

Q1 Write short note on the following :-

(i) Linguistic characteristics of English language

Language - It is a set of human habits, the purpose of which is to give expressions to thoughts and feelings.

Characteristics of language are :-

1. Language is a vehicle - It is a vehicle or means for communicating ideas, thoughts, feelings, experiences and emotions.
2. A boon - It is god given boon or gifted for human beings. No other animal and species can use a language. Man only has the ability.
3. A verbal communication - It is a verbal communication or verbal interaction of thoughts and ideas among the members of the society.

4. Signal system - It is a signal system which employs vocal sounds. It is based on man's abilities and skills to speak.
5. Use signs - Some signs, like cries, laugh, smile and body gestures are used for communication some things.
6. A system of phonetics - It is a system of phonetics, grammar and vocabulary which themselves are system.
4. A structured system :- It is a highly structured system which permits an infinite range of permutations. It is based on semantics and grammatical relationships.
8. A living language - It is subjected to change as it is in the progress of achieving the ideal. In a living language, sound and sense are in perfect harmony.
9. A powerful tool - It is a powerful tool or instrument which has made human civilization and its culture.

(ii) Bi-lingual method for English language teaching.

Ans Bi-lingual Method - Bi-lingual method means a method where two language i.e. the mother-tongue and the target language [English] are used. This method of teaching is comparatively a new method proposed by Dodson of Wales. Dodson believes that bilingual method of teaching a foreign language is very effective. In it, the mother tongue is used for supporting the learning of the target language. This method is based on the similarities and differences between the learner's mother-tongue and the foreign language [English]. The mother-tongue is used only to explain the meaning of words, phrase, idioms, sentences, structures and grammatical rules. Thus the use of the mother-tongue is used only to explain the meaning of words and becomes a media to learn the unknown foreign language (English). The advocates of bilingual method believe that there is a

clear distinction between the bilingual and translation method. In fact, the bilingual method shows considerable improvement over the world and over the old translation method. It differs from the Translation method in two maxims respectively:-

1. The teacher alone uses the mother-tongue only for explaining the meaning of different words, when he feels that students are feeling difficulty in understanding them in English. But in translation method mother tongue is the basis of all teaching.
2. In Bilingual method pupils are given a lot of practice and drill on sentences pattern, which is not taken care in translation method.

In Bilingual method the teacher may use the mother-tongue where the situation demands it. Thus, bilingual method can put to end the drawbacks of the Direct Method.

(iii) Importance of games and contests in developing skills.

Ans. Games bring activity in the teacher-learner programme. Games also include strategies and their choice. In students life, extra-curricular activities empower them to make their own active decisions and also help them to gain an accurate experience, skills and confidence to lead them on the path of their future. It is truly considered that through participation in sports and different games, students learn cooperation, teamwork, leadership methods and time management. Games also help students by discovering their hidden talents, help them interact with different people and make them learn about many things outside their own environment. It also increases our capabilities and guides us in developing a better understanding of our ourselves.

sports isn't just good for children's bodies. It's good for their minds too. Studies have shown that sport has psychological benefits for children and adolescents and teaches them important life skills.

Organised sport has many psychological and social benefits for children - even more than the physical activity during play. Because children benefit from the social side of being a team, and from the involvement of other children and adults.

When they're playing, children learn to lose. Being a good loser takes maturity and practice. Losing teaches children to bounce back from disappointment. Playing helps children learn to control their emotions and channel negative feelings in a positive way. It also helps children to develop patience & understand that it can take a lot of practice to improve both their physical skills and what they do in school.

(iv) Reward scheme as remedial strategy.

Remedial Teaching strategies - It is performed in the following ways:-

- a) Class-Teaching - In this, the teacher teaches the whole class. He stresses on a particular point again and again.
- b) Group-Teaching - In this, the students are divided into two groups. They are divided on the basis of their general learning difficulties.
- c) Individual Remedial Teaching - The teacher attends to the difficulties of individual student. It is one to one.
- d) Supervised Remedial Teaching - The role of teacher is confined to notice and supervise the learning activities of the students.
- e) Auto-Instructional Teaching - It involves programmes

and students activities.

- e) Action Research - It is also a remedial device for the classroom problem.

Reward Scheme - Today the teacher of English faces many problems in teaching English because today remedial teaching is least read and is less influential in society. A teacher will be soon discovering that stimulation of his reasoning may not offer a soothing effect. In fact the aim is only to guide students to set their own objectives and plans as well as a positive reinforcing for their own good performance. In reward scheme student himself cultivates an interest in learning to do better. When they achieve their goal automatically he feels satisfaction of learning process.

Reward scheme creates an enthusiasm among the children and this helps them in learning things. And after achieving a reward they keep on studying harder in order to achieve more rewards.



