

TEACHER'S
CHOICE[®]

B.Ed.

Second Year - Third Semester

**Pedagogy of
ENGLISH**



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UNIT - 1

LANGUAGE ACROSS CURRICULUM

1. What is communication ? Write about types of communication?

Ans : The word communication is derived from the "Latin" term "communicare" or "communico" which means "To share" communication goes from one person to another through symbols and sounds.

The system of communication is commonly owned, accepted and recognized by the members of the community. It is essentially a social affair.

Types of communication: There are two modes of communication which are generally used by all people

- A. Oral Communication
 - Listening
 - Speaking
 - Reading
- B. Written communication
 - Writing

The oral communication takes place between the two individuals /parties with the help of speaking and listening operations. This communication strategy is essentially a social affair. It is further classified into four categories.

1. Intra- personal communication
2. Inter- personal communication
3. Group communication
4. Mass communication

1. Intra-personal communication: It may be defined as a process in which one communication with in himself . This means the communication is with in self to the self. For Example :- We talk to ourselves before we speak out ideas. Thinking, working out a problem soliloquies are the best examples

2. Inter-personal communication : It is defined as a process of interaction between two people generally face to face. For example :- Conversation, dialogues and interviews.

3. Group communication: The process of interaction within groups of people and by the groups of people to others. May be the group is small (or) large.

4. Mass communication: It takes place when communication is received by a large number of people .

For example :- T.V Radio and Public address by the politicians and leaders.

2. Write the Need of communication?

Ans : The word 'communication' has been derived from the latin word 'communis' Means common Edgar dale demined communication as the sharing of ideas and feelings in a mood of mutuality . The seven CS of communication are necessary and sufficient elements for experiencing communication they are (i) completeness (ii) conciseness (iii) consideration (iv) concreteness (v) clarity (vi) courtesy (vii) correctness.

Communication is a skill that you can learn. Its like riding a bicycle or typing. According to Brion Trasy If you rewilling to work it, you can rapidly at improve the quality of every part of your life.

Traditionally, communication has been perceived as the process through which one mind affects another as a source trans mitting a message to a receiver.

Communication essentially involves establishing communication of minds which entails oneness or Identity of understanding such a union of mind is fundamental to human existence in society and in organizations. When we speak of communication as the most important too, we must understand the elements that make it vital for our daily functioning at work place and home.

3. Give some tips for developing classroom communication skills?

Ans : Students with Autism Spectrum Disorder (ASD) are not always innately interested in seeking a wide variety of interaction with others and, therefore, may have less opportunity to practice and refine their communication skills.

Within the prep learning environment it is possible to provide opportunities, motivation, support and regular practice so students may refine and develop their ability to engage with and respond to their peers and the curriculum.

The following practical tips may help develop classroom communication skills some students with ASD:

- ❖ Get the students attention first before giving or requesting information such as:
 - ❖ Bending down to the students level
 - ❖ Calling their name
 - ❖ Moving close
 - ❖ Removing distracting activity if necessary
 - ❖ Positioning them so they are close to the main source of information (consider sensory distractions such as lights , movement or noises when positioning).
- ❖ Consider developing and teaching routines for giving group instructions or information, such as:
 - ❖ Standing in a particular spot
 - ❖ Encouraging other students to be quiet
 - ❖ Using an auditory or routine cue such as a specific song
 - ❖ Clapping three times to prompt listening
 - ❖ Allowing the student to access "fidget toys" while listening.
- ❖ Speak slowly, clearly and succinctly. Avoid long, complicated or multi-step directions or sentences. Break information into manageable chunks. Provide of only one piece of information at a time and build up.
- ❖ Create situations that require students to use language, for example wait for the student to request a preferred object or ask for help to get what they want or need.
- ❖ Provide opportunities for students to make choices between a number of scheduled activities. Teach alternate methods of communicating "no" if necessary to reduce challenging or stress-related behavior.
- ❖ Explicitly teach and practice social language such as:
 - ❖ Greetings
 - ❖ How to request items, a turn or help

- ❖ How to join play or a conversation
- ❖ Appropriate conversation topics and phrases useful responding to peers.
- ❖ Use methods preferred by the student such as video models, image-based story prompts, cue cards or rules.
- ❖ Specifically point out other peer models so the student begins to copy e.g. sit "quietly like __", "match the items like __". Demonstrate behaviors explicitly or use video models.
- ❖ Provide progressively more complex language models:
 - ❖ Model sentences with one more word in them than the student currently uses
 - ❖ Include the name of the person the student is talking to
 - ❖ Expand the student's own sentence e.g. "paint picture" may be rephrased as "you're painting a picture? You're painting a big picture of your family".
- ❖ Do not 'over talk'. Allow extra processing time when giving information and waiting for a response (some students require up to 10 seconds to process verbal information).
- ❖ Guide or prompt the student to respond to you or peers, if needed, with "you can say....".
- ❖ Augment speech with visual or natural cues to support comprehension. Gestures and natural cues-such as real objects -can support understanding.
- ❖ Be aware of sensory distractions such as background noise and visually busy environments.
- ❖ Examine the student's actions to determine what the student may be trying to tell you or did not understand.
- ❖ Remember some students with ASD recall memories as images or video. Try to provide a concrete and visual example to help recall and to support verbal-learning.
- ❖ Explore alternative means of demonstrating knowledge or explaining reasoning, such as boxes to tick, images to sort or sequence, information and communication technology options, materials to manipulate objects to match.
- ❖ Support classroom activities with props, images and photos, set phrases and scaffolds such as models, half-completed sequences and routines.

- ❖ It is important for communication practice to occur in a range of situations, interactions and environments to support the student to develop skills useful for a range of situations and environments.
- ❖ Request advice from a speech-language pathologist, via the principal, if there are ongoing concerns regarding a student's communication skills.

4. Write about interpersonal skills?

Ans : Inter personal skills are mostly communicative in nature. They are concerned with individual and group behaviour. In this ever changing world, man has to face a number of challenges in day to day life. While we are pondering over the solutions to the problems, preparing for an interview, drafting a report etc. We spend a lot of time thinking and interacting with in ourselves. This self interaction is termed as Intra-personal communication.

To maintain good interpersonal relationship any individual must possess the art of conversation and inter personal skills. Dr. Thomas Fuller has rightly said, " Education brings a gentle man, conversation completes him". These skills are not in born. They acquire good communicative ability to convey information with ease and facility.

The inter personal skills include

1. Communicative abilities and conversational skills.
2. Team work skills
3. Negotiating skills
4. Leadership and peer assessment skills
5. Customer service skills
6. Active listening skills
7. Conflict management skills etc.

Every individual has to develop these skills, which facilitate success in the career, living together, creativity, talent, team work and tenacity, leadership and managing conflicts.

The interpersonal skills necessary to communicate with impact face to face include listening, conversing one to one, establishing rapport, resolving conflict and understanding, and accommodating differences when communicating. To improve these skills, the following hints may be of some use.

1. Create harmony in your work place.
2. Learn how their behaviour affects others
3. Assess your own communication style.
4. Choose words that are appropriate for each situation.
5. Use body language to help get the message across.
6. Learn how to give and receive constructive feed back.
7. Sharpen your listening skills.
8. Improve your telephone skills.
9. Create an action plan to improve the interpersonal skills and implement.

5. Mention some Techniques of Interpersonal skills?

Ans : Inter personal skills are mostly communicative in nature. They are concerend with individual and group behaviour.

In this ever changing world, man has to face a number of challenges in day to day life. These skills help create a positive communication climate in which pupils feel comfortable. The story of communication is the story of its, teachers need to be aware of pupils, the expectations, their beliefs, fears and opinions on the subject and reciprocate their feelings and thoughts. The language teacher in order to maintain interpersonal skill, should consider his/her teaching both a science and an art. It is a science because careful planning of objectives, methods, contents, experiences and evaluation are required for good teaching. It is an art, because the teacher needs fire qualities such as sensitivity to the needs, interests and progress of the students, sympathetic personal relationship and skills in working with children and adults. Unless the teacher has worm sympathies, a real enthusiasm for truth and high ideals coupled with an insight into human character and progress teaching will be dull and monotonous.

