

## 6. Critical perspective on the role of grammar in learning a language for communicative ideas verbally and in written form

### What is grammar ?

Joseph Prestley says, 'Language is a method of conveying our ideas to the minds of other persons and the grammar of any language is a collection of observations on the structure of it, and a system of rules for proper use to it.'

Chomsky says, "It is simply a system of rules that in some explicit and well defined way assign structural descriptions to sentences."

Dr. Sweet says, "Grammar as the practical analysis of the language, its anatomy."

Dr. West says, "Grammar is not a code of rules; it is like etiquette and table manners, a statement of convention; it summarizes what is done by cultural people."

Champion says, "Grammar is study of language by specialists, made in order to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers."

Grammar consists of certain rules and that it is these rules that govern the system of language units and structures by which we communicate with each other.

### Types of grammar

#### 1) Perspective grammar:

It is also known as formal or theoretical grammar. Its main emphasis is on rules and forms. Its limitation is that it does not consider change in language.

#### 2) Descriptive grammar:

It is also known as functional grammar. It emphasizes the functional side of language. It changes along with the changes in the language.

#### 3) Scholarly traditional grammar:

It is developed by the scholar using bibliographic references, critical evolution of the work of predecessors etc.

#### 4) Structural grammar:

It was founded by an American linguist CC Fries. It puts emphasis on the structure of sentence.

It prefers study of the grammatical forms or structure of the language before considering lexical meaning.

#### 5) Transformational-generative grammar:

It considers sentence as of two:

- a) Basic sentences and
- b) Transformed sentence

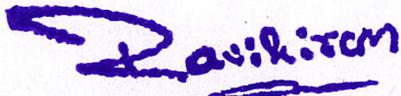
The components of this type of grammar

- a) Phonological
- b) Syntactic
- c) Semantic components

### Merits of grammar:

\* L.A. Gordon says, "Language is the vehicle of our thoughts and feelings and of our stories, whether true or not."

1. For correct expression it is a must.
2. Grammar is behind the logic of a language.
3. To proceed from concrete to abstract grammar teaching is essential.
4. It provides an insight into the structure of the language.
5. It is the systematized knowledge of the language.
6. Its importance in writing is unmeasurable.
7. It provides the criterion for judging the

  
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correctness of language.

8. It helps to develop various mental abilities such as reasoning, observation and concentrations.

**\* Demerits of grammar:**

1. Simply learning rules is not enough for language. But it depends upon practice and habit formation, because it is a matter of skill.
2. The errors in language are not related to the knowledge of grammar.
3. Knowledge of grammar never helps in either fluency of speech.
4. It never provides ideas.
5. According to Palmer, "It actually hinders the spontaneous learning of a foreign language."
6. In the view of Jespersen, "grammar has absurd forms in it which are seldom used."

**\* Place of grammar in school curriculum:**

Grammar is the most important element in language learning. According to Chapman, "the essential features of English which a pupil must be acquainted with are word order, tense formation, sentence joints, the fixed nature of idioms and flexibility."

1. The descriptive grammar which puts emphasis on the function of language should be taught.
2. It should be taught incidentally and informally at the early stage.
3. It should occupy a secondary place.
4. It should follow the language.
5. Teaching of grammar should only start when pupils acquire some command over the language.

**Distinction between formal and functional grammar:**

Formal grammar lays stress on form rather than function, on definition rather than on their

application, teachers teach the rules and students are expected to learn these by heart. Grammar is taught for the sake of grammar.

Functional grammar does not emphasize the form of the rules of grammar but the function of the word in a particular context. It classifies words according to their functions and asserts that there is no grammatical classification of certain words.

**Methods of teaching grammar**

**1. The traditional method:**

This method takes help of a grammar book for teaching the grammar. The teacher tries to make clear these to the students by citing suitable examples. This method suffers from the following limitations.

- a) It emphasizes cramming
- b) It is against the educational exams
- c) Students find it least interesting

**2. The informal method:**

It advocates the teaching of grammar not by rules but by usages. While speaking, reading and writing grammar can be taught. This method is quite useful at the early stages.

It has some limitations

- a) All the rules cannot be taught by this method.
- b) Students do not get systematized knowledge of grammar.
- c) It consumes much time and labour of students

**3. The reference or correlation method:**

It is also called the incidental method. Grammar is taught by relating it to text book, translation and composition. It suffers from some limitations.

- a) It is not a complete method.
- b) It can interfere with the normal teaching.



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#### 4. The inductive-deductive method:

It is considered as the best method because it follows certain educational principles.

Inductive means to proceed from observation to law. It has steps like present some examples, observe and analyze the examples and generalization.

Deductive means to proceed from law to observation. It has steps like verification and application of rule and practice.

#### Merits of this method:

- It follows certain educational principles like 'from known to unknown', 'from simple to complex' etc.
- Pupils remain active.
- Pupils find it interesting.
- In it cramming is not needed.
- It develops the power of reasoning and thinking in the students.

#### Demerits of this method:

- It can be applied usefully only at an early stage.
- It is not full in itself.

#### Questions :

- Prescriptive grammar emphasizes on .....
  - Rules and forms
  - Rules
  - Forms
  - Rules and statements
- Descriptive grammar emphasizes on
  - The target language
  - Day today uses of language
  - structures of language
  - Errors of grammar
- Structural grammar emphasizes on
  - Words formation
  - A group of words
  - Structure of sentences
  - Usage of grammar

- The role of grammar in learning language
  - Expression in listening & speaking
  - Expression in speaking only
  - Expression in writing only
  - For correct expression in speaking & writing

- Grammar language deals with
  - Phonology
  - Morphology
  - syntax
  - All the above

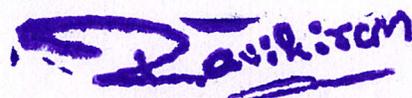
- Traditional method of teaching grammar emphasizes
  - Various rules
  - Definitions of grammatical terms
  - Both A and B
  - None of the above

- Which method focuses on usage of grammatical terms which speaking reading & writing
  - Formal method
  - structural method
  - Informal method
  - Non formal method

- The example of grammar items are given then the rules are explained by the teacher is called as.
  - Deductive method
  - Inductive Deductive method
  - Grammar-Translation method
  - Inductive method

- The rules of the grammar are taught first followed by the examples.
  - Deductive method
  - Inductive method
  - Grammar-Translation method
  - Structural approach

- Grammar is taught incidentally while teaching the text, proses or poetry.
  - Deductive method
  - Co-related method
  - Inductive method
  - Structural approach



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11. "Grammar is as practical Analysis of language and its anatomy" quoted by  
 a) Dr Benn                      b) Dr Scot  
 c) Dr Sweet                     d) Dr Frost
12. I'm sure my classmates will bear..... my statement  
 a) In                                b) On  
 c) With                            d) Out
13. He went to enquire how his son was getting..... with study  
 a) On                                b) In  
 c) Out                              d) Up
14. After long and fruitful friendship broke..... each other  
 a) Up                                b) In  
 c) Down                            d) On
15. The police..... the mob  
 a) Scattered                      b) Disbanded  
 c) Drove                            d) Dispersed
16. Pankaj is the best boy the underlined word is  
 a) Adverb                         b) Verb  
 c) Adjective                      d) Noun
17. Ramesh has written many poems.....  
 a) Ramesh has been written many poems  
 b) Many poems have written by Ramesh  
 c) Many poems were written by Ramesh  
 d) Many poems have been written by Ramesh
18. "The girl is too fat to run fast."  
 If so- that- not used in the sentence then it would be  
 a) The girl is so fast that she cannot run fast  
 b) The girl is so fast that she could not run fast  
 c) The girl is so fast that to run fast  
 d) The girl is so fast that she was not able to run fast
19. Manjula is a good girl..... ?  
 a) Is he ?  
 b) Is n't manjula ?  
 c) Wasn't she ?  
 d) isn't she ?
20. India is larger than srilanka positive degree of this is  
 a) Srilanka is not so large as India  
 b) Srilaka is as large as India  
 c) India is as large as srilanka  
 d) India is not so large as srilanka
21. The word which is closest in meaning the admonish is  
 a) Warn                            b) Reproof  
 c) Ask                              d) Advise
22. She did not realize that her classmates were putting her leg the idiom in the above statement  
 a) She did not realize  
 b) To pull one's leg  
 c) Her classmates  
 d) Did not realize that
23. Cell-sell, ear-year, pail-pale, buy by these are the examples for a) C o m p o u n d words  
 b) Simple words    c) Homophones  
 d) Minimal pairs
24. Educate, digestion, beautiful, creation these set of words are used to teach  
 a) Tri-syllabic words  
 b) Di-syllabic words  
 c) Mono-syllabic words  
 d) Poly syllabic words
25. "He has met with an accident" The doctors have treated him and they have shifted him to the ward.  
 Through these sentences the teacher is trying to teach the language item  
 a) Simple present tense  
 b) Present perfect tense  
 c) Present Continuous tense  
 d) Present perfect continuous tense

