcome the challenges

There are many methods to overcome the problems in Teaching English. They are as follow:

1. Building a Rapport with the class.
2. place of English should be defined.
3. Applying different methods of teaching.
 - Grammar-Translation Method
 - Direct Method
 - Bilingual Method
 - The structural method
 - The Communicative Method
 - Situational Method
4. Building confidence among students.
5. Keeping in mind aims of Teaching English. These aims are,
 - a) To enable the students to understand English when spoken.

b) To enable the students to speak in English

c) To enable the students to read English

d) To enable the students to write in English.

6. Improving in teaching facilities.

7. Make students think in English.

8. End the socio-psychological problems.

9. Building Communication skills.

10. Handling mistakes with care.

11. Matching level with the students.

Conclusion:

Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English. Hence it is very important to teach good English.

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Approaches of Teaching English

Introduction:

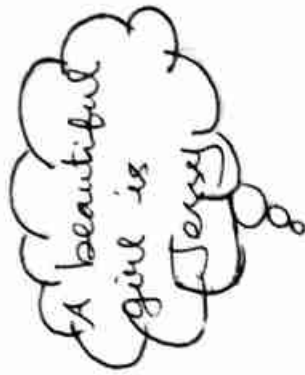
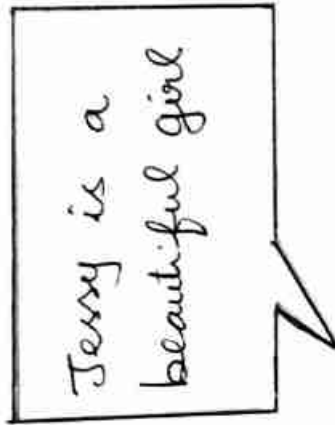
There are many approaches to study English language. These methods and approaches are used analyse language, its merits and demerits.

Structural Approach:

It is also known as Aural-oral Approach. It is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement.

The different arrangements or patterns of words are called structures. Here words are used in particular order to convey their sense and

meaning.



- I kill the snakes.
- I shall kill the snake.
- I shall be killing the snake



- I shall have killed the snake
- I have killed the snake
- I have to kill the snake.
- I might have killed the snake

Merits of Structural Approach:

- * It can be adopted for all stages of education.
- * It provides enough opportunities to the students to express their ideas and feelings.
- * It puts more emphasis on speech or oral aspects of learning.

Demerits of the Structural Approach:

- * It is suitable only in lower classes.
- * Only well selected sentence patterns are taught through this approach.
- * It neglects reading of all types.
- * This approach needs planned textbooks and well trained teachers to create appropriate environment

for learning.

Situational Approach:

In this approach, explanations are discouraged and the learner is expected to apply the language learnt in the classroom to situation outside the classroom. This approach indicates as to how a teacher should create a real situation.

Merits of Situational Approach:

- * It creates interest among the students.
- * Emphasis is given on learning by play
- * Lots of examples can be given.
- * Stress is given on learning through hearing.

Demerits of Situational Approach.

- * Suitable only in the lower classes.
- * Text books cannot be taught by this method.
- * Only well selected sentence patterns can be taught by this approach.

Communicative Approach:

The communicative approach aims to make all the learner attain communicative competence. It is based upon the concept of how language is used and what is functional utility of language.

Merits:

- * It teaches of different ways of expression.
- * This approach is based on the

practical utility

- * It lays more stress on the functional value of language.
- * It enables the students to communicate their ideas both inside and outside the class-room.

Constructive Approach:

This view represents the shift from education based on behaviourism to education based on cognitive theory. It enables the learners to construct their own knowledge and make their own meaning of what is being taught.

Merits:

- * Helps students to better relate the information learned in the classroom

to their lives.

- * Students create organizing principles that they can take with them to other learning settings.

- * It promotes social and communication skills.

Demerits of Constructive Approach:

- * It is extensive and often requires only long-term professional development.

- * It eliminates standardized testing and grades.

Conclusion:

These approaches improve respect and recognition for cross-cultural and multi-linguistic classroom settings. It encourages students to be proud in heritage, language and communication.