Techniques of Interpersonal skills

1. Fostering personal Relationships with students:

The easiest way to begin forming personal relationships with students is to learn their names. Learning them in class requires a large amount of eye contact and this may contribute as much to the growth of the individual relationship as your permanent association of face and name.

2. Soliciting Feedback from students : Giving students many opportunities to communicate and listening carefully to

them can be valuable for a number of reasons. (Barnes McConnell, 1978). Interpersonal relationship require a dialogue, a two way communication, so any teaching method that encourages students to communicate will help to form personal bonds.

3. Indirect classroom leadership : The key to using indirect methods is to select words carefully when attempting to control students, suggesting and implying rather than ordering or directing openly. This sort of control is advantageous because it leads students to take responsibility for their own behaviour become controlled from within rather than expecting others to exercise control. Giving students choices whenever possible also increase their feeling of freedom in the class room.

4. Miscellaneous Interpersonal Topics :

- ❖ Individual meetings with students when required.
- ❖ Teaching ethics.
- ❖ Teacher tolerance of adolescent behaviour.
- ❖ Nonverbal communication (appearance, gestures, eye, contact, posture)
- ❖ Understanding students problems in learning a foreign language like English and be emphatic.

6. Suggest some tasks to develop individual communication skill ?

Ans : Individual : There are many individual activities that can develop communication skills among the students. The following tasks can be made use of.

1. Narration of story (or) incidents : This develops the students expressional ability and enables them to articulate their experience. It develops lively imagination. The students may be first made to listen to small stories from the teacher or through tape recorder and make them to memorise that and later may be asked to narrate it. Eg : The Thirsty crow.

2. Arguments/ Debates The students may be given a topic and ask them to give their opinion. One students gives the opinion, the other students can argue in favour or against it. Eg:

Privatisation of Education.

3. Description : The pupils are given some pictures or shown charts. The teachers asks the pupils to describe the picture that is in his/her hand. Eg : Pictures of Elephant, cow

4. Face to face interviews (or) on phone : This also help the pupils to improve their communication. One student asks questions and the other has to respond.

5. Sending a Telegram, writing Bio-data : The teacher tells the students to write a telegram message to his/her friend or uncle about his studies.

Give them some advertisement for job and ask the pupil to apply for that giving his bio-data.

7. What is Pair and Group work ? Mention its advantages and limitations ?

Ans : Pair and Group work : Pair and group work form an important part of any communicative activity because peer intraction is an effective means of acquiring some language features which are not available in a formal 'teacher-fronted' class room.

Pair work : The conversation or dialogues practiced in pairs by the student in a class room is known as pair work.

The pair and group work activities develop communicative competence among the pupils.

Group Work : It can also be used at the practice stage. The student will be devided into 4 or 5 groups and will be given tasks. This can be done through activities like problem solving, relaying instruction etc.

Advantages of pair and group work :

1. These are interesting devices since most of them are in the form of language games and role-plays and all the pupils will be active
2. These activities are time saving and easy for the teacher. Monotonous repetitions of language items will not be there.
3. They also help the students to get confidence to speak the language.
4. The students will develop their communicative skills especially listening and speaking.

5. Some students may not be able to speak out freely with the teacher but in the peer they may actively speak out their ideas.

Limitations :

1. The teacher may not be able to concentrate on each and every pair or group.
2. Frequent activities in pair and group were may create monotony and the students may try to avoid participating in these activities.
3. New techniques and variety should be brought into overcome monotony.

8. Write about class room interaction patterns.

Ans : Interaction is more than this, more than action followed by reaction. Interaction means acting up on each other, acting reciprocally.

Teacher \longrightarrow Class

Interaction is a two way process It can proceed harmoniously, where the learners feel that some thing worth while is being achieved as a result of the interaction.

Verbal interaction : Verbal Interaction is a continuous, shifting process in which the context and its constituent factors change from second to second.

Pedagogic Interaction : The Learning event describes the context for pedagogic interaction, the interaction of teaching and learning.

Other forms of class room Interaction :

- ✦ pupils are facilitated or encouraged to ask teacher or other pupils give/find respons.
- ✦ The teacher demands cores responses drills and repetitions.
- ✦ Groups can some times work in competition or sometimes happier working in cooperation.

UNIT - 2

TEACHING OF GRAMMAR

1. Explain need and important of teaching grammar?

Ans : The importance of teaching grammar in English language is an ongoing debate. Where on one hand theorists and practitioners have felt that its significance in language learning cannot be mitigated, on the other hand it is seen as nothing but a set of arbitrary rules and merely an exercise in naming parts of a sentence; something that can easily be done away with.

The grammar has a positive and real effect on all the four skills of language learning is being gradually recognised. Although the benefits of grammar on teaching and improving writing skills have been better accepted, its impact on reading, listening and speaking is also now being seen to be prominent.

Enhanced communication skills call for a high degree of grammatical competence. Communicative proficiency involves knowledge and application of grammar and use of appropriate vocabulary of the language to convey meanings in a socially acceptable way. This is also the reason why grammar teaching is considered imperative and has found its way into language teaching labs.

Grammar is the base of English language. English especially as a second or a foreign language is not acquired naturally; instruction and structured learning are important. Through grammar, an ESL Learner learns how to operate at the sentence level and studies the governance of the syntax or word orders that are the rule of the game in the language. While, it is argued that some learners 'notice' grammar rules and logic naturally, yet it cannot be denied that if one hopes to acquire and use English language accurately and fluently, grammar learning is necessary.

Though grammar teaching generally would involve the intervention of a teacher in the classroom, some language teaching labs have also introduced this feature in their teaching content.

Words Worth English language lab is one such digital language teaching lab that has an audio visual teaching content for grammar for schools.

To add punch to their contention of grammar being important for English language learning, grammarians talk about researches which prove that learners who received grammar instructions made marked progress within two weeks of tutored sessions as compared to those who tried to pick up the language naturally. The three dimensions of grammar: form, meaning and use that tutored grammar learning brings to the learner's attention enable him/her to progress in their

2. Describe the types of grammar?

Grammar is the scientific study of structure of the language. It is the science of structure of the sentences and functioning of words in the sentence.

Dr. Sweet says, "Grammar is the practical analysis of a language and its anatomy".

Dr. west says, "Grammar is not a code of rules but it is in a state of constant change."

Grammar occupies an important place in the teaching of language. It is justified only if the grammar helps in the formation of correct speech habits.

Types of Grammar

There are two types of grammar 1 Formal grammar (or) perspective grammar 2 Functional grammar (or) descriptive grammar

1. Formal Grammar: It is taught in a formal way. It is the theoretical grammar. In this method the rules of grammar are given first and next follows the teaching grammar. It's main emphasis is on rules and forms. It does not consider change in language. In this type of grammar there are set rules. Deviation from this rules are not allowed.

Ex: Rules : Generally plurals are formed by suffixing s (or) es to Nouns. We say these rules to pupils and ask them to form plural Nouns.

Boy -	Boys	Girl -	Girls
Box -	Boxes	Purse -	purses

2. Functional Grammar : It is known as functional grammar. It's emphasis on functional side of language. It changes along with the changes of the language. Luther; says, too much rules does not yield children to speak. In this type of teaching the students learns English grammar unconsciously. In this method language learning comes first and next comes grammar rules.

We must accept that language always growing and changing. The rules of grammar are set but change in those rules are set in this method. Functional grammar is the ability to use the language. A child can learn a new language without learning the formal grammar in the first stage.

Ex: Generally These words end with ly , we can
Mentally Say that the words end with "ly"
Cordially are adverbs. We framed the rules
Initially Functionally so this method is called functional grammar.

3. Write a bout methods of teaching grammar?

Methods of Teaching Grammar

There are two ways of teaching grammar.

1. Inductive Method: 2. Deductive method

1. Inductive Method: In this methods many examples are given to the students. From out of these examples the rules are induced . This method is called inductive method. This is proceeding from general to particular.