26. For a teacher to teach grammar this is not a criteria  
 a) The pupil's age  
 b) Stage of learning  
 c) Aims of learning  
 d) The size of the class
27. A good language use relies greatly on  
 a) Spelling                      b) Thinking  
 c) Vocabulary                  d) Intelligence
28. He was taken aback by his own performance  
 The Idiom taken aback means  
 a) Happy                      b) Surprised  
 c) Angry                      d) Sad
29. 1. Fasten                      2. Whistle  
 3. Liten                      4. Castle  
 The above given set of words can be used to teach  
 a) Diphthongs                  b) Vowel sounds  
 c) Rhyming words              d) Silent letters
30. Example for homonym would be  
 a) Aisle/Isle                  b) Beer / Bear  
 c) Stale /Stall                d) Stock/Stoke
31. Which is a lexical word?  
 a) Love                      b) Is  
 c) The                      d) Of
32. While learning about the passive voice form students learn about  
 a) Use of 'by'  
 b) Position of verbs  
 c) Position of nouns  
 d) use of verb form
33. The process of word formation consists of  
 a) Compounding and affixes  
 b) opposites and meaning  
 c) Verbs and nouns  
 d) Using synonyms or euphemisms
34. When riding to decode means to  
 a) An action used in ICT  
 b) Solving a complex Puzzle  
 c) To analyze and understand  
 d) Understanding a foreign language
35. The politician had been making promises long before election time. The statement is in the tense  
 a) Past continuous  
 b) Past perfect  
 c) Present perfect continuous  
 d) Past perfect continuous
36. The following is a conditional sentence  
 a) I have to go to work  
 b) If the sea is stormy the waves are high  
 c) Shut the door  
 d) It's a sunny day isn't it?
37. Use of grammar punctuation and spelling pertains to  
 a) Text production while writing  
 b) Formal speech  
 c) Listening to a lecture  
 d) In former conversation
38. A synonym for the word 'inspired' from the text is  
 a) Adulterated  
 b) Impressed  
 c) Received  
 d) Divided
39. An antonym for the word 'showcased' is  
 a) Advertised  
 b) Published  
 c) Abridged  
 d) Withheld
- 40). Noam Chomsky's reference to "deep structures" means a  
 a) Hidden set of grammatical rules learnt through intensive study.  
 b) Transformational grammar that has led in term to increased interest in comparative linguistics  
 c) Trend that English is the most common auxiliary language in the world.  
 d) Universal grammar underlying all languages and corresponding to an innate capacity of the human brain

(CTET-JULY-2013)

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- 41). 'what do you think about this idea?' The language function here is:
- Checking meaning
  - Asking opinions
  - Persuading
  - Seeking permission

(Kerala TET 2012)

- 42). 'Let's....!', 'Why don't we....!', 'How about...!', 'It might be a good idea to...!'. The language function common for all these above utterances is:

- Directing
- Requesting
- Narrating
- Suggesting

- 43). Ritu often makes errors in Subject-Verb concord. The teacher can help her by

- Taking up many examples for the entire class and paying special attention to Ritu
- Explaining to her the rules of grammar
- Asking Ritu to learn the rules and scolding her
- Asking Ritu to write the rules ten times in her notebook

- 44). The activities/language games such as solving cross-word puzzles, riddles, word building are used by a language teacher to  
(KTET 2015)

- Develop language functions in the young learners
- Enrich reference skill of the teachers.
- Develop vocabulary in the young learners
- Enrich reading skill or the teachers.

- 45). Grammar should be taught by
- Asking students to learn rules
  - Making learners do written assignments
  - Giving clear explanations
  - Enabling practice in context

(CTET JUNE 2011)

46. Teachers do not give the meaning of new words to learners directly because

- Learners already know the meaning of the words
- Vocabulary will not be enriched
- Learners do not like to be given the meaning of words
- It prevents learners from discovering the meaning through puzzling out using clues

**Answer Key**

No.	Option	No.
1-a		
2-b		
3-c		
4-d		
5-d		6-c
7-c		8-d
9-a		10-b
11-c		12-d
13-d		14-b
15-c		16-c
17-d		18-a
19-d		20-a
21-a		22-b
23-c		24-a
25-b		26-d
27-c		28-b
29-c		30-a
31-a		32-d
33-a		34-b
35-d		36-b
37-a		38-b
39-c		40-d
41-b		42-d
43-a		44-c
45-d		46-d

  
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## 7. Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders:

### Language Difficulties for learners and errors:

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English. Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant.

### Pronunciation:

Some students may have different pronunciation in English because of their mother-tongue influence. English contains a number of sounds and sound distinctions not present in some other languages. Speakers of languages without these sounds may have problems both with hearing and with pronouncing them. For example:

Here, Hear, Heir  
There – Their  
Ear – Year  
Absense – Absence  
Adress – Address  
Aquit - Acquit  
Artic - Archit  
Begining - Beginning  
Children - Children's  
People - Peoples  
Eat - Ate  
Red , Read , Read  
From - Form

Stopped - Stopped  
Knives - Knifes  
Fish - Fishes  
Information - Information's  
Between - Beetwen

- \* The interdental, /θ/ and /ð/ (both written as th) are relatively rare in other languages.
- \* Phonemic contrast of /i/ with /ɪ/ (beat vs bit vowels), of /u/ with /ʊ/ (fool vs full vowels), and of /ɛ/ with /æ/ (bet vs bat vowels) is rare outside northwestern Europe, so unusual mergers or exotic pronunciations such as [bet] for bit may arise.
- \* Native speakers dialects have difficulty distinguishing /r/ and /l/.

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- Native speakers of many widely spoken languages distinguish voiceless stop pairs /p/, /t/ , /k/ from their voiced counterparts /b/, /d/, /g/ merely by their sound.

Languages may also differ in syllable structure; English allows for a cluster of up to three consonants before the vowel and five after it (e.g. strengths, straw, desks, glimpsed, sixths).

### Grammar:

- \* Tense, aspect, and mood - English has a relatively large number of tense-aspect-mood forms with some quite subtle differences, such as the difference between the simple past "I ate" and the present perfect "I have eaten". Progressive and perfect progressive forms add complexity.
- \* Functions of auxiliaries - Learners of English tend to find it difficult to manipulate the various ways in which English uses auxiliary verbs.
- \* Modal verbs - English has several modal auxiliary verbs, which each have a number of uses. These verbs convey a special sense or mood such as obligation, necessity, ability, probability, permission, possibility, prohibition, intention etc. These include "must", "can", "have to", "need to", "will", "shall", "ought to", "will have to", "may", and "might".
- \* Articles - English has two forms of article: the (the definite article) and a and an (the indefinite article). In addition, at times English nouns can or indeed must be used without an article; this is called the zero article. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner's native language may lack articles, have only one form, or use them differently from English.

### Vocabulary:

- \* Phrasal verbs - Phrasal verbs (also known as multiple-word verbs) in English can cause difficulties for many learners because of their

syntactic pattern and because they often have several meanings.

- \* Word formation - Word formation in English requires a lot of rote learning. For example, an adjective can be negated by using the prefixes un- (e.g. unable), in- (e.g. inappropriate), dis- (e.g. dishonest), non- (non-standard) or a- (e.g. amoral), as well as several rarer prefixes.

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# 80 Common Phrasal Verbs

- |               |                 |                  |
|---------------|-----------------|------------------|
| 1. Go on      | 28. Get out     | 55. Get in       |
| 2. Carry out  | 29. Take out    | 56. Come round   |
| 3. Set up     | 30. Come down   | 57. Make out     |
| 4. Pick up    | 31. Put down    | 58. Get off      |
| 5. Go back    | 32. Put up      | 59. Turn down    |
| 6. Come back  | 33. Turn up     | 60. Bring down   |
| 7. Go out     | 34. Get on      | 61. Come over    |
| 8. Point out  | 35. Bring up    | 62. Break out    |
| 9. Find out   | 36. Bring in    | 63. Go over      |
| 10. Come up   | 37. Look back   | 64. Turn over    |
| 11. Make up   | 38. Look down   | 65. Go through   |
| 12. Take over | 39. Bring back  | 66. Hold on      |
| 13. Come out  | 40. Break down  | 67. Pick out     |
| 14. Come in   | 41. Take off    | 68. Sit back     |
| 15. Go down   | 42. Go off      | 69. Hold back    |
| 16. Work out  | 43. Bring about | 70. Put in       |
| 17. Set out   | 44. Go in       | 71. Move in      |
| 18. Take up   | 45. Set off     | 72. Look around  |
| 19. Get back  | 46. Put out     | 73. Take down    |
| 20. Sit down  | 47. Look out    | 74. Put off      |
| 21. Turn out  | 48. Take back   | 75. Come about   |
| 22. Take on   | 49. Hold up     | 76. Come through |
| 23. Give up   | 50. Go round    | 77. Move back    |
| 24. Get up    | 51. Break up    | 78. Break off    |
| 25. Look up   | 52. Come along  | 79. Get through  |
| 26. Carry on  | 53. Sit up      | 80. Give out     |
| 27. Go up     | 54. Turn round  |                  |

- Spelling and pronunciation: probably the biggest difficulty for non-native speakers, since the relation between English spelling and pronunciation does not follow the alphabetic principle consistently.

There is also debate about "meaning-focused" learning and "correction-focused" learning. Supporters for the former think that using speech as the way to explain meaning is more important. However, supporters of the latter do not agree with that and instead think that grammar and correct habit is more important.

### Technology:

Language has a very significant role in our lives. It symbolizes the cultures in our societies where individuals interact and use it to communicate with each other. The development of transportation has influenced the global relations to be more practical where people need to interact and share common interests. However, communication is the key power to facilitate interactions among individuals which would provide them with stronger relationships. In places like the United States where immigration plays a role in social, economic and cultural aspects, there is an increase in the number of new immigrants yearly. "The number of non-native English speaking children in U.S. public schools continues to rise dramatically.