## UNIT-1

Q2 What are the aims and objectives of Teaching of English language? Discuss the aims of teaching English at secondary level in Indian schools.

Ans English has been used in India for the last two centuries. But it has not got its due place in Indian society, particularly in the Hindi-speaking areas. But it does not mean that English should be banished from these states. Rather it should be given the place in the country that it deserves. In fact, English is a gateway to world culture in India. It should not be taught as a first language but as a second language. It should be taught as a living language and not as a literature in India. It is well said, "To aim at literature is to miss the way to language, but to aim at language is to pave the way to literature".

In Indian schools, English is taught as a compulsory subject. But an English teacher does not know what he wants to achieve by teaching English. He should have the knowledge of aims of teaching English. This will enable him to decide his methods and techniques of teaching English. The main aim of teaching English in India should be linguistic and practical. It should be to help students in acquiring practical command of English. It means that the students should be able to understand spoken English and learn to speak English, to read English and to write English.

In this reference Thompson and Wyatt quote, "It is necessary that Indian people should not only understand English when it is spoken or written, but also that they should themselves be able to speak and write it."

"To aim at literature is to miss the way to language, but to aim at language is to pave the way to literature."

01

11

Aims and Objectives of Teaching English :-  
Every teacher of English should clearly understand the aims and objectives of teaching English as listed below :-

- a) Help the students to enjoy the learning of English.
- b) Help them to listen and understand English.
- c) Help them to speak English with the teacher and with their classmates.
- d) Give them training in reading and understanding English.
- e) Help them to write English.
- f) Develop study skills in students.
- g) Help them to read, understand and enjoy short poems in English.
- h) Help them to learn the element of English language, such as sounds, words, phrases and sentence structure, etc.
- i) Help them to build up the confidence.

Objectives - According to Dictionary of Education educational objectives is "the end towards which a school-sponsored activity is directed. Objectives are the means to achieve the aims. Objectives are the steps towards the attainment of the aims. In fact, objectives help in achieving the aims set. Bloom defines that objectives are the desired goal or outcome at which instruction is aimed".

"Listening, reading, speaking and writing are the four important objectives. Graphics should be practiced by the students at primary level. The student must be able to write the alphabets, keeping space between two words in a sentence and write sentences using appropriate punctuation marks and capital letters. Writing is also equally important. The students should be able to write the composition. Student should be able to read other books excluding textbooks i.e. novel, drama, poetry, etc in order to improve.

Aims of Teaching English in India :-  
These aims correspond to the four language skills viz. listening, speaking, reading and writing. Listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skills. It is easier to learn receptive skills than productive skills.

Thus, the aims may also be classified as those of 'reception' and 'expression'.

1. Reception :-

- a) Listening - listening is the basis of the learning of a language. In the mother-tongue, child learns when he listens. But in teaching English as foreign language, the student should be given a lot of listening practice. The students should be given the practice of listening through radio, tape recorder and record players so that they can recognise the English sounds.

correctly. therefore, the practice of listening is the first and foremost principle of language learning.

- b) Silent Reading for Comprehension - Reception includes silent reading of the language with full understanding. In other words, the language learner should be able to read the subject matter silently with understanding. He should have a reasonably good speed of reading.

## 2. Expression:-

- a) Speaking - The learner of English should be able to speak well by using it. However, in Indian schools the speaking of the language is not given any importance. Nor is it given importance in the examination.
- b) Loud-Reading - It is one of the mode of expression. Every learner should be given training how to read the subject.
- c) Writing - It is another aim of teaching English. It is through writing that a person expresses himself. No doubt, writing ability is given sufficient importance in the schools.

### Aims at teaching English at Senior level :-

- i) At the end of the secondary stage the student should be able to speak English fluently. It implies that he should acquire the reasonable standard in speech-habits.
- ii) He should be able to speak freely. He should think in English and speak with ease.
- iii) He should acquire a vocabulary of 2500 words, including English phrases and idioms.
- iv) He should be able to compose freely. It should be one of the very important aims at senior stage.
- v) He should be able to read books with understanding.
- vi) He should be able to use resources material e.g. dictionaries, reference, books, etc. when he stands in need thereof.

## UNIT-2

Q3 Define 'structural Approach'. Enumerate the objectives of structural approach. Also point out the merits and demerits of structural approach in teaching English.

Ans. Structural approach is the arrangement of words in such a way as to form a suitable pattern. It comprises two words 'structural' and 'approach'. The word 'structural' relates to the structures and approach literally means coming near. In structural approach, the structures have to be taught the different structures from the subject matter as presented. Any method can be used in it. Thus, we can say that method is concerned with 'how to teach' while an approach is concerned with 'what to teach'. An approach involves selection and grading of the material. In this 'structural approach is not a method', it is an approach. Any method can be used in it.