Ex. 1.	I eat food.	First person singular
2.	You eat food.	Second person singular
3.	(i) She eats food.	Third person singular
	(ii) He goes to school	Third person singular

Rules induced in this method are

1. We need not Add 's' to the verb in first person
2. We need not Add 's' to the verb in second person
3. (i) We must Add 's' to the verb in third person
(ii) We must Add 's' to the verb in third person

In this way many examples can be given and then rules can be framed.

Advantages of inductive method:

- I. This method follows certain rules. From known to unknown from simple to complex.
- II. Pupils remain active
- III. Pupils find it interest
- IV. It develops reasoning among students

2. Deductive Method: In this method the teacher tells rules to students first Then the students apply those rules while learning grammar of English. In this method we proceed from particular to general.

Eg: Rule: The verb "is" used for singulars and verb "are" is only used for plurals

This is a pen. These are pens

This is a bench. Those are benches

Conclusion: In this two method inductive method is good for young children. If the students are grown up the deductive method is best. But in general view inductive method of teaching grammar is best one.

4. How can we used authentic material to teach grammar ?

Ans : As swan points out "authentic material gives students a taste of real language in use and provides them with valid linguistic date for their unconscious acquisition processes to work on. Nunam defines spoken and written authentic tents as been produced in the course of genuine communication not specially written for purposes of language teaching. They provide learners with opportunities to experience language as it is used beyond the classroom of course there is a great deal of language generated within the classroom itself that is authentic and this can very of ten be used for pedagogical purposes.

Using Authentic Materials in Teaching Grammar:

a) **Examples:-** Crossword puzzles advertisements, thoughts for the day letters to editor, riddles and cortoons. With this types of newspaper cuttings students could be asked to:

- a) Give synonyms and antonyms of italicized words.
- b) jumbling of words and sentences with the pictorial content
- c) replace the key words with others (substitutions)
- d) learn the use of tenses.

b) Redio Broadcast and T.V programmes:

Programmes in radio and Television can enpose the teaching and students to good pronunciation vocabulary and sentence structure. Students get exposure to good models of speech.

c) Newspapers/magazines : These are rich resources for English language teaching. Here it requires preparation ingenuity resourcefulness, innovativeness and ability to discover thematic and linguistic relatedness between the topic teaching and the newspapers material collected. Various types of newspaper material can be exploited to teach grammar and vocabulary.

d) Dictionary: Dictionary is a book of alphabetically listed words in a specific language with definitions etymology pronunciation, spelling and other information. It is used to know the correct sentence paterus singular and plural forms of nouns, comparative and superlative words, basic verbs, word forms etc.

5. Suggest some grammar games?

Ans : Story Telling: Narrating stories can be used to give good grammar exercises. For example, past perfect tense can be taught by telling a story, In complete story or a story with certain omitted points can used and students may be asked to supply the missing words and structures.

Re-ordering words:

Example: Write these notes as full sentences. Put the verb in to the correct form.

I / spend / last week / find job.

I/ go /interview /but /not / get/ job

I / buy/ newspaper/ look/ advertisement.

Substitution:

Example: Write a true sentence like this about yourself Samir enjoys playing foot ball and reading adventure stories.

Making Sentences:

Example: Make three sentences. In each sentence use one word from group I and one word from group II.

Group I

Last fast calm
dark black glad
Marvellous bad

Group II

farm part rabbit
party jam car
hat man

Using phrasal verbs : The students should listen carefully to each sentence. Then the sentence should be rephrased by using an appropriate phrasal verb for a single verb.

Example: He arose ten minutes later.

He got up ten minutes later.

He ascended to the second floor.

He went up to the second floor.

Blank Filling : Incomplete story or a story with certain omitted points or few sentences with blanks can be used and students may be asked to supply the missing words, Structures and ideas.

"Remedias teaching is a morale-building activity. It involves teaching testing and are teaching" F.L. Billons.

Remedial teaching aims to correct pupil's errors of the past, the present and the future ones" Yokam and Simpson.

Organizing Remedial work:

- 1) We have to identify the general backwardness of the students.
- 2) Suitable assignments may be prepared.
- 3) Certain test items should also be prepared.
- 4) We should identify the glaring mistakes committed by students in grammar.
- 5) Teachers who take remedial teaching class should be creative, imaginative, and energetic and enthusiastic.
- 6) Effective grammar games Puzzles and practice patterns can be conducted regularly.
- 7) Teachers should give more exposure and practice which has the possibility of minimizing errors in learning grammar.
- 8) Proper explanation of why certain constructions are ungrammatical should be given to learners.

UNIT - 3

TEACHING VOCABULARY, STUDY AND REFERENCE SKILLS

Selection of vocabulary:

1. What are the principles of selection vocabulary?

For an effective teaching of English, a careful selection of vocabulary is highly impressive. The teacher has to select good items of vocabulary according to the mental capacity and abilities of the pupils. The words must be selected basing on the following principles.

Principles of selecting vocabulary:

1. Word frequency: The meaning of 'frequency' is the number of times a particular word or set of words is used in normal reading material. They should be commonly used in speech and writing too. Several attempts have been made to prepare word frequency lists. Faulstich and Mak have prepared a word list and have classified the words as below:

2. Indispensable words: They are about 360 in number. There is four fold advantage by these words and they give mastery over listening and understanding, speaking, reading and writing.

ii) Essential words: They are about 498 in all. They are meant for triple mastery. i.e. understanding reading and writing.

iii) Useful words: They are meant for two fold mastery i.e. reading and understanding.

iv) Special words: They are for developing mastery over reading.

2. Structural value: The structural value of the word should be kept in mind while selecting vocabulary for the pupils of secondary schools. The pupils should learn how to use the structural words properly from the beginning. The words like was, shall, with, which, half etc. are structural words and 'break' fill, part, speak etc. are the semi- structural words. The meaning to say is that 95 out of 100 words in the frequency list are structural words.

3. Word's universality: The principle of universality of a word is based on the usefulness of a word everywhere in the world. The environmental of the words should be kept in mind. Thus the environment of home school, society and the places like towns, cities, villages may be expressed in the like words everywhere.

4. Words applicability: A word may be used in different ways in different sentences. The teacher should teach those words first which are related to the child's surrounding and experiences. For example in big cities where every pupil is well known to the words like hospital, doctor, college etc. the child can learn these words easily.

5. Word's productivity: morphologically, those words should be selected which are productive in nature. By adding prefixes and suffixes to the word, new words may be formed as 'happy; unhappy- happily, unhappy etc. the grasp of pupils over the language is increased with the help of productive words.

6. Word's utility : Words which are more useful to the students should be selected. The words like book, doctor, teacher are commonly used words when compared to the words like physician, encyclopaedia, educator etc.

7. Words regional value : The words selected must have regional value. The word must be frequently used in the child's surroundings or that region. For example the words like ant, goat, zoo have more regional value when compared to girafee, zebra, cricket etc.

Besides these principle of selection of vocabulary, the teacher should keep in mind the interest of pupils and the correlation of words with physical and social environment of the pupils.

2. Write about gradation of vocabulary?

Gradation of vocabulary : Gradation of vocabulary is a matter of very useful consideration. The teacher should grade vocabulary to be taught in such a way that the pupils may learn the words in an easy and effective way. The following principles should be kept in mind while grading the vocabulary.

1. Simplicity : Simpler words should be taken up first while the difficult words can be taught later. For example, the

words big and large are simpler than huge and enormous. Naturally, we should grade them in the order of simplicity.

2. Teachability : The words which are easy to teach can be taken up first than the complex or abstract words. The teachability of words differ considerably in case of different words. For example, the words table, chair, pen, book, window are more teachable than many others because they can easily be associated with the objects in the class room. Similarly, the verbs like, sit, stand, write, walk, laugh, smile, come, go etc. can easily be demonstrated than the words like ascend, climb, enjoy, descend etc. We should therefore keep the teachability of words in view while grading the vocabulary.

3. Utility : More useful words should be taken up first while the less useful words can be learnt later. For example, the words like pen, bag, book, school, eraser, inkpot, etc. are more useful for the beginners than bank, building, platform etc. The words of daily use, such as those of daily actions, common objects, parts of body, common adjectives and common relationships (mother, father, brother, sister, aunt, uncle, cousin etc.) can be taken up first while the less familiar ones can be studied by the pupils later.