- The English language in England (and other parts of the United Kingdom) exhibits significant differences by region and class, noticeable both in accent (pronunciation) and in dialect (vocabulary and grammar).
- \* The numerous communities of English native speakers in countries all over the world also have some noticeable differences. See Irish English, Australian English, Canadian English, Newfoundland English, etc.

\* English has no organization that controls a prestige dialect of the language - unlike the French Academie de la langue française, Spain's Real Academia Española, Brazil's Academia Brasileira de Letras, or Esperanto's Akademio.

\* **Disorder** : The students may use the words

Prefixes	Meaning	Examples
Un-	Not	Unfriendly
Under-	Under	Understand
tri-	three	triangle
therm-	heat	thermometer
sub-	under	submarine
Sub-	Under	Subeditor
semi-	half	semi-final
re-	again	return
pre-	before	prefix
Pre-	Before	Prefix
post-	after	post-mortem
para-	beside	paramedic
Over-	Over	Overlook
omni-	all, every	omnivore
non-	not, without	nonsense
mono-	one, singular	monocrop
mis-	wrongly	misinterpret
mid-	middle	midway
macro-	large	macroeconomics
Inter-, Intra-	between	intermediate
Im-, In-	into	insert
In-, Im-, Il-, Ir-	Not	Injustice
Infra-	beneath	Infrared
In-	In	Infield

Suffixes	Meaning	Examples
-ful	notable for	woeful
-er, -or	one who	the narrator
-ious, -ous	characterized	studious
-en	become	strengthen
-ize, -ise*	become	socialize
-ish	having quality	snobbish
-ism	belief	skepticism
-ness	state of being	rudeness
-ify, -fy	make	rectify
-al	process of	rebuttal
-ment	condition of	punishment
-ist	one who	plagiarist
-ity, -ty	quality of	parity
-wise	In relation to	lengthwise
-less	without	lawless
-ship	position held	kinship
ab	from, away	Abnormal
ante	before	Antecedent
-ate	become	enunciate
-al	pertaining to	emotional
-ic, -ical	pertaining to	domestic
-ive	having nature	divisive
-acy	stage	delicacy
-esque	reminiscent of	burlesque

Collocations - Collocation in English refers to the tendency for words to occur together with others. For example, nouns and verbs that go together (ride a bike/drive a car).

in disorder to make a sentence. e.g. 'What you have done?' is in disorder. The sentence should be What have you done?

### Diverse classroom/Social challenges and benefits:

A class room in which a teacher finds the students of different languages, different religions/cast/creed/culture and different gender

### Class placement:

ESL students often suffer from the effects of tracking and ability grouping. Students are often placed into low ability groups based on scores on standardized tests in English and Math. There is also low mobility among these students from low to high performing groups, which can prevent them from achieving the same academic progress as native speakers. Similar tests are also used to place ESL students in college level courses. Students have voiced frustration that only non-native students have to prove their language skills, when being a native speaker in no way guarantees college level academic literacy. Studies have shown that these tests can cause different passing rates among linguistic groups regardless of high school preparation.

# 100 Collocation Words

- |                      |                   |                  |                        |
|----------------------|-------------------|------------------|------------------------|
| • get a tan          | • get good        | • have a dispute | • carry cargo          |
| • get a job          | • get worried     | • have a fight   | • carry baby           |
| • get out of breath  | • get a chance    | • have a quarrel | • carry out            |
| • get drunk          | • get lost        | • have a lecture | • carry virus          |
| • get started        | • get permission  | • have a walk    | • carry on             |
| • get fired          | • get stuck       | • have a jog     | • carry over           |
| • get cool           | • get a degree    | • have a run     | • lose weight          |
| • get pregnant       | • get to sleep    | • have a swim    | • lose money           |
| • get hungry         | • have a shower   | • have a stretch | • lose the way         |
| • get one's hair cut | • have a bath     | • have a game    | • lose one's mind      |
| • get together       | • have a wash     | • have a dance   | • lose the match       |
| • get a right        | • have a scrub    | • have a drill   | • lose a game          |
| • get dressed        | • have a rest     | • have a lesson  | • lose a best          |
| • get upset          | • have a break    | • have a think   | • lose one's temper    |
| • get divorced       | • have a nap      | • have a meal    | • lose something       |
| • get changed        | • have a snooze   | • go a run       | • lose consciousness   |
| • get ready for      | • have a lie down | • go doctor's    | • lose one's something |
| • get the impression | • have a dream    | • go mountains   | • lose a family member |
| • get into trouble   | • have a holiday  | • go beach       | • get a call           |
| • get wet            | • have a day off  | • go lake        | • get a joke           |

  
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**Dropout rates:**

Dropout rates for ESL students in multiple countries are much higher than dropout rates for native speakers. The National Center for Education Statistics (NCES) in the United States reported that the percentage of dropouts in the non-native born Hispanic youth population between the ages of 16 and 24 years old is 43.4%. A study in Canada found that the high school dropout rate for all ESL students was 74%. High dropout rates are thought to be due to difficulties ESL students have in keeping up in mainstream classes, the increasing number of ESL students who enter middle or high school with interrupted prior formal education, and accountability systems. The accountability system in the US is due to the No Child Left Behind Act. Schools that risk losing funding, closing, or having their principals fired if test scores are not high enough begin to view students that do not perform well on standardized tests as liabilities. Because dropouts actually increase a school's performance, critics claim that administrators let poor performing students slip through the cracks. A study of Texas schools operating under No Child Left Behind found that 80% of ESL students did not graduate from high school in five years.

**Access to higher education:**

ESL students face several barriers to higher education. Most colleges and universities require four years of English in high school. In addition, most colleges and universities only accept one year of ESL English. It is difficult for ESL students that arrive in the United States relatively late to finish this requirement because they must spend a longer time in ESL English classes in high school, or they might not arrive early enough to complete four years of English in high school. This results in many ESL students not having the correct credits to apply for college, or enrolling in summer school to finish the required courses.

ESL students can also face additional

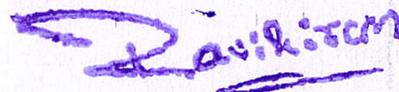
financial barriers to higher education because of their language skills. Those that don't place high enough on college placement exams often have to enroll in ESL courses at their universities.

**Interaction with native speakers:**

ESL students often have difficulty interacting with native speakers in school. Some ESL students avoid interactions with native speakers because of their frustration or embarrassment at their poor English. Immigrant students often also lack knowledge of popular culture, which limits their conversations with native speakers to academic topics. In classroom group activities with native speakers, ESL students often do not participate, again because of embarrassment about their English, but also because of cultural differences: their native cultures may value silence and individual work at school in preference to social interaction and talking in class. These interactions have been found to extend to teacher-student interactions as well. In most mainstream classrooms, teacher-led discussion is the most common form of lesson. In this setting, some ESL students will fail to participate, and often have difficulty understanding teachers because they talk too fast, do not use visual aids, or use native colloquialisms. ESL students also have trouble getting involved with extracurricular activities with native speakers for similar reasons. Students fail to join extra-curricular activities because of the language barrier, cultural emphasis of academics over other activities, or failure to understand traditional pastimes in their new country.

**Social benefits:**

Supporters of ESL programs claim they play an important role in the formation of peer networks and adjustment to school and society in their new homes. Having class among other students learning English as a second language relieves the pressure of making mistakes when speaking in class or to peers. ESL programs also allow students to be among others who

  
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appreciate their native language and culture, the expression of which is often not supported or encouraged in mainstream settings. ESL programs also allow students to meet and form friendships with other non-native speakers from different cultures, promoting racial tolerance and multiculturalism.

### Implications in the classroom:

Teachers must take into considerations the strategies learners use to learn a second language.

\* Learners tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.)

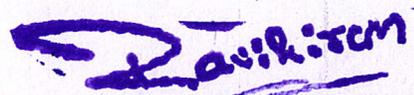
\* Learners try to transfer their cultural knowledge to make assumption when communicating in the target language.

\* Teachers must spot and highlight those shared features that may contribute to the target language learning.

\* Teachers must be cautious in error correction because errors may be the result of negative language transfer or incorrect assumptions held about the target culture.