"The different arrangements or patterns of words



are called structures. The structures are just like photo frames. Once we get a photo frame, any number of photos can be fitted into it. In the same way, if we learn a structure, any number of sentences of the same type can be constructed. English also has its own structures.

\* Merits :-

1. Speech is given importance - In this oral drills like repetition, substitution, question - answer and drill are practised by the students. This approach lays emphasis more on oral aspect of a language. This helps in developing speaking skill.
2. Fluency of speech - This approach helps the students to acquire fluency in speaking English.
3. Habit Formation - In this constant drill work changes the knowledge of structures into habit formation. The habit is a spontaneous repetition of activities.

4. Helpful in teaching prose, poetry and grammar equally - In this teaching of structures or sentence patterns is necessary. All the aspects of language can be reached with it.
5. Students become active - The students remain active throughout in the teaching learning process. They learn English through different activities by drilling method.
6. Language material is selected and graded - It provides principle of selection and gradation of the structures, which helps in planning. Teaching of structures become easy for the teacher.
7. Proper pronunciation - It helps the learners to have good pronunciation. Whenever a student mispronounces a word, there is immediate check by teacher.
8. Equally helpful for all levels of students - It helps all the students of the class to learn the language well. Even the slow learners and backward children are benefited.

### \* Demerits :-

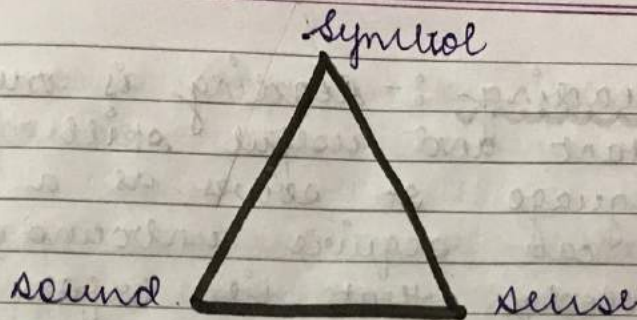
1. Requires talented and intellectual teachers - In India teachers teach English with traditional approach. The school environment is not conducive to teach English to the students with structural approach. Teachers prefer teaching with translation method. So, the teachers always have an excuse that students do not follow any other method.
2. Difficult to practice in overcrowded classes - This approach cannot be used successfully in overcrowded classes. Many time teachers are overburdened with extra work.
3. Not proper planning - The book writers should have a very good knowledge of the nature of the language and how it is required. It should be written in such a way that the learner finds it easy to learn as second knowledge.

4. Time consuming process - The syllabus is in heavy amount. Students and teachers are already overburdened. They wish to complete the syllabus anyway in the stipulated time.
5. Uninteresting reading material - The rigid sequencing of the structure sometimes makes the content uninteresting. The students' interest vanishes because of it.
6. Textbooks not written according to structures - The textbooks published even by NCERT now-a-days do not give out the list of structures to be taught. They do say that knowledge of ETS structures to be taught.
7. Reading, writing and vocabulary expansion are neglected - The ~~current~~ structural approach to teaching English even emphasises on oral presentation and speech. It neglects reading, writing and vocabulary expansion.

## UNIT-3

Q4 Explain the meaning of term 'Reading'.  
Enumerate the objectives of teaching reading  
and importance of teaching reading.

Ans Reading is a process of looking at a written or printed symbols and translating it into an appropriate sound. This spoken sound is further associated with an object for which it stands. Thus reading consists of three elements - the symbol, the sound and the sense. For example, the child reads the word 'cat' in his book. First of all, he looks at the symbols, translates them into sound which stands for some animal called 'cat'. At the same time, he visualises the concrete object or idea for which the said symbol stands. By reading a child learn the pronunciation of the words. Reading a page daily improves the reading skill of a child.



In fact, reading is the ability which enables the pupil to read with the purpose of extracting the thought, facts and information from the printed page.

"Reading is a form of experience. It brings us in contact with minds of great authors with the written account of their experiences, their recorded lives and advancement made by them in various fields.

Reading is one of the most important in English. Because in school students listen the teacher and grab the words, but self reading gives more knowledge and also helps in improving the pronunciation.

Importance of Reading :- Reading is one of the most important and useful skill in learning a language. It serves as a means by which we can acquire unbounded fields of knowledge that lies before us. We are able to know new facts and relationship.

Dr West said that reading should be given the most important place in the total scheme of teaching English as a foreign language.

"Reading makes a full man"

"Reading is a process of sight-sound-sense."

Reading involves the recognition of the important elements of meaning in their essential relation including accuracy and thoughtfulness and comprehension.

The 36th year book of the National Society for the study of education

"In fact, education of child is imperfect unless he is equipped with the ability to read, to decipher, to interpret and to understand properly the contents of a reading material. The intellectual advancement of the child is strictly limited, if he is unable to read.