4. Word's structural value : Structural words are more important for the beginners than the content words. Such words should be carefully graded keeping in view the frequency of use. For example, the prepositions on, in, at etc. should be taken earlier than above, over, towards etc. The same criteria should be kept in mind while grading structural verbs, personal pronouns and other similar words.

3. Suggest some techniques to teach vocabulary ?

Ans : Vocabulary is one component of language. It tends to cover other components of language, grammar, pronunciation etc. words influence us. F.W. Frisky says "the large number of words in the English language, the wealth of synonyms, the large number of sentence patterns in common use present a bewildering problem to the untrained mind."

Techniques to teach vocabulary :

1. Pictures : Sometimes it may not be possible to bring

or to show the real objects in the classroom situation. The teacher can show pictures of these things which can be collected from magazines, Sunday editions of newspapers etc.

2. Realia: Realia means bringing the real objects association with the vocabulary word taught /learnt. This is useful in lower primary and upper primary classes. Children directly associate the 'form' and function or expression and exhibit'

3. Translation into mother tongue : Mother tongue can be used sparingly and judiciously .Learner have a tendency to get the meaning of difficult words in mother tongue-that is by translating them into Telugu.

4. word Squares: A four-word square is prepared. Each square has a letter jumbled up. The letters have meaning vertically and horizontally.

B	O	N	E
E	C	I	N
A	L	E	D
K	I	N	I

Answers: Horizontal : 1. Bone ;2Nice 3.Lead , 4 Link
Vertical : 1 Break 2 coil 3 Nine 4 lend

5. Referring to a dictionary : There are a number of good dictionaries available.

6. Using 'gestures' and 'actions' : There are a number of words that can be taught through 'gestures' and actions. The teacher says a word and the learner dos a 'gesture' or an 'action'.

7. Building new words : One word is given . Change only one letter of the given word and make a new word continue the process till the required word comes.

Example: Change 'lead' into deal

8. Related| Associated words: This is a practical technique. Most of the learners have either travelled in or seen a train. The teacher writes the word 'TRAIN' in the centre of the black board . Let the learners supply the words that are related or associated with 'train'.

4. Mention some games to develop vocabulary ?

Vocabulary Games - These are very helpful in creating

an interest among the students for preparing various types of word lists. Some games are as below :

i) A strip is made with a number of words, written on it. The students are asked to use some prefixes or suffixes to form some new words. The strip contains words like: 'bed', 'tea', 'study', 'school' and the list of prefixes and suffixes has 'clothes', 'room', 'time', '-ing', 'un-' etc. Students are asked to make as many words as they can. Some of the words made would be 'bedclothes', 'bedroom', 'teatime', 'bedding' etc., 'time' would be suffixed to all of them, while 'un-' can not be used, as a prefix, in any one of the above.

ii) Preparing word lists -Students may be asked to prepare lists of words related to a clinic, school, playfield or a list of words under the headings, places of work, worship, study etc. Names of various occupations, coins of different countries, animals, birds, flowers, leaves etc.

iii) Building of word clusters, word families word lists etc., helps students in picking up new words. Examples of these are:

Word Cluster	-	Play, Player, Playing; Playable.
Word Family	-	Help, Helping, Helpful, Helpless, Helper
Word List	-	Care, Caring, Careful, Carefully, Careless, carelessly.

iv) Rearrange letters of the words in capitals: SMILE (MILES)LEAST(STEAL),CHEAT(TEACH).

v) Complete the Phrases: A piece of.....,A group of.....,A lot of....., A little of, A little of,A crowd of, A room of.....

vi) Pair the words in lists A with B:

A	B	Answer A B
1. Rapid	1. Anger	Answer (1-3)
2. Wrath	2. Forbid	Answer (2-1)
3. Vanish	3. Swift	Answer (3-4)
4. Prevent	4. Disappear	Answer (4-2)

5. Slow	5. Cool	Answer (5-6)
6. Abundant	6. Lazy	Answer (6-7)
7. Quiet	7. 7.Plentiful	Answer (7-5)

(vii) All these words start with letter 'B'.

- Find them out:
- (i) An item for food. (BREAD)
 - (ii) Students' best help. (BOOK)
 - (iii) We rest while lying in... (BED)

5. What are the study skills ? write about its advantages?

Ans : If we want to get more information and knowledge, we have to go through many book, journals, references books and encyclopaedias. There are two supplementary skills which a student ought to learn. They are 1.Note Taking skill 2. Note Making skill . These two skills together are called study skills.

Note Taking Sill: It is an important study and writing skill. It is done into two ways .

Listening to lectures, speeches, radio talks , quiz Programmer and seminars. It is important at college and University level. The student has to prepare notes to himself by reading books. A student teacher must be a walking encyclopaedia. Whenever he listen or read he must note down important points.

Teaching of Note Making : The following factors must be taken into consideration while teaching note making.

1. The teacher has to give practice to pupils to read the text as many as possible.
2. Important points in the text has to be underlined.
3. From the given points, the teacher has train his pupils to pick up important points among them.
4. The points must be arranged in correct order.
5. The points must be in a note form but in lengthy sentences.

Note Making Skill: It is an important study and writing skill. It is the ability to make important points from reports, reference books, and news papers. The student has to study books, reports, news papers journals and magazines through skimming. He has to make or prepare a note on which he had read.

Advantages of Note taking and Note making skills:

1. The student can note down the important points of a lesson and can prepare an elaborate essay on it.
2. The student develops reading and writing abilities.
3. He can increase his speed of writing.
4. These skills are useful in later life of the students.
5. He learns summarizing a speech preparing news items and writing articles to the magazines.

Mind Mapping: A Mind map is a diagram used to visually organize Information. It is a graphic representation of the whole talk or lecture. In this technique, we need to use our cognitive and analytical skills to Identify which idea or fact relates to which main Idea. While using this Method, we use our critical thinking and try to create a Map of the whole Information that we receive in lecture. A mind Map is often created around a single un concept , drawn as an image in he centre of a blank lands cape page, to which associated representations of Ideas such as images, words and parts of words are added. Major Ideas are connected directly to the central concept and other Ideas branch out from those.

Mind Maps can be drawn by hand as rough Notes during a lecture , meeting or planning session. We should use this method when the lecture concept is heavy and well organized.

When creating a mind Map, there are several elements to consider including the Map's central Image, colours, branches , keywords and Images.

Advantages of mind Mapping :

- ❖ It can be colourful and attractive .
- ❖ It helps track the lecture or talk visually
- ❖ It is easy to review the whole In formation in no time.

Brain Storming : It is a common method that can be used for generating Ideas. The teacher in the class can act as the moderator. He/She defines the situation and provides the students to give us many solution to the problem as they can.

The main goals of brain storming technique are to break as out of our habit bound thinking and to produce a set of Ideas from which we can choose.

Brainstorming process : Arrange the seating so that the participants can see the black board where the generated ideas are written in bold letters, in short sentences.

State the problem and ask the students to give immediate responses. Ask one student to record the ideas. Accept all Ideas without comment.

After all the Ideas are presented review the Ideas and add/delete , categorise and finally. Summarise.

Advantages:

- ❖ Helps in expansion of vocabulary , students search for words to express their ideas.
- ❖ Develops confidence in speaking.
- ❖ Enhances thinking skills.

6. What are Reference skills? How do you use Dictionary, Thesaurus and Encyclopedia while teaching English?

Ans : Reference skill is nothing but referring dictionaries, thesauruses, encyclopedias, manuals, journals, catalogues, charts, maps, schedules, and indices. For individual and to require knowledge , one must use various reference materials connected with reading.

Dictionary: It is the treasure of words. Students can find the words in alphabetical order. They can find out the meaning, spelling, pronunciation and the usage of the words . we can find out which part of speech the word belongs.

Use of Dictionary:

1. Identify the relevant meaning among a number of meanings listed for the word.
2. Gather information on grammar and usage.
3. Ascertain the spelling and the pronunciation .
4. Assess the appropriateness of the word at various levels.

Thesaurus: It also helps to find out the group of words on one alphabet. They are more useful like dictionary. We can find out a wide range of equal words in the saurus.