### Questions :

1. Effective instructors teach students strategies using minimal responses, recognizing scripts and using language to talk about language these strategies help students learn to
  - a) Speak
  - b) Write
  - c) Listen
  - d) Read
2. Language is not a subject which can be taught, it's a subject which must be learnt said by
  - a) George Watson
  - b) Michel Zone
  - c) Michel west
  - d) William words woeth
3. Positive inference is a kind of
  - a) Target language
  - b) Forcing language
  - c) Victorian language
  - d) Native language
4. Error correction in students written work in most effective when the teacher
  - a) Increasing number of periods
  - b) Practice by using language more
  - c) Recommending the choose another language
  - d) Being taught by only native speakers
5. It's not the problem of teaching English
  - a) Classroom condition
  - b) Lack of audio visual aids
  - c) Lack of good teacher
  - d) Parents uninterests
6. Indian students generally suffer the ability to listen because
  - a) Lack of understanding pronunciation
  - b) Inability the understand past speech
  - c) Lack of vocabulary
  - d) All the above
7. One of the following is not remedial measure to improve listening skill
  - a) Improve vocabulary
  - b) Learn correct pronunciation
  - c) Attend class regularly
  - d) Sharpening attention
8. The practice in speaking started by
  - a) The learner with dialogue
  - b) The teacher with dialogue
  - c) The parents language
  - d) The good environment
9. While practicing oral English teacher has the
  - a) Write correct transcription on the bound
  - b) Pay particular attention towards pause stress intonation
  - c) Both (a) and (b)
  - d) None of these



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10. In Indian class room the develop spoken English ..... role is important
- Teachers'
  - Parents'
  - students'
  - All the above
11. Students are facing problem while speaking English because
- sounds of regional language
  - Lack of good teacher
  - Lack of classroom environment
  - All the above
12. The important cause for retardation in English reading in the classroom
- Reading has no place in examination system
  - Overcrowdings in classes
  - Both (a) and (b)
  - None of these
13. One of the following is not correct
- Active involvement of the teacher
  - The learner efficiency is important
  - A good learning environment is needed
  - Teacher efficiency is not important
14. A teacher may adopt the following educational approach for children with special needs
- Small sized classroom
  - Special curriculum
  - Special teaching methods
  - Adapted curriculum
15. It is the first time I've seen you the error is the above sentence is
- First person pronoun
  - Second person pronoun
  - Third person pronoun
  - Relative pronoun
16. While writing plural form of wife thief leaf learners often commit error by writing wife thief and leafs respectively due to
- Fossilization
  - Imitation
  - Lack of knowledge of spelling
  - Over generalization
17. One of the best ways to explain the content words is through
- Meaningful situation
  - Repetition
  - memorization
  - Flash cards
18. "I have learnt three poetries." the error in the above sentence is in the use of
- Verb
  - Pronoun
  - Noun
  - Adjective
19. Copying dictation transforming sentences constructing sentences The above activities improve
- Writing
  - Grammar
  - Speaking
  - Handwriting
20. Examples of irregular verbs are
- break - Broke
  - Train - Trainer
  - Walk - Walked
  - Happy - Happier
21. Ability for adaptive and positive behavior that enable students to deal effectively with every day demands and challenges are
- Multiple intelligences
  - Learning domains
  - Life skills
  - Learning methods
22. A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant unmotivated learners this can be helped by
- using methods and strategies to motivate and make learning more challenging in the class
  - Taking the help of an academic counsellor who will address the class
  - Identifying the students who are unmotivated and taking a special class for them
  - Encouraging learners to take their own time to complete assignments

  
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23) In a diverse classroom, learners find it difficult to speak and write good English and often lapse into their mother-tongue because  
(CTET- JAN-2011)

- a) They are not motivated to learn
- b) They lack enough competence as the structures of the two languages are different
- c) They do not have the ability to learn English
- d) They are slow learners

24) The teacher can remediate for the student with language learning difficulty by (CTET FEB 2015)

- a) Focusing on individual progress with individualized instruction
- b) Providing notes that are summarized and simplified.
- c) Initially, giving information as reading only, no writing
- d) Conduct extra classes for the student to 'catch up' with others.

25). A child studying in Class-III says : "I ranked the water." It indicates that the child  
(CTET JUNE 2011)

- (a) Has not learnt grammar rules properly
- (b) Should memories the correct sentence
- (c) Has over generalized the rule for making past tense verbs, showing that learning is taking place
- (d) Is careless and needs to be told that she should be conscious of such errors

26). Children who are differently abled join a new school. Teachers give different reactions. Which one reflects the concept of inclusive education? (CTET JUNE 2011)

- (a) "Oh! How can I teach children who cannot even read?"
- (b) "I'm worried that my class may not accept these children and some of the mischievous children may even harm the poor kids."
- (c) "Good, it will provide a good opportunity

for the children to learn to help each other and be supportive."

- (d) "Such children should go to special schools where they will learn better."

27). A teacher can cater to the learning styles of all the children by  
(CTET JUNE 2011)

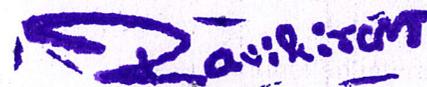
- (a) Teaching every lesson thoroughly and revising the lessons
- (b) Testing the children frequently
- (c) Advising the children to join drawing/ dance/music classes
- (d) Employing a variety of teaching methods and modes of assessment which cater to diversity among learners

28). When young learners seem to lose interest in a lesson, the teacher should (CTET JUNE 2011)

- a) Allow them to go out and play
- b) Ask them to sleep for a while
- c) Tell a story or conduct an interesting activity
- d) Ask them to sit quietly for some time

29). The concept that is defined as an instinctive mental capacity which enables an infant to acquire and produce language is

- a) Universal grammar
- b) Innateness
- c) Language acquisition device
- d) Transformational generative grammar



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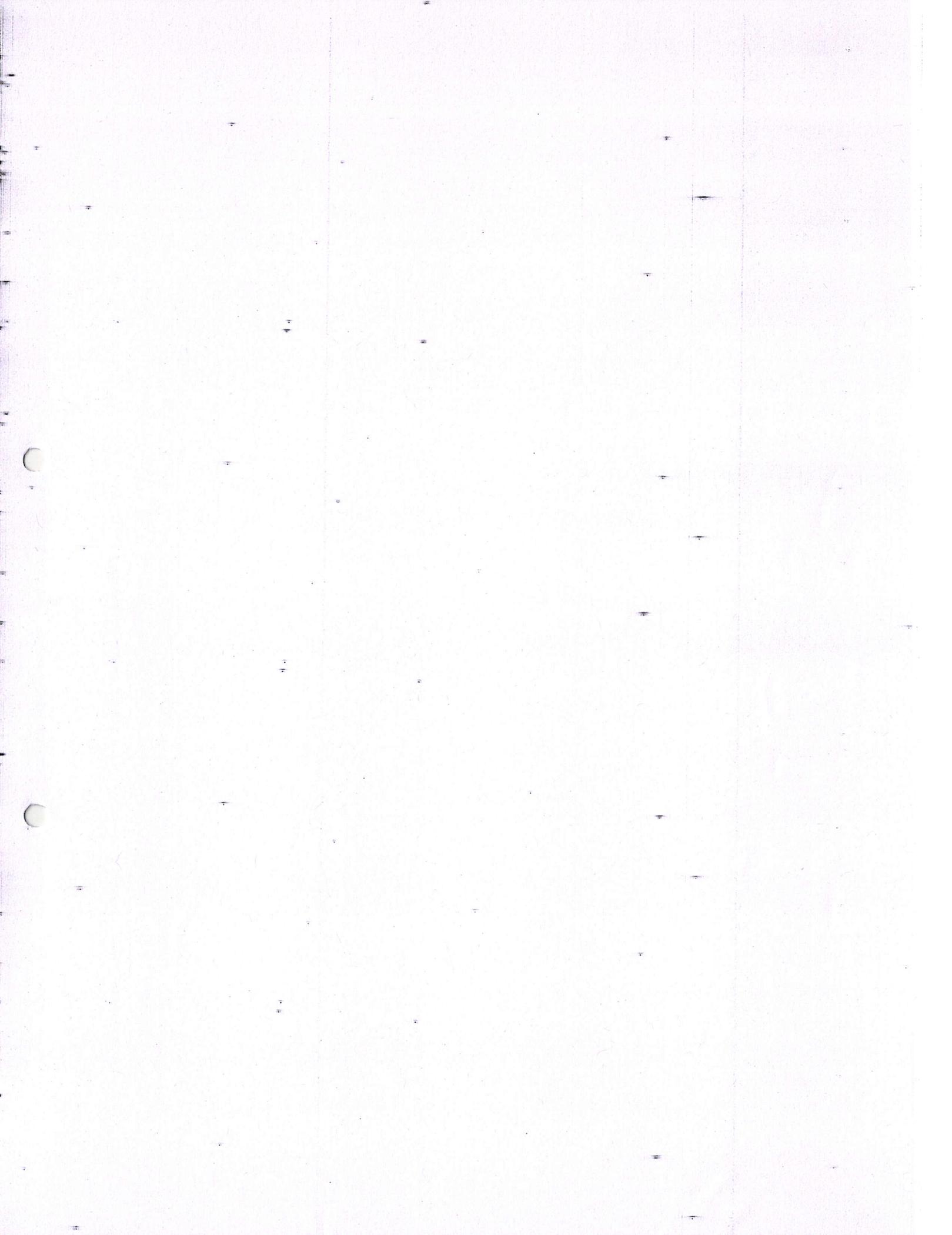
Answer Key

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No. Option	No. Option
1-d	2-c
3-d	4-b
5-d	6-d
7-c	8-b
9-c	10-a
11-b	12-c
13-d	14-b
15-c	16-b
17-a	18-d
19-a	20-a
21-d	22-a
23-b	24-a
25-c	26-c
27-d	28-c
29-b	

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#### **4. AIMS AND OBJECTIVES OF TEACHING ENGLISH**

Teaching of any subject becomes much effective and more systematic only when the teacher is fully aware of the aims and values of teaching of the subject. Because the basic principle of teaching is "know what you do and only do what you know." Hence in teaching and learning of English, fixing of aims and objectives is important. By doing so, we can provide meaningful learning experiences to achieve them. Aims and objectives of teaching English will determine all the aspects of its teaching, i.e. curriculum, text-books, methods, and techniques of teaching and tools of evaluation.

The following are the general aims of teaching/learning English in India.

##### **1. Knowledge aim:**

English is a world language. It is taught either as a first, second or third language in India. The Kothari Commission suggested that English be studied as a library language with an aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English. It is a window to the world. One can study world culture and world civilization with the help of English language.