- To enable the students to read with full understanding.
- To help them have good reading practice.
- To enable them to understand the meaning of each word contained in a sentence.
- To develop interest of the students in literature.
- To develop the appreciating ability of the students.
- To enable them to interpret sentence of paragraph.
- To read for habit formation.
- To enable them to have correct pronunciation of words in isolation and also in the context of sentences.



Objectives of Reading :- Reading is a very critical skill that many can take granted. I never thought of the difficulties being illiterate could cause until I first moved. Reading helps in our overall understanding of the language. Reading with help you identify sight words, understand spelling and give you the ability to use phonetics to take someone else's word for it, and then can keep a person down in many ways. Let's say you want to apply for a new position in ways. Let's say you want to apply for a new position in your company if you cannot read the application form you may have missed a specific format they wanted you as presented in. With reading, you don't have to rely on what other tell you and trust them blindly, you can find all the answers out for yourself.

## UNIT-4

Q5 What is Evaluation? Write in detail continuous and comprehensive evaluation. Write down its significance and limitations.

Ans Evaluation :- Evaluation is a broader term than 'test' and 'examination'. It includes examination of academic and non-academic nature in its broader sense. The concept of evaluation was developed. He wrote the taxonomy of educational objectives. In the process of evaluation, we are connected with the cognitive educational objectives.

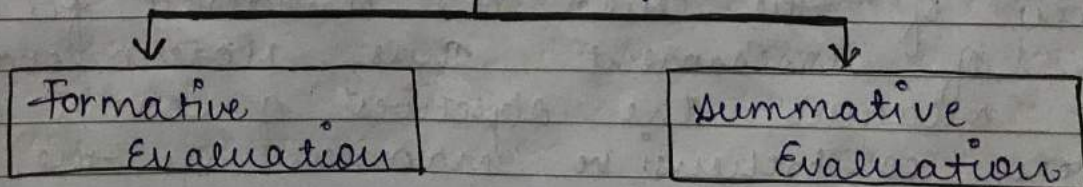
Modern concept of Evaluation - The new philosophy of education lays stress upon the pupil's growth and development and not on the subject-matter. Secondly, learning done by the students is the most important thing. Thirdly, the total personality of the child is considered for the purpose of assessment. Thus, modern evaluation tries to measure the objectives of school curriculum in a very comprehensive manner. In the modern

evaluation a variety of techniques, methods and procedures are used.

"The process of gathering and interpreting evidence on changes in the behaviour of all students as they progress through school is called evaluation".

"Evaluation is a continuous process and is concerned more than the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioural changes in relation to his feeling, thinking and actions."

There are two types of Evaluation



### Comprehensive and Continuous Evaluation :-

Evaluation is a continuous and comprehensive. Continuous and comprehensive evaluation seems to be the panacea of all the odds that are being faced through the process of traditional examination which give importance to written examination instead of the objective evaluation of acquisition of the four language skills. Oral test do not get a place in our examination systems. No effort is put in to test the listening, speaking or reading ability of the students. In addition to this, the present methods of testing are vague and vulnerable and unreliable. These methods do not cover the entire syllabus. Thus they are considered to be invalid. Only the power of memorisation of the student is tested through them. They are not said to be unreliable because the different examiners may award different marks for

8.2

the same examination written by the student. In this way, it is the need of the hour to make evaluation an integral part of the whole teaching learning process.

Testing should be comprehensive so that all the three - domains for all round development of the learner in both the scholastic and the non-scholastic areas are totally covered.

Evaluation is a broader term than test and examination. Here the work of the student is assessed continually. It involves objectives of teaching, methods to achieve them and then finding out how far they have been achieved. The ultimate objective of teaching language are comprehension and expression. The

four skills of language i.e. listening, speaking, reading and writing ultimately achieve these objectives.

The Secondary Education Commission writes "The school of today concerns itself not only with the intellectual pursuits but also with the emotional and social development of the child, its physical & mental health, his school adjustment and other equally important aspects of his life in accord with the all round development of his personality.

Significance and limitations - Evaluation provides a systematic method to study a program, practice, intervention, or initiative to understand how well it achieve its goals. Evaluation helps determine what works well and what could be improved in a program or initiative. Program evaluation can be used to demonstrate impact to funders, suggest improvements for continued efforts, seek support for continuing the program.

08

It lacks the motivation by poorly performance evaluation can do more to compromise eval motivation than to improve it. If an employee feels that a manager is not picking or that the questions on the evaluation are slanted in ways that don't reflect individual strengths, that employee is unlikely to invest the energy and care necessary to genuinely improve.

perception of unfairness - a performance evaluation takes place at a specific moment in time, often the same month in each subsequent year, so it may understandably place undue emphasis is unavoidable but the employee may see it as unfair to be assessed for the entire year based on difficulty that has only been prevalent for a short period.