Uses of Thesaurus:

1. A thesaurus provides us synonyms for a word we have been over using. Ex: Journey-travel, trip, tour.

2. It helps to expand the vocabulary.
3. It is more useful for journalists and writers in English.
4. It is useful for replacing weak and vague words by concrete one.
5. It helps us to recall a word that may be eluding us.

Encyclopaedia: These are also quick reference (or) guide books in many volumes giving information in every subjects. They are also searched as dictionaries for references. They are different types of encyclopaedia. Ex: science, children. Here the volumes are in alphabetical order. These are more useful for advance learners, research students and specialists who need study on any subject.

7. What is Bibliography ?

Ans : Bibliography (from Greek b), as a discipline, is traditionally the academic study of books as physical, cultural objects; in this sense, it is also known as bibliography (from Greek). Carter and Barker (2010) describe bibliography as a two fold scholarly discipline-the organized listing of books (enumerative bibliography) and the systematic description of books as physical objects (descriptive bibliography)

Teacher motivation and confidence are the direct determinants in student classroom learning . Successful

Technology integration requires teacher skill, training, motivation and access to applicable tools. Students

Rarely respond positively to technology exposure when there is a lack of endorsement by the teacher.

Teachers are quick to overcome factors such as anxiety in using new technology, but show to change their

Perception on perceived benefits. Which respect to learning theory, we are concerned with processes of

Learning and conditions that promote successful language learning. Teachers may develop their own

Teaching procedures and theory of learning .of learning. They may constantly revise, vary, and modify teaching/learning procedures on the performance of the learners. Theory does not dictate a particular set of teaching technology and activities.

UNIT - 4

INTRODUCTION TO PHONETICS

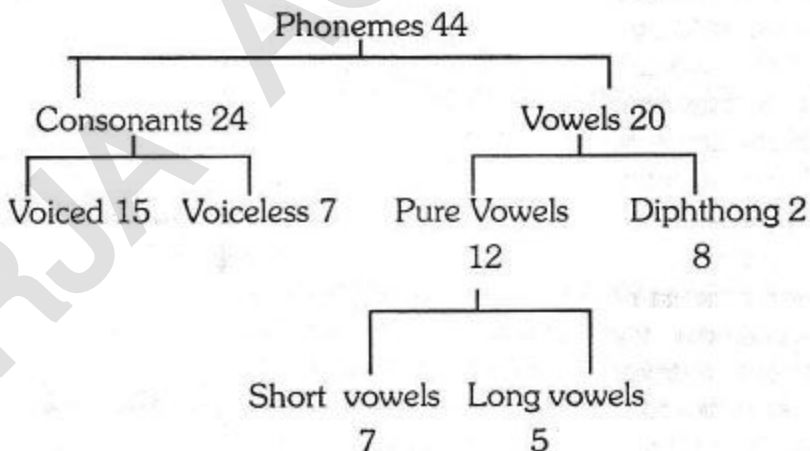
1. **What is Phonetics ? Write about classification of English Phonetics?**

Ans : Phonetics is that branch of linguistic science which deals with the study of speech sounds, their Pronunciation and script. In our country, the teachers in English need not acquire all the knowledge to professional phoneticians. A basic knowledge to professional phoneticians. A basic knowledge of Phonetic is enough to help his / her to acquire pronunciation and train the students in good pronunciation.

The primary source or the initiator of the speech sound is the stream of air that comes from the lungs passer through various speech organs and finally goes out the mouth or the nose.

The vocal cords are the first organs that the air stream encounters and by the vibration of these vocal cards we can produce different sounds.

The sounds which are produced with the vibration of vocal
 Classification of English Phonemes



Cards are called "Voiced sounds" and the sounds which are produced without their vibration are called "Voices" car.

The other speech organs are lips, tongue, teeth, teeth ridge, Hard Palate, Soft Palate, Glottis, epiglottis, wind Pipe lungs, diaphragm, nose, Pharynx and Uvula.

2. Define vowel sounds. Give examples ?

Ans : The English alphabet has 26 letters out of which 5 are vowels and the rest are consonants. These letters and letter combinations give rise to 44 sounds. Depending upon the air passage and obstruction of air. These 44 sounds are divided into 20 vowel sounds and 24 consonants.

Vowels : Vowels are the sounds in the production of which there is no obstruction of air. They are produced by the vibration of vocal cords and the air passes freely through the mouth. There are 20 vowel sounds, out of which 12 are pure vowels and 8 are Diphtongs (or) impure vowels.

Pure Vowels :

Sound	Word	Script (Phonetic)
1. i	<u>s</u> it, ink, brick	sit, ink, bri:k
2. i:	sea, tree, seen	si:, tri:, si:n
3. ^	gun, <u>f</u> un, hu <u>t</u>	g^n, f^n, h^t
4. a:	father, plam, laugh	fa:ðə, pa:m, la:f
5. e	said, friend, met	sed, frend, met
6. U	push, good, foot	puʃ, gud, fut
7. U:	fruit, food, tool	fru:t, fu:d, tu:l
8. æ	Bank, man, ant	bænk, mæn, ænt
9. ɔ	Hot, boy, salt	hɔt, bɔi, sɔit
10. ɔ:	Hall, walk, caught	hɔ:l, wɔ:k, kɔ:t
11. ə	Permit, brother, sister	pəmit, brəðə, sistə
12. ə:	Bird, girl, heard	bə:d, gɜ:l, hɜ:d

The first seven sounds we find in our mother tongue also. The other five sounds are peculiar sounds in English which we do not get in our mother tongue.

The symbols with colon; are long sounds or long vowels and the rest are short vowels.

3. What is Diphthongs sound ? Give examples.

Ans:Diphthongs : These are the combination of the pure vowels each sound starts with one vowel end with another vowel.

- | | | | |
|----|----|-------------------|-----------------|
| 1. | ei | day, may, say | dei, mei, sei |
| 2. | ai | my, eye, sky, | mai, ai, skai |
| 3. | ɔi | boy, toy, joy, | dɔi, tɔi dʒɔi |
| 4. | au | out, shout, mouth | aut, faut, mauo |
| 5. | ou | so, no, row | sou, nou, rou |
| 6. | iə | near, clear, fear | nɪə, klɪə, fiə |
| 7. | eə | air, chair, fair | eə tʃeə feə |
| 8. | uə | sure, pure, tour | suə, puə, tueə |

4. Mention consonants sound with examples, consonants : Consonants are the sounds in which the air is in someway impeded.

- | | | | |
|-----|---|----------------------|--------------------|
| 1. | p | park, pen | paɪk, pen |
| 2. | b | big, bend | big, bend |
| 3. | t | tin, table, tea | tin, teɪbl, ti: |
| 4. | d | drink, dream, doll | drink, dri:m, dɔ:l |
| 5. | k | king, clock | kin, klɔ:k |
| 6. | l | goal, flag goul, | flag |
| 7. | M | Meet, blame, | mi:t, blæm |
| 8. | n | neck, pink | nek, pink |
| 9. | ŋ | king, ring, kiŋ, | riŋ English iŋglɪs |
| 10. | θ | thought, think, | φɔ:t, φɪnk |
| 11. | ʒ | these, thou | ʒi:z, ʒau |
| 12. | f | fruit, food | frui:t, fu:d |
| 13. | s | sister, sing, sistə, | siŋ |
| 14. | r | round read | raʊnd ri:d |
| 15. | l | lovely, long | lʌi lɔ:n |
| 16. | s | sheep, shout, | i:p fɔut |
| 17. | ʒ | measure, treasure, | mezə, trezə |

18.	tʃ	chair,	chin	tʃeə	tʃin
19.	dʒ	judge,	joy,join	dʒɔi,	dʒɔin
20.	h	hall,	hot,	ha:l,	hɒt
21.	ju	your,	you,	juə,	ju:
22.	v	very	vast	very	væst
23	w	world	week	wɔ:ld,	wi:k
24.	z	zoo	zero	z:,	zi:rou

5. What is stress ? Write about its types ?

Stress : Stress is the force with which we utter a word or syllable in a word. A syllable is the combination of letters in a word. It is the system of giving importance to a syllable in a word or a word in a sentence. Air is ejected from the lungs or a particular effort which determines the prominence of syllable or a word.