##### **2. Literary aim:**

English has rich literature. Several works of great authors of English such as plays of Shakespeare, poems of Wordsworth, Keats, Shelly, S.T. Coleridge, and others have been prescribed for study in several universities of the world. English literature is taught not only to develop appreciation among the students but also for the purpose of fostering creativity in literature.



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### 3. Cultural aim:

Another aim of teaching and learning of English language is to develop the skill of appreciation for world cultures, civilization and history and it is possible only through the knowledge of English. Several Indian Scholars and kings have already made substantial contributions to the world history. And their contributions like the value of peace and non-violence by the king Ashoka is being read and appreciated by the people across the globe. Similarly Indians are able to appreciate the contributions of international scholars and scientists in various fields which include Marconi, Alfred Tennyson, Karl Mark, Kantt. The learning, sharing and dissemination of world cultures would not have been possible in the absence of English language. Thus the learning of English language has enabled us to realize the cultural aim.

### 4. Utilitarian aim:

English language has been utilized for various purposes for the past several centuries. It has been widely used in the field of business, international trade and commerce, to conduct the proceedings of International conferences, organizations like UNO, UNESCO, WHO. Further, it has been used to promote international relations and to provide employment opportunities across the globe.

### AIMS OF TEACHING ENGLISH:

In India English now exists as a second language. The aim of teaching English in India is to help students to acquire practical command of English i.e students should be able to understand spoken English, speak English, read English and write English. Thus these are :

#### The four basic aims of teaching English.

According to Thompson and Wyt the four

specific aims of teaching English at school stages are:

1. To understand spoken English.
2. To speak English
3. To understand written English.
4. To write English.

### AIMS OF TEACHING ENGLISH AT JUNIOR LEVEL:(Class VI to VIII)

1. To understand spoken English.
2. To acquire spoken English.
3. To acquire a vocabulary sufficient to help the student in use of English.
4. To be able to make simple statements through English.
5. To respond to short conversational questions.
6. Write English legibly and coherently.

### AIMS OF TEACHING ENGLISH AT SENIOR LEVEL:(Class IX to XII)

1. To be able to speak English fluently and accurately.
2. To think in English and then speak.
3. To be able to talk in English.
4. To be able to compose freely and independently in speech and writing.
5. To be able to read books with understanding.
6. To acquire a vocabulary of 2500 words.
7. Ability to use reference material such as encyclopedia, dictionary etc.

### OBJECTIVES OF TEACHING ENGLISH:

Dr. B.S. Bloom has defined educational objectives as, "the desired goal or outcome at which instruction is aimed."

The effective learning of language would be meaningful and complete only, when the objectives of learning the language is understood thoroughly. Similarly, for proper study of English language, its objectives and skills must be understood and realized in their proper perspective.

  
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### Characteristics of Good Objectives:

- \* It should be specific and precise.
- \* It should be attainable.
- \* It should be based on psychological principles.
- \* It should be for the development of the student.
- \* It should be helpful in acquiring democratizing aims.
- \* It should be for modifying student's behaviour.

The following are the important objectives of teaching of English:

#### 1. Comprehension:

It is a psychophysical process in which a language learner receives messages either through listening skills or reading skills. The acquisition of other skills such as speaking and writing depends upon the quality of comprehension. Some important components of comprehension are, grasping the meaning of the words and thoughts, locate the key thoughts, find out the distinction between stressed and unstressed sounds, recognize the speech patterns, etc. Comprehension is realized through various activities, like listening to teacher's narration, description and through reading or written or printed material.

#### 2. Expression:

The learner must learn to express thoughts himself clearly. Expression is a process in which speaker expresses his/her thoughts through articulation or written expression or both. Expression has three types. Such as oral, written and body language.

In this context of teaching expression as a second language, non-verbal communication i.e body language is not given much importance.

In oral expression, intelligibility in speech is the important component. Besides, there are

other components like, articulation of sounds, stress, intonation, pronunciation, pause rhythm, fluency and accuracy.

Written expression as an objective is realized with the help of certain components viz., production of written symbols, words, phrases, clauses, sentences, paragraphs, stories, essays, reports and summary in addition to those, there are other minor components such as unity, coherence, precision, adequacy, comprehensiveness, completeness.

#### 3. Appreciation:

Appreciation is one of the important objectives of teaching English. There is adequate scope to develop appreciation through language teaching especially in teaching of poetry. The study of poetry provides ample opportunities to inculcate the skill of appreciation through various literary devices viz rhyming words, figures of speech, meter, alliteration, diction, images and style.

Thompson and Wyatt rightly remarked that it is necessary that the Indian pupil should not only understand English when it is spoken or written, but also he should himself be able to speak and write it.

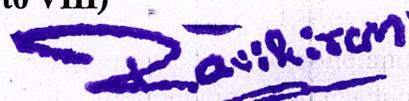
Yet, clear cut objectives should be stated so that good planning could be done and right type of methods and techniques of teaching can be adopted.

The two main objectives of teaching English are:

- \* Language development
- \* Literary development

With the advancement of class and age of students, these two objectives will differ.

#### OBJECTIVES AT JUNIOR LEVEL (class VI to VIII)



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At this level the main aim is language development. So English should be taught as a language and not as a literature.

#### FOUR FOLD OBJECTIVES OF LANGUAGE TEACHING:

The four fold objectives of language teaching can be drawn from four aspects of language. The four aspects of language are:

- \* **Semantic-** relating to understanding
- \* **Phonetic-** deals with sound, spelling and pronunciation.
- \* **Graphic-** related to writing
- \* **Phonetic-cum-graphic -** dealing with reading.

In this way, it can be said that the four objectives of teaching English are:

- \* To teach pupils to hear and understand spoken English.
- \* To make them understand what they read in English.
- \* To teach pupils to speak in English.
- \* To write in English.

#### OBJECTIVES AT SENIOR LEVEL(Class IX to XII)

- \* Development of a taste for English literature by reading prose, poetry, story etc.
- \* Drawing aesthetic pleasure from reading English literature.
- \* Understanding critical views.
- \* Development of translating ability.
- \* Developing interest in English literature.

#### QUESTIONS

- 1) A Poem of Wordsworth is prescribed for study to attain which of the following aims - ?
  - a) Knowledge aim
  - b) Literary aim
  - c) Cultural aim
  - d) Utilitarian aim
- 2) Use of English language in the field of business, trade and commerce shows the attainment of
  - a) Literary aim
  - b) Cultural aim
  - c) Utilitarian aim
  - d) Knowledge aim
- 3) A good language use relies greatly on
  - a) Spelling
  - b) Thinking
  - c) Vocabulary
  - d) Intelligence
- 4) Due to the languages unique pronunciation rules students learning a language often
  - a) Speak fluently
  - b) Lack confidence while speaking
  - c) Write without mistakes.
  - d) Have over confidence
- 5) What is the system of rules that governs how words can be meaningfully arranged to form phrases and sentences /
  - a) Language
  - b) Syntax
  - c) Morpheme
  - d) Phoneme
- 6) An effective lesson for teaching a language begins with
  - a) Testening & learning objectives of the lesson
  - b) Presenting the content of the lesson
  - c) Recapitulation & motivation through fun activity
  - d) Writing on the black board
- 7) National policy of education was approved by the parliament in the year
  - a) 1985
  - b) 1986
  - c) 1990
  - d) 1984
- 8) The aim of teaching english as per NCF 2005 is the cration of
  - a) Bilingualism
  - b) Multilingualism

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- c) English only
- d) None of the above

- 9) When language concepts are taught using real life situations they are
- a) Easily understood and used
  - b) Not learnt well
  - c) Being taught naturally and so enable the learners to use them easily
  - d) Being taught in the same way as the learners' mother tongue

(CTET-May-2012)

- 10) The main responsibility of a language teacher as a facilitator is
- a) To provide a lot of information & make the learners listen to it
  - b) To strictly control the class and cover the syllabus in time
  - c) To read the lessons aloud & provide explanation for them
  - d) To create number of opportunities for the learners to use the language meaningfully

(CTET-May-2012)

### Answer Key

No. Option

- 1 b
- 2 c
- 3 c
- 4 b
- 5 c
- 6 a
- 7 b
- 8 b
- 9 c
- 10 d

## 5. LANGUAGE SKILLS

Role of listening and speaking skills in learning English

### 1) Listening Skill:

- \* It is generally considered a passive skill where as speaking is considered an active skill.
- \* To cultivate listening ability it is desirable to give a good practice in listening- extensive and intensive.
- \* Extensive listening implies exposure to a wide variety of structures and sounds. Intensive listening is concerned with just one or two specific points.
- \* Inadequate range of words and phrases that are understood.
- \* Inability to maintain attention and to understand fast speech.
- \* Inability to understand pronunciation.

### Remedial measures for good listening:

- \* Students should enrich their vocabulary
- \* Dictation helps in sharpening attention.
- \* Students should learn correct pronunciation for each word.
- \* We need prepared recordings and tape recorders.
- \* Students should be trained in listening to connected speech at normal conversational

### 2) Speaking skill :

- \* Listening should precede practice in

speaking

- \* It tends to make oneself-conscious.
- \* It increases the reading speed.
- \* The practice is random and not specific.

For the development of the speaking English in his students it is desirable for an English teacher to speak English correctly and one should ensure that one's own spoken English is good.

### 3) Reading skill:

Reading skill consists of three important components 1) Recognition of the graphic marks, 2) The correlation of these with formal linguistic elements 3) The correlation of these with meaning.

