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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

1(a)

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.

2(b)

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.

A beautiful girl is Jerry.

Jerry is a beautiful girl.

Is Jerry a beautiful girl?

- 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.