Kinds of Stress : Stress is of three kinds.

1. Syllable stress
2. Word stress
3. Sentence stress

1. Syllable stress : Syllable is word or part of a word. Pronounced by a single effort of voice.

There is variation in stress on syllable in English. The importance points about it are there are words of two syllables with stress on the first. Eg: 'doctor, 'sister.

- b. There are words of two syllables with stress on the second.
Eg : a/'gain, mis'take
- c. There are words of two syllables with stress on both.
Eg : 'Siriteen, 'unknown
- d. There are words with three syllables with stress on the first.
Eg: holliday, pholtol graphy
- e. There are words with three syllables with stress on the second.
Eg: dicl'taltion, tol'molrrow
- f. There are words with three syllables with stress on the third.
Eg: un/der/stand
- g. Words of four syllables have usually the stress on the last but one.
Eg : eldul'caltion
- h. If a word of two syllables is used as a noun and a verb, the noun will have stress on the first syllable and the

verb on the second syllable.

Eg : con/duct coni'duct
 (as Noun) (As verb)

2. Word Stress :

- Content words are stressed and structural words are not stressed.
- Nouns, adjectives, main verbs and adverbs (content words) are stressed, where as articles, preposition, auxiliaries conjunctions personal pronouns are generally not stressed.
- Words with more than two syllables have primary stress and secondary stressed.

3. Sentence Stress :

Sentences are however differently stressed according to their meaning. In a some words are more important than others and this is indicated by stressing the words. Difference in the stress leads to different in the meaning.

Eg : He is my uncle. (not any one else)

He is my uncle (why do you doubt)

6. What is intonation ? Mention its types?

Intonation : The rise and fall of pitch in voice is called intonation. It is the variation in the Pitch. It is the mechanism of vocal chords. In pronunciation, Intonation is very important. Intonation brings a rhythmic flow in the language and becomes musical. It plays an important role in the language speech.

A.W. Frislay defines, "Much of the meaning of the spoken language is conveyed by the tune to which it is said". Intonation can be defined as the varying patterns of pitch in a sentence structure.

These are three types of intonations in English. They are

- Rising tune
- Falling tune
- Rising falling tune

1. Rising tune (Intonation) : The rising intonation generally takes place when we want to assert some point (or) give command (Or) order (or) in a question.

Eg: Bring a glass of water (order)

Is he going?

II. Falling intonation : When we have courtesy and

politeness for some one or regretting and feeling sad and expressing sorrow.

Eg : Alas! she is not alive

Life is not a bed of roses.

III. The rising falling intonation:

The rising falling intonation occurs when we speak at the same pitch as in counting a giving any list.

Eg : 1, 2, 3, 4, 5, 6

Where are you going ?

7. Write about language laboratory ?

Ans. The most important advance made in language teaching is the language laboratory. Though innovated in the U.S.A. it gained ground rapidly in the U.K. in lafos. A language laboratory allows much time for oral and auditory experiences. It affords opportunities for the student to hear the language spoken by a native and to practice speaking in the language themselves. A language laboratory provides for a well designed and carefully produced pattern drills and thus relieves the teacher of endless repetition of patterns.

Teaching in language laboratory :

- ❖ The teacher first plays a master tape. The sounds are picked up and recorded on the separate tape recorders kept in each booth.
- ❖ The student listens to his copy of the tape and at specified stage make oral responses to it. These responses are recorded by the recording equipment in the students own booth.
- ❖ Each student can go back over his copy of the tape as many times as he requires listening to both the pre-recorded material from the master tape and also to his own responses.
- ❖ The student himself can determine whether he has performed accurately. If he decides that he has not, he repeats the defective frame until he succeeds.

Features of language laboratory :

1. Self pacing : Language laboratory permits student to select any one of the tapes from the control place. He can take the tape to his booth and play for his own benefit regardless of what others are listening. Thus every student works at his own speed. A slow worker would not much retracing whether a fast worker would do less retracing.

2. Retracing : In intensive drill practice, a student should be able to stop the tape, hear again the sounds and practice them by imitation as often as he desired. The student must determine himself whether he has performed accurately. If he thinks, he has not, he must be able to repeat until he succeeds. That is called 'retracing'.

3. Library operation : This enables the students to select anyone of the tapes from the central place. This permits self-pacing and self-correction by retracing. This form of operation permits maximum individualization. However, this arrangement involves high cost as it requires tape recorder for each student, a large stock of pre-recorded tapes etc.

4. The console : This is the control centre where the instructors equipment are located.

Advantages of a language laboratory :

1. The learners can listen to the native speech rather than the less than perfect speech of the teacher.
2. The language laboratory recognizes that the spoken form of language is central to effective communication. It provides more increased time to the student for active speaking.
3. It allows self pacing. He can hear his own mistakes and correct them.
4. In a normal class room, a learner is inhibited as he is being listened to by other students when he is practicing. In a language laboratory as all the students have ear phones, he can spend time in practicing without being listened by others. He, therefore is less inhibited than in a normal class room.
5. By monitoring the programme, a teacher can give individual instruction to a student without disturbing the whole class.
6. A language laboratory relieves the teacher from the chore of presenting endless repetition of practice material.

UNIT - 5

LANGUAGE ASSESSMENT AND EVALUATION

1. "Discuss very briefly the concept and process of Evaluation ?

Ans : The concept of evaluation has been developed by Dr.B.S.Blooms, the famous educationist of Chicago. He brought this concept to India in 1958. According to Dr.Bloom evaluation is a social and Psychological activity. It is generally concerned with scholastic achievement of pupils at a particular age or grade.

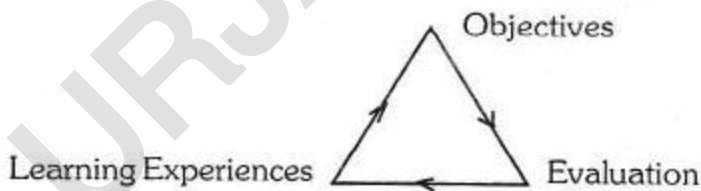
Evaluation, in a system of education, aims at the many sided development of the personality of the child. It is an important tools in the hands of teachers to help the learners improve their achievement in scholastic and non-scholastic areas. It is a part and parcel of every teaching learning activity.

The concept of evaluation is connected with objectives of teaching and techniques. Objectives and techniques have to take into consideration the language material, the text book and other instructional material which together determine the nature of the instructional programme.

In modern educational practice, the term 'evaluation' is used in the place of 'test' or 'examination'. Evaluation is much more comprehensive than test or examination.

In educational field, we desire to bringout certain modifications in the behaviour of the learners. While teaching English, we believe that, its learning will bring certain modifications in their behaviour.

The process of evaluation is known in a triangular form.



Definations :

1. J.W.Wrightstone, "Evaluation is a new technical term

introduced to design a more comprehensive concept of measurement".

- II. The Kathori Commission believed that, "it is an integral part of the whole learning process and is intimately connected with the formation and achievement of educational objectives.

Use of Evaluation :

1. Evaluation helps to clarify educational objectives
2. It helps to reform the educational process.
3. It offers opportunities for better learning activities.
4. It helps to give a clear estimate of methods.
5. It can also help to reform the curriculum.
6. Besides testing the literary achievements, it helps to know the tastes, interests, aptitudes, behaviour and social adjustment of our pupils.
7. Teacher's success and his own abilities can also be known by Evaluation.

Describe the types of Evaluation ?

Types of Evaluation : Evaluation can be classified into three viz. diagnostic formative and summative depending on the timing and purpose of evaluation.

I. Diagnostic Evaluation : This type of evaluation is usually done in the beginning of the teaching learning process in order to find out the strengths and weaknesses either at individual or at class level. This helps to design the courses and curriculum according to the abilities of the learner to overcome his deficiencies in knowledge, understanding and skills.

II. Formative Evaluation : The formative type of evaluation is concerned with making decision relating to forming or development of the Individual as well as the curriculum and the courses.

III. Summative Evaluation : Summative evaluation is concerned with making judgements about a finished product or process. Terminal and Annual examinations. Whether internal or external are a good example of summative evaluation but it must be necessarily be terminal.