#### Importance of reading:

- \* It indicates knowing of the language.
- \* It helps to know the world's news
- \* It is a resource of recreation and self-education.
- \* -Reading maketh a full man.

#### Aims of teaching reading:

- \* To read English with accuracy and correct pronunciation.
- \* To read with fluency and understanding.
- \* To enable students to take pleasure and to form a habit of reading.
- \* To widen eye-span.

#### Methods of teaching reading:

##### \* Alphabetic method:

It is also called the 'ABC method' and 'spelling method'.

It was invented by Greeks and Romans.

The procedure is letters-words-phrases-sentences.

##### \* Syllabic method:

It starts with teaching of syllables but not with an alphabet. Syllables are used directly and combined to form words and sentences. It is helpful in reading sounds.

##### \* Word method:

A whole word is given for reading from the beginning words are presented with the help of audio-visual aids.

It is also called as 'Look and say method' and 'See and say method'

It has the advantages of a direct method  
It is based on Gestalt Psychology

##### \* Phrase method:

It is between word method and sentence method

Phrases are more suitable units of reading.

According to Palmer, the main supporter of this method, 'The word is too small a unit of speech and the sentence is too long a unit to be read at a time.'

It helps in extending eye-span.

##### \* Sentence method:

Sentence is the unit of speech. We should adopt it as a unit reading.

It conveys a complete meaning. It facilitates speaking. It develops eye span.

The procedure of this method is sentence-phrase-words-letters.

##### \* Story method:

In this method the are told a story in four or five sentences illustrates through pictures  
It helps to create interest in child and give a complete unit of thought.

##### \* Phonic method:

It is based on phonology and the teaching units are sounds of letters.

It provides a good knowledge of sounds and helps to avoid spelling defects.

### 4) Writing skill:

- \* Writing involves both accuracy and fluency.
- \* According to Bacon, 'Reading maketh a full man and writing an exact man.'
- \* M.K.Gandhiji says, 'fair and legible hand -

writing makes aman perfect in all walks of life.'

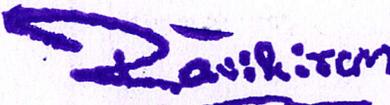
\* It is coordination of hand and eye.

Features of good hand writing:

- \* Legibility
- \* Attractiveness
- \* Uniformity
- \* Distinctiveness
- \* Good styled
- \* Speedily
- \* Correctly spaced

**Questions :**

1. Which of the following is/are productive skill/skills ?
  - a) Speaking
  - b) Writing
  - c) Both (a) & (b)
  - d) None of these
2. What is the order of language skills
  - a) Writing
  - b) Listening
  - c) Reading
  - d) Speaking
  - i) abcd
  - ii) bdca
  - iii) cdab
  - iv) badc
3. Use stress and rhythmic patterns and intonation patterns of the language and use vocabulary appropriately are the microskills involved which of the following
  - a) Reading
  - b) Writing
  - c) Speaking
  - d) Listening
4. Out of four language skills which of the following is/are receptive skill/skills ?
  - a) Speaking, Writing
  - b) Listening, Speaking
  - c) Reading, Writing
  - d) Listening, reading
5. Learning of a language completely depends of its.....
  - a) Comprehension
  - b) Observation
  - c) Teaching learning
  - d) Expression
6. Good speech is the result of .....
  - a) Good speaking
  - b) Good listening
  - c) Good reading
  - d) Good refering
7. One of the following is not the character of good listening
  - a) Allow interruptions
  - b) Asking doubts freely
  - c) Be attentive
  - d) Hearing sounds
8. Hearing sounds is an outcome of good listening and proper words
  - a) Reference skill
  - b) Reading skill
  - c) Writing skill
  - d) Good speaking skill
9. Three S's of reading
  - a) Symbol, Sound, Sense
  - b) Sign, Sense, System
  - c) System, sound, symbol
  - d) Simple, sound, sense
10. Which is the end skill among the language skills
  - a) Reading
  - b) Writing
  - c) Speaking
  - d) Listening
11. The qualities of good hand writing are
  - a) Attractive
  - b) Clear and space
  - c) Pundnation Marks
  - d) All of the Above
12. Reading enables the learners to .....
  - a) Understanding information
  - b) Compreh ending symbol and curesponding
  - c) Recognise graphic symbol and carresponding vocal sounds
  - d) Recognise language system
13. Reading Indicates
  - a) Knowledge of language
  - b) A sonree of self education
  - c) Knowing worlds news
  - d) All the above

  
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14. Reading maketh a/an  
 a) Complete man    b) Full man  
 c) Perfect man    d) exact man
15. One of the following is not suggestion to make teaching reading effective  
 a) Child should be familiare through conversation  
 b) Start with simple structures  
 c) Considering learners and their background  
 d) A proper atmosphere for reading should be created.
16. Teaching reading aims at  
 a) Accuracy    b) Fluency  
 c) Understanding    d) All the above
17. This develops art of pronunciation  
 a) Reading aloud    b) Reading silently  
 c) Speachhing aloud d) Listening skill
18. The method of teaching reading syllable become unit of reading  
 a) Word method    b) Syllabic method  
 c) Sentence method d) S t r u c t u r a l method
19. The method is used in initial stage of reading english is .....  
 a) Structural method    b) Sentence method  
 c) Alphabetic method    d) Syllabic method
20. Unit of speech is the sentence in the method.....  
 a) Alphabetic method    b) Structural method  
 c) Syllabic method    d) Sentence method
21. Writing is a tool used to enable a  
 a) Express what is in our mind  
 b) Express what is felt  
 c) Comprehens what is written  
 d) Express what is listened
22. According the Francis Bacon writing maketh an.....  
 a) Extraordinary man    b) E x a c t man  
 c) Efficient man    d) Ready man
23. In a language class room, the skill of speaking can be developed through  
 a) Enabling activities with a focus on conversation skill. leading to communicative competency.  
 b) Grouping activities where learner can talk in their own language  
 c) Engaging in small talk as confident learners  
 d) Emotionally connecting with learners.
24. Including a mini dictionary at the end of the english text book develops  
 a) Speaking skill    b) Reference skill  
 c) Communicative skill    d) lack of interest
25. One of the reasons for the failure in communication is  
 a) Poor attention  
 b) Weak in memorisation  
 c) Poor listening  
 d) Lack of interest.
26. Reading a road map or an airline schedule develops micro skills like  
 a) Pronunciation    b) Expression  
 c) Critical thinking    d) Scanning
27. An example of a question to funnel or restrict a respondent's answer is  
 a) What do you think of the weather ?  
 b) How many books are there ?  
 c) Tell me about your most recent holiday  
 d) What are your goals?
28. In the word 'flower' the phonetic transcription is  
 a) /fleur/    b) /flaur/  
 c) /flauer/    d) /flour/

29). The spoken skills in a language teaching classroom can be developed through

- (a) Engaging in small talk as confident aggressive learners
- (b) Emotionally connecting with learners
- (c) Enabling activities with a focus on conversation skills leading to communicative competence
- (d) Group activities where learners can talk in whichever language they would like to

(CTET JUNE2011)

19 c  
21 a  
23 a  
25 c  
27 b  
29 c  
31 b

20 d  
22 b  
24 b  
26 d  
28 c  
30 a

30). How will a teacher best teach 'writing' skills to a class ?

- (a) By brainstorming ideas and asking students to write in their own words
- (b) By asking students to write neatly
- (c) Through dictation
- (d) By asking students to learn articles and rewrite them

(CTET JUNE2011)

31). 'Students need to brainstorm ideas, organise them, draft, edit and revise their work,' is a 'process' which reflects

- (a) Reading skills
- (b) Writing skills
- (c) Listening skills
- (d) Speaking skills

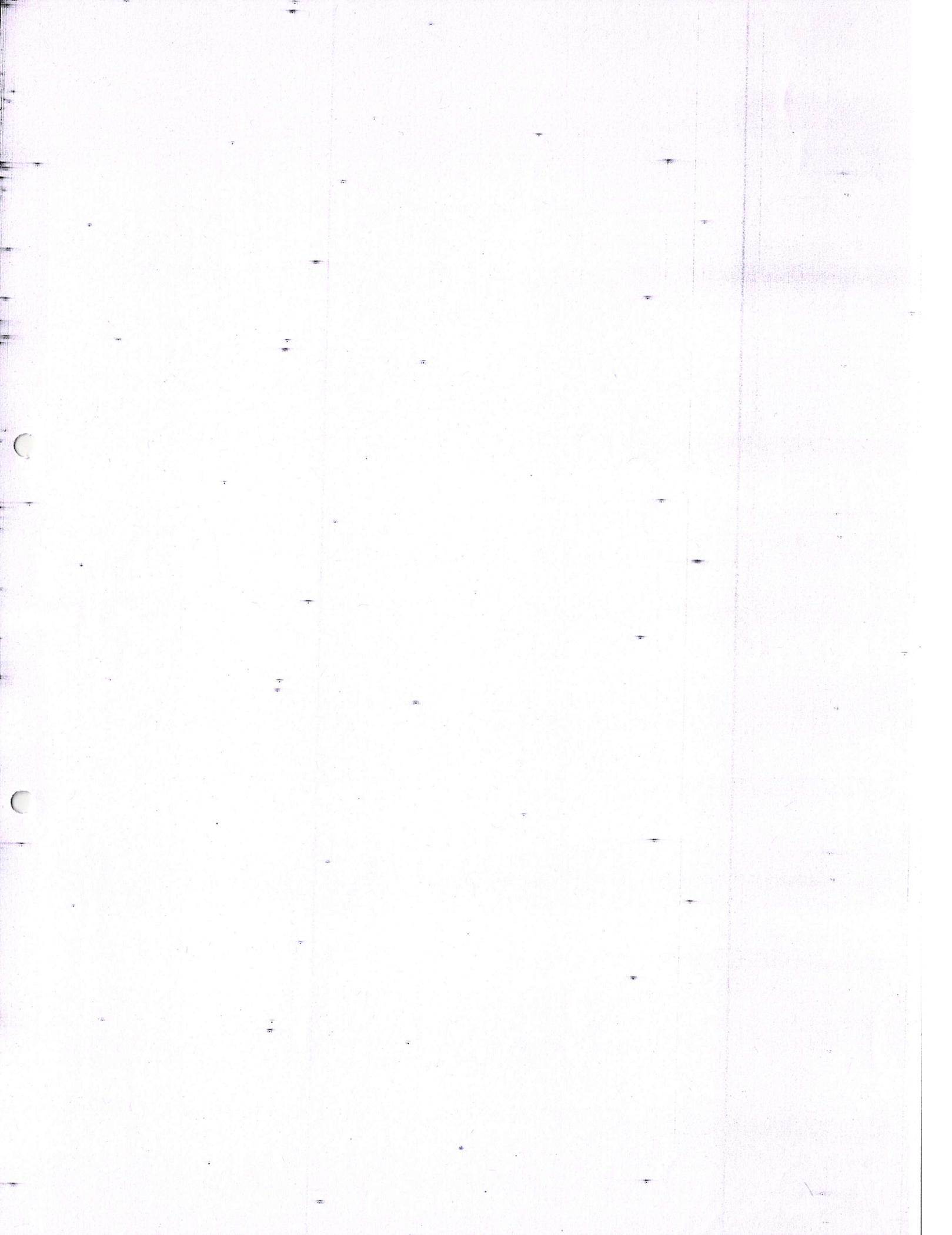
(CTET JUNE2011)

### Answer Key

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No. Option	No. Option
1 c	2 ii
3 b	4 d
5 a	6 b
7 a	8 d
9 a	10 b
11 d	12 c
13 d	14 b
15 c	16 d
17 a	18 b

  
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# 1. PEDAGOGY OF LANGUAGE DEVELOPMENT

**PEDAGOGY** is an art or science of teaching or instructing. It is the discipline that deals with the theory and practice of education.

## **Etymology:**

The word 'PEDAGOGY' is derived from Greek word 'PAIDAGOGIA' which means 'TO LEAD THE CHILD'.

## **LANGUAGE**

### **Introduction:**

Language is one of the unique creations of man. Man alone is endowed with the power of speech. Language is an essential part of human life. Language is a means of communication. It is a fundamental medium through which one can express one's ideas, thoughts feelings and messages.

The word '**LANGUAGE**' has its origin in the '**LATIN**' word '**LINGUA**' which means, '**WHICH IS PRODUCED WITH THE TONGUE**'.

Language is the means of gaining control over one's thoughts. It is the manipulation of experience.

### **DEFINITIONS OF LANGUAGE:**

1. Allen: "Language is a means of communicating thoughts"
2. Bloch and Trager: "Language is a system of arbitrary vocal symbols by means of which a social group co-operates."

3. N. Chomsky: "Language is a set of sentences, each finite in length and constructed of finite set of elements."

4. Henry Sweet: "Language may be defined as the expression of thoughts by means of speech sounds."

5. Gleason: "Language is one of the most important and characteristic forms of human behaviour."

### **DIFFERENT THEORIES ABOUT ORIGIN OF LANGUAGE:**

1. **ONOMATOPOIEC THEORY (ALSO KNOWN AS BOWBOW THEORY):** It assumes that speech originated from the sound imitation. (THE EARLIEST THEORY)

2. **YO-HEAVE-YO THEORY:** Physical effort caused the origin of language.

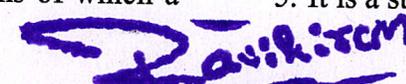
3. **ORAL-GESTURE SOURCE THEORY:** Language is developed through gestures along with sounds.

4. **GLASSOGENETICS :** Language is developed because of biographical factors.

5. **THE SING-SONG THEORY:** Language comes out of play, laughter, cooing, emotional muttering etc.  
(Jespersen propounded)

### **NATURE OF LANGUAGE:**

1. Important means of communication/essentially speech.
2. It is a carrier of civilization and culture.
3. It is a form of social behaviour.
4. It is a medium of instruction.
5. It is a structural system.

  
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6. It is an arrangement of oral and written sign, symbols and words.

7. It involves the process of thinking and speaking.

8. It is evolutionary in nature: Language is ever changing. It undergoes changes with the passage of time.

9. It adopts two main forms- Oral and written.

10. Language is learnt: Language is a behaviour that is acquired with due efforts.

11. Language is related to culture: Language develops in a cultural context and therefore meets the needs of the society in which it develops.

12. It is a unique system: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own speciality. One language differs from the other because of geographical and cultural diversities.

### **FUNCTIONS OF LANGUAGE:**

1. Communication: Language is the basic means of communication.

2. Expressive: Language is used to express our thoughts, feelings and ideas.

3. Informative: Language is used to pass and receive information.

4. Directive: Language is used to direct people in daily life.

5. Preservation of thoughts: language is used to preserve our thoughts(through written form)

6. Fluency in language helps us to gain confidence.

### **LANGUAGE COMPONENTS:**

Human language has several components which are developed through several centuries such as structures, spelling(orthography), punctuations, pronunciation, hand writing, vocabulary, grammar, several components of oral expression and written expression. Language is a skill subject and its learning depends on the degree of acquisition of skills viz. listening, speaking, reading and writing. All these skills are the components of language. The other components of language are:(Need to be read from bottom to top)

- \* Sense(semantics)
- \* Paragraphs
- \* Sentences
- \* Clauses
- \* Phrases-(phraseology)
- \* Words-(Morphology)
- \* Symbols-(Graphology)
- \* Sounds-(Phonology)

Some other components are:

\* Dialects: A dialect is a regional form of a language; For example Kannada is the first language of the Karnataka State spoken by majority of the people. It is spoken differently by the people living in different regions within the state. For example Hubballi-Dharwad Kannada, Mangalore Kannada. Similarly English is spoken differently in different parts of U.K. for example Yorkshire English is different from Scottish English.

\* Register: Language register refers to a variety of language spoken by a certain group of people belonging to one profession. The group of words which are commonly used by people working in the same organization or a profession is called a register. For example department of judiciary- use terminology like suit, complaint, hearing, court fee, Indian Penal Code(IPC) witness etc. These expressions put together are called Register.

  
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## DIFFERENCE BETWEEN A MOTHER TONGUE AND A FOREIGN LANGUAGE:

### MOTHER TONGUE F O R E I G N LANGUAGE

- |                           |                         |
|---------------------------|-------------------------|
| * First language          | * both first and second |
|                           | language                |
| * natural learning        | * created atmosphere    |
| * learnt without practice | * learnt with practice  |

## ENGLISH IN INDIA

English is the 'LINGUA FRANKA' (common language) of India. It offers significant economic and social advantages to the fluent speakers. English is an assistant official language in India. 500 thousand people (Indians) have English as their first language.

## HISTORY:

In India, English was introduced about two centuries ago. Charles minutes of 1835, and Wood's Dispatch of 1850 are the landmarks of English education in India. They made policy decisions to introduce formal education through English as a medium of instruction at first in schools run by East India Company and later on in indigenous schools, as well as missionary schools. Sargent Commission 1882, University Education Commission 1948, Mudaliar Commission 1952 and Kothari Commission 1964-66 have favoured the use of English in one form or other. Apart from these the social reformist Raja Ram Mohan Roy, the former President of India, Dr. S. Radhakrishnan, Pandit Jawaharlal Nehru have supported English education.

## THE NEED FOR STUDY OF ENGLISH LANGUAGE IN INDIA:

1. English is a link language.
2. It is a medium of instruction.

3. It is a world language.
4. English is a language of trade and commerce.
5. English is a library language.
6. English is a window to the world.
7. It is a language of science and technology
8. Knowledge of English provides employment opportunities.
9. English is the source of better understanding.
10. English is the language of world culture.

## THE ROLE OF ENGLISH IN SCHOOL CURRICULUM:

The Kothari Commission (1964-66) endorsed the three language formula. According to the commission, regional languages should be taught at the lower primary stage from classes I to IV. At the higher primary stage from classes V to VI, mother tongue or Hindi or English should be taught compulsorily and the third language should be taught on optional basis. In classes VII to X, the students should study three languages.

Thus, we find that English has to be learnt by one and all in the schooling period.

English language has a special place in Indian School Curriculum. Its impact and utility has left an indelible mark in the history of Indian education for the past almost four hundred years. At present English is taught as a second language as well as first language. It is introduced from class I as a second language up to basic degree level. And it is left to the individual student or parent to choose English as a first language. The common curriculum in second language is prepared at the national level. The N.C.E.R.T and other national level organizations are actively involved in the preparation. Generally, the language curriculum in English is prepared based on the following factors:

1. Objectives of teaching English as a second

language viz, comprehension, expression and appreciation.