Tools of Evaluation

Different tools can be used to assess or evaluate the teaching learning process. They are

- 1) Observation, schedules
- 2) Check lists, inventories

2. Explain characteristics of a good test in English.

Qualities of a good test : Testing is an important part of evaluation 1. Validity 2. Reliability 3. Practicability and objectivity. Besides these qualities there are other minor qualities also. They are scorability, clearality, comprehensiveness, graded and interesting.

I. Validity : A test is valid when what it intends to measure. In the selection of any test two questions must be considered.

1. What the test precisely measure.
2. How well does the test measure.

The subject matter of the topic must be known to a large population but not a limited population. Again the test must contain face validity, content validity and empirical validity.

II. Reliability : Test must be reliable as a measuring scale. Reliability means the stability of test scores. It should rate the same candidates at the same scores even if it is examined by the same or different examiners.

3. **Practicability :** The test must be practical and usable. It should be finished in correct time allotted. It is neither too long or short. It should keep the children busy. It must be manageable to conduct.

4. **Objectivity :** It should yield the same scores irrespective of the person who scores it.

5. **Scoreability :** By using simple techniques it should be scoreable. Through using a key it should be valued quickly.

6. **Clear :** The directions on the question paper must be clear so that the pupils should not get confused while answering.

7. **Comprehensive :** Test should cover the whole syllabus containing large variety of choice to answer easily by the children.

8. **Graded :** The test must be according to the age and intelligence of the pupils.

9. **Interesting :** The test must create interest among children.

10. **Multifaceted questions :** The questions in the test must be more and varied questions so that the pupils can answer them easily.

3. What is continuous comprehensive Evaluation (C.C.E.) and what are the advantages of it ?

Ans : Continuous comprehensive evaluation means assessing the children continuously through out the course. As we know that evaluation is a process through which the teacher

knows to what extent the children have acquired the knowledge. This can be assessed through different activities in every teaching class. In other words we can say that CCE is a Formative evaluation that should be done in each teaching class throughout the year and summative evaluation at different stages.

Advantages of continuous comprehensive Evaluation :

- * The CCE helps students appraise their own performance.
- * The CCE enables teachers to modify their instructional strategies.
- * The CCE helps in making evaluation less stressful and anxiety free.
- * The fast learning students will be benefited as teachers can plan and create enrichment activities.
- * The CCE strengthens teachers to prepare their own TLM according to the needs of the students.

4. Write about oral tests.

Ans : Oral test is a process of assessment which is used in the case of untested by written examination. It is used to know the ability of the students in Spoken English. So, the exercises like the following may be taken up in oral testing.

- * Carrying out a spoken direction
- * Writing down the gist of a passage just spoken by the examiner.
- * Answering questions arising from a passage just spoken.

Advantages of oral test :

- * Both the examiner and examinee sit face to face and the examiner can give a proper turn to the test as the situation demands.

- * A large number of areas can be covered and the knowledge of the student can be assessed.

Limitations of oral test :

- * It is difficult to pose same questions to every student.
- * It is difficult to test each student on the basis of total syllabus.

5. Explain the written tests in teaching of English.

Ans : In the case of written tests the students answer the questions in writing. Written tests are used in both formative, summative evaluation

Written tests can be used for testing the following Items

1. Composition : The following types of questions can be put for testing the expression of students

- * Writing letters to friends
- * Developing a story from the keywords

2. Comprehension :

- * Comprehension of a passage
- * Comprehension of words

3. Language study : a) Grammar b) Sentence

4. Vocabulary : Vocabulary is the key for success in any language skill

a) Spelling and punctuation b) Meaning of words and phrases c) Word Building

6. Write a short note on Self - Evaluation.

Ans : Self Evaluation is nothing but assessing one self through this the student knows his strengths and weaknesses. He can rectify his defects and achieve good results. In the self evaluation the students put questions to them selfs and know their defects.

7. Write about peer evaluation.

Ans : Peer Evaluation is nothing but evaluating his class mates or his age group learners. This is more useful in the case of testing language ability. It should be both subjective and objective. It is not nearly for fault finding. Peer evaluation will be done not only in the class room performance but also in the out door activities.

8. Write a short note on group evaluation.

Ans : Group Evaluation is the same to that of peer evaluation. In the case of group evaluation we evaluate the performance of class mates, seniors or juniors or teachers, friends and elders at home. This helps for the growth and development of the learner.

9. Explain the following.

A) Typology of questions b) activities and tasks reflecting creative and critical thinking c) enhancing imagination

A) Typology of questions : There are different types of activities of questions to evaluate learners activities and tasks reflecting problem solving.

1. Choreography : The difficulty of indentifying the main theme and stanza wise theme and bringing out the message can be done through this technique.

2. Puzzels : Few puzzles can be given the students may be asked to solve.

3. Argeuing : Instruct your students to make their arguments convincingly.

- Use opinions
- donot lose your temper or get too emotional
- use facts

4. Riddles : Riddles are interesting to the student to solve. They increase thinking ability and imagination.

5. Giving project work : Project include a wide range of themes that are socially relevant the learners have to emlore. The theme by

- a) Collecting data b) consolidating it using different formats
 c) Write reports on them * Make presentation in the whole class

6. Debating : A debate is an organized argument when you discuss topics in class or at home and put forward different points of view, It is called debating.

b) Activities and tasks reflecting creative and critical thinking.

Ans : Critical thinking is the ability to think clearly and rationally. It includes the ability to do reflective and independent thinking.

1. Brain storming : Brain storming gives the students the nature of project work and how it is to be carried out

* Building up unity in the whole class

* Sharing in groups and reaching at agreement on the tools

2. Interaction : Interaction based on the picture.

3. Reading : Read the lines and answer the questions.

4. Story : explain the students how creative and critical thinking help us take important decisions.

c) Enhancing Imagination.

1. Writing Diary : Ask the students to express personal reflections, thoughts and feelings encourage them to use variety of sentences, self criticism and future plans.

2. Description : Give a picture and ask the students to write a paragraph describing the picture.

3. Invitation : Prepare an invitation of house warming ceremony to invite people.

4. Letter writing : Observe the following aspects while writing a letter.

* Using appropriate language

* Using proper word forms

* Stating the context

10. Prepare tests for different skills of language.

Tests for Listening Skill : Pupils may be given simple activities to test their listening ability.

* Teacher' voice is the best aid to test listening.

* Teacher can take the help of mechanical devices like radio, tape recorder or language laboratory

* Listening to conversation of others and extracting important information.

* Few pronunciation tests can be give.

- * The teacher can say few words of similar sounds and see if they can recognize the differentiate the sounds.

Tests for speaking skill :

- 1) Role play
 - 2) conversation
 - 3) Group discussion
 - 4) A picture can be displayed in the class and students are asked to comment on it.
 - 5) Pupils may be asked to talk on their every day actions, daily routine their family, likes and interests etc in English
- 5) Narration.

Tests for Reading Skill :

1. Matching of words and sentences can be given.
2. The students ability to capture the author's mood, attitude or intention can be tested.
3. Jumbled words and sentences can be given and they may be asked to rearrange.

Test for writing skill :

1. Assignment work and home work are way of testing their writing.
2. Regular slip tests in the class can be used.
3. Testing their style of writing in their original productions can be done.
4. Creative writing can be at tempted at senior stages.

Testing study skills and Reference skills :

1. How abbreviations and symbols are used in the notes may be noticed.
2. Fluency in generating ideas can be tested
3. Whether heading and sub headings are used properly or not can be checked.
4. Whether diagrams, tables and pictorial representations are used can be tested.
5. When the teacher teaches, the students may be asked to take notes of key points and how it is written can be tested.
6. Students may be asked to reder different books and make notes for certain topics.

11. What is SAT ? How do you prepare a test paper to test the scholastic achievement of your students?

Ans : The year plan is followed by the unit plan which is ultimately followed by the unit test. In the unit plan, the last stage is the testing procedures. It is said to be the unit test. It is a small test to be given at the end of teaching a unit. At first, testing gives an idea of how far the learning has taken place. Secondly testing improves learning if the results of resting are suitably made use for feedback or remedial teaching. Thus testing should be pre planned, systematic and scientific.

Testing is done to develop the objective like knowledge, comprehension, expression and appreciation. Due weightage should be given to all these objectives while conducting the test. The duration of the test can reasonably be fixed for 45 minutes and marks for 25.

1. Weightage to objectives : According to the unit test in English language questions are framed, based on instructional objectives. The English lessons are taken from VIII standard, the Kangaroo (Prose), The elephant (poem).

Hence the paper must give weightage to different objectives in planning the test.

S.No.	Objective	Marks	Percentage of Marks
1.	Knowledge	6	24%
2.	Comprehension	6	24%
3.	Expression	7	28%
4.	Appreciation	6	24%
		25	100%

Weightage to the content : The teacher has to decide the content to be tested. Due weightage should be given to the different areas of the content which are included in the unit. In language testing, the content includes subject matter in prose, subject matter in poetry are elements of language.

S.No.	Content	Marks	Percentage of Marks
1.	Subject matter in Prose	12	48%
2.	Subject matter in Poetry	8	32%
3.	Elements of language	5	20%
		25	100%

3. Weightage to the form of questions :

The test include both subjective and objective type questions like essay, short answer, very short answer type and objective type questions.

S.No.	Form of questions	No.of questions	Marks	Percentage
1.	Essay	1	4	16%
2.	Short answer	3	6	24%
3.	Very short answer	5	5	20%
4.	Objective type	10	10	40%
		19	25	100%

4. Weightage to level of efficiency : The test should not be too easy or too difficult. A test should provide opportunity to the intelligent, average and below average students in the English class. Hence all the test items should not be very difficult or easy. Due weightage should be given to the level of difficulty.

S.No.	Level of difficulties	Marks	Percentage
1.	Easy	7	28%
2.	Average	12	48%
3.	Difficult	6	24
		25	100%

According to the four weightage tables, a three dimensional chart called 'Blue-print of the English unit test is prepared. Question paper should be prepared. The blue print shows the distribution of marks to different form of questions given in different content items to test the achievements of different objectives. The fourth weightage table is not shown in the blue print.

BLUE PRINT

Marks : 25

Time : 45 mits

Sub : English

Class : VIII

Objectives	Knowledge			Comprehension			Expression			Appreciation		Marks	Percent age
	E	S.A	V.S.A.	Obj	E	S.A	V.S.A.	Obj	E	S.A	V.S.A.		
Form of questions													
Content													
Subject Matter													
in prose	(2) ¹	(6) ^{1/2}	(1) ²	(2) ¹	(1) ¹	(1) ²	(1) ¹	(1) ²				12	48%
The Kangaroo													
Subject matter													
in poetry		(2) ^{1/2}			(1) ¹				(2) ¹		(4) ^{1/2}	8	32
The Elephant													
Elements of Language									(3) ¹	(2) ^{1/2}		5	20
Total							6				7	25	100

Note : 1) The number inside the bracket indicates the number of questions.

2) The number outside the bracket indicates the marks allotted for each question.

Question paper (An example)
Unit Test

Subject : English

Marks : 25

Class : VIII

Part - A

Time : 45 Mts.

General Instructions :

1. Read the questions carefully and answer all of them.
2. Be quick in answering.
3. Answer the questions in the space provided in the question paper itself.

I. Choose the correct answer and write the alphabet in the brackets given : $2 \times \frac{1}{2} = 1$

1. What do Kangaroos eat? []
a) Grass b) Vegetables c) Fruits d) Meat
2. How long does a Kangaroo live? []
a) 15 years b) 17 years c) 13 years d) 16 years

II. Choose the correct preposition and write down in the blank given : $1 \times \frac{1}{2} = \frac{1}{2}$

1. Ramesh is waiting The bus. (to, for)

III. Choose the correct article and write down in the blank given.

1. Raju is Clever boy. (a, an, the)

IV. Punctuate the following sentence: $1 \times 1 = 1$

Ravi when you go to the market please get me some tomatoes potatoes onions and green chillies.

V. Write the opposite words of the following :

$2 \times \frac{1}{2} = 1$

- 1) Long 2) Lower

VI. Rewrite the mis-spelt words. $2 \times \frac{1}{2} = 1$

- 1) Wallabi 2) trunk

VII. Read the following sentences and say whether they are true or false. $2 \times 1 = 2$

1. Kangaroos means I don't know. []
2. The elephant's trunk is small. []

VIII. Match the following words. $2 \times \frac{1}{2} = 1$

- | | | |
|----------|--------|----------|
| 1. Leap | () | a) wide |
| 2. Broad | () | b) jump |
| | | c) Group |

IX. Pair the following : $4 \times \frac{1}{2} = 2$

- | | | |
|---------|--------|------|
| a) Grey | () | bun |
| b) Fun | () | zoo |
| c) Wide | () | day |
| d) Too | () | ride |

X. Make sentence of your own using the following structures. $2 \times 1 = 2$

- | | |
|--------|------------------|
| 1) for | 2) to infinitive |
|--------|------------------|

XI. Make sentence of your own using the following active vocabulary. $1 \times 1 = 1$

- 1) Large

Part - B**XII. Read the following passage carefully and answer the questions given below, in not more than one line.** $2 \times 1 = 2$

What do Kangaroos eat ? They eat mainly vegetables. Generally they live for fifteen years. They often get together in groups called 'mobs'. Many years ago such mobs used to be made up of thousands of Kangaroos. Now-a-days, a mob of even on hundred is unusually large.

1. What do Kangaroos eat ?
2. What is a group of Kangaroos called ?

XIII. Answer the following questions in two or three lines. $2 \times 2 = 4$

1. What is marsupial ?
2. Do children like the elephant ? Why ?

XIV. Fill in the following poem:

His truck

.....

.....
 Or a bun.

XV. Answer the following question in 4 to 5 lines.

4 × 1 = 4

1. What do you know about the great Kangaroo ?

Conclusion :

Adequate attention is to be paid for the objectives to be tested, form of questions to be given in the content and level of difficulty in setting the question paper according to the blue print after the preparation of unit test plan.

Scoring Key And Marking Scheme :

The teacher has to prepare the scoring key (for multiple choice questions) and marking scheme for question paper before conducting the test. After conducting the test the teacher uses the marking scheme to value the answer sheets of the pupils.

Thus scoring key is helpful in accurate evaluation. Marking scheme shows the weightage to be given to each aspect of the answer

Marking Scheme

Q.No.	Outline Answer	Marks Allotted	Total marks
I.	(b) Vegetables (a) Fifteen years	$\frac{1}{2}$ $\frac{1}{2}$	1
II.	For	$\frac{1}{2}$	$\frac{1}{2}$
III.	A	$\frac{1}{2}$	$\frac{1}{2}$
IV.	Srinivas, when you go to the market, please get me some tomatoes, potatoes, onions and green chillies.	1	1
V.	1. Short 2. Upper	$\frac{1}{2}$ $\frac{1}{2}$	1
VI.	1. Wallaby 2. Trunk	$\frac{1}{2}$ $\frac{1}{2}$	1

VII.	1. True 2. False	1 1	2 2
VIII.	1. (b) jump 2. (a) wide	$\frac{1}{2}$ $\frac{1}{2}$	1 1
IX.	Grey-day Fun-bun Wide-ride Too-zoo	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2 2 2 2
X.	1. She is waiting for the bus. 2. I am writing the exam.	1 1	2 2
XI.	1. He is very weak	1	1
Part - B			
XII.	1. Kangaroos eat mainly vegetables. 2. A group of Kangaroos is called 'a mob'.	1 1	2 2
XIII.	1. A marsupril is an animal that carries her baby in a picket of skin which is on the lower half of her body. 2. Yes, they like him because he takes them on a joy ride round the zoo.	2 2	4 4
XIV	His trunk is long. And O what fun ! When it comes out For a cake or a bun.	2	2
XI	The great Kangaroo is called a forester. It is about two and a half metres tall. It weighs about 90 Kgs. A kangaroo hops Two or three metres with each leap It can hop even six metres when it is in hunry.	4	4

THE
END

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URJA ACADEMY