2. Entry behaviour of the language learners, in terms of mental age, vocabulary, expression etc.

3. The skills to be developed viz, (LSRW)

4. National character, history, political system, moral and human values

5. Flair for English language and love for literature.

6. Oral and written communication skills required to pursue higher education in science and technology and also to carry out day to day communicative functions.

7. Appreciation of art, science, culture, literature and to develop creativity.

### **PROBLEMS OF TEACHING ENGLISH IN INDIA:**

In free India the same status is not given to English as it enjoyed in India before independence. Now we have included English in our curriculum as second language or as a language of practical utility. But there are certain problems which need special efforts and change. The conditions under which English is taught and learnt and the reasons for low standards of English in our schools are as under:

1. Lack of clear cut objectives
2. Lack of qualified Teachers
3. Over Crowded Classes
4. Defective methods of teaching
5. Lack of Audio-visual Aids
6. Defective examination system
7. Lack of Supplementary readers and work-books.
8. Lack of proper supervision.
9. Variation in English syllabus
10. Unsuitable Text-books.
11. Lack of suggestive Connection.

12. Interference of mother-tongue.

### **SUGGESTION FOR IMPROVEMENT OF ENGLISH LANGUAGE IN OUR SCHOOLS:**

1. Arrangement for Teachers' Training
2. Provision of Audio-Visual Aids
3. Provision of Supplementary Readers and work-books
4. Reducing overcrowding of classes
5. Improving Text-books
6. Careful planning of School Curriculum
7. Emphasis on Research work.
8. Orientation programme for Inspection Staff
9. Reforms in Examination system and Evaluation.

### **RECOMMENDATIONS OF NCF 2005**

NCF 2005 gives a fresh impetus to Language Education:

\* A renewed attempt should be made to implement the three language formula.

\* Children's mother tongues, including tribal languages should be considered as the best medium of instruction.

\* Proficiency in multiple languages including English should be encouraged in children.

\* Reading should be emphasized throughout the primary classes.

The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. The primary aim of the formula is to promote multilingualism and national harmony.

### **Second Language - English**

The goals for second language curriculum are two fold: attainment of a basic proficiency such as is acquired in natural

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language learning and the development of language into an instrument for abstract thought and knowledge acquisition through literacy. Improving linguistic skills in one language improves it in others, while reading failure in one's own languages adversely affects second language reading. Other Indian languages need to be valorized to reduce the perceived hegemony of English.

### Language across the curriculum

English in India is a global language in a multilingual country (22 languages recognized by the Constitution, 1652 mother tongues, over 3000 dialects.) multilingual context. (no monolingual state, diglossic situations, language continuity, language preservation, language protectionism, etc.)

Language education is not confined to the language classroom. A science, social science or mathematics class is ipso-facto a language class. Such a policy of languages across the curriculum will foster genuine multilingualism in the school. It is important to view language education as everybody's concern at school and not as a responsibility of the language teacher alone.

Many students who have to switch over to English, having had their earlier education through their mother tongues face barriers of language.. Teachers would be doing them a service by being bilingual to some extent for the first few weeks.

Teachers should make themselves aware of their students' first language or mother tongue so that in times of difficulty they can explain to the students in a simple and comprehensible language, may be mother tongue. Teachers of other subjects such as History, Economics, Physics, Botany, etc. should also have knowledge of the dialect spoken around their area. Students may be corrected in an unobtrusive manner, not authoritatively. A proper atmosphere in the

classroom should be created even for teaching the mother tongue or the first language.

By talking to students outside the classroom on topics other than the text or the school, students will take to the standard language and understand the subtle difference between home language and school/ standard language. Language thus learnt will go a long way in helping the students not only with the language but also with other subjects as well. They will also be able to use the language outside the classroom, in the society with confidence without the teacher, thus fulfilling the basic purpose of language.

Therefore, a language across the curriculum approach is required. This brings down the barriers between English and other subjects, and other Indian languages. All learning, it must be emphasized occurs through language. English does not stand-alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages which has been an abiding national vision.

### QUESTIONS

1. In linguistics 'syntax' means
  - a) Study of principles of sentence construction
  - b) Analysing the meaning of sentences
  - c) The rules of how sentences are transformed
  - d) Study of use of idioms accurately.

(CTET-NOV-2012)

2. When children first start to speak in sentences, their speech may be described as
  - a) Babbling
  - b) Exceptionally soft
  - c) Telegraphic
  - d) Multi-lingual

(CTET-JULY-2013)

3. What is the system of rules that governs how words can be meaningfully arranged to form

  
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phrases and sentences?

- a) Language
- b) Syntax
- c) Morpheme
- d) Phoneme

(CTET-JULY-2013)

4. Noam Chomsky's reference to "deep structures" means a

- a) Hidden set of grammatical rules learnt through intensive study.
- b) Transformational grammar that has led in term to increased interest in comparative linguistics
- c) A trend that English is the most common auxiliary language in the world.
- d) Universal grammar underlying all languages and corresponding to an innate capacity of the human brain

(CTET-JULY-2013)

5. Constructivism is a theory where students

- a) Study a variety of dissimilar samples and draw a well founded conclusion
- b) Form their own understanding and knowledge of the world, through experiencing things and reflecting on those experieces.
- c) Are facilitated by the teacher and use a variety of media to research and create their own theories.
- d) Construct their own learning aids, thereby gaining hands-on experiece

(CTET-JULY-2013)

6. A foreign/ non-mother tongue language teacher often faces the problem of a class of reluctant, unmotivated learners. This can be helped by

- a) Using methods and strategies to motivate and make learning more challenging in the class
- b) Taking the help of an academic counsellor who will address the class
- c) Identifying the students who are unmotivated and taking a special class for them.

d) Encouraging learners to take their own time to complete assignments.

(CTET-FEB-2014)

7. In a diverse classroom, learners find it difficult to speak and write good English and often lapse into their mother-tongue because

- a) They are not motivated to learn
- b) They lack enough competence as the structures of the two languages are different
- c) They do not have the ability to learn English
- d) They are slow learners

(CTET- JAN-2011)

8. \_\_\_\_\_ education is to use the student's native language to teach some academic content while simultaneously providing an additional L2 instruction.

- a) Multilingual
- b) Bilingual
- c) Basic
- d) Humanistic

(CTET-FEB-2014)

9. what is a phoneme?

- a) The smallest unit of speech sound
- b) The smallest unit that has meaning
- c) A symbol representing a sound
- d) A letter that has a fixed meaning

(Kerala TET  
2012)

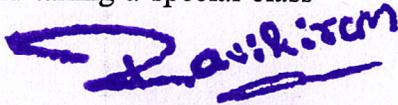
10. 'what do you think about this idea?' The language function here is:

- a) Checking meaning
- b) Asking opinions
- c) Persuading
- d) Seeking permission

(Kerala TET 2012)

11. 'Let's....', 'Why don't we....', 'How about...', 'It might be a good idea to...'. The language function common for all these above utterances is:

- a) Directing
- b) Requesting

  
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- c) Narrating
- d) Suggesting

12. According to research quoted by NCF 2005,

- a) Education in the mother tongue enhances levels of cognitive growth and scholastic achievement.
- b) An English medium education ensures social tolerance and divergent thinking
- c) Bilingual or multilingual proficiency raises the levels of cognitive growth and scholastic achievement
- d) The three language formula ensures a focused growth of India's primary languages of communication.

(CTET NOV 2012)

13. According to NCF 2005, One of the goals for a second-language curriculum is the attainment of \_\_\_\_\_ such as is acquired in natural language learning.

- a) An average competency
- b) A reasonably high proficiency
- c) A basic proficiency
- d) Acceptable competence

(CTET NOV 2012 MUMBAI)

14. The idea of Basic Education is propounded by-

- a) Dr. Zakir Hussain
- b) Dr. Rajendra Prasad
- c) Mahatma Gandhi
- d) Rabindranath Tagore

(KTET-2015)

15. 'National Council of Educational Research and Training' was established in-

- a) 1961
- b) 1962
- c) 1963
- d) 1964

(KTET 2015)

16. The Right of Children to Free and Compulsory Education Act, 2009 has included 'all round development of the child' as one of the aims of

education because

- a) Every child grows rapidly between six to fourteen years
- b) Proper health care is essential
- c) It nurtures the physical, mental and emotional aspects of the child
- d) It ensures that every child is a part of a workforce

(CTET JUNE 2011)

17. India is a multilingual country; English continued as a language of administration, judiciary and medium of instruction in the universities. This aspect implies that \_\_\_\_\_

- a) English is a link language in India.
- b) English is a library language in India.
- c) English is a language of opportunity
- d) English is an international language.

(AP TET JULY 2011)

18. One of the problems of teaching learning English is \_\_\_\_\_

- a) The supplementary reader prescribed
- b) The English reader prescribed
- c) The lack of a conscious effort on the part of the learner.
- d) The work book prescribed.

(AP TET MARCH 2014)

19. Which of the following recommended the 'Three Language Formula'?

- a) National Policy on Education 1968
- b) National Policy on Education 1986
- c) Kothari Commission 1964
- d) Chattopadhyaya Commission 1985.

20) The word 'language' has its origin in the ..... language

- a) French
- b) Greek
- c) Latin
- d) English

21) Lingua means.....

- a) Which is produced with the tongue
- b) Which is produced with the mouth
- c) Which produces thoughts
- d) Which explains.

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- 22) The theory that assumes that speech originated from the sound imitation is.....
- Yo-heave-yo theory
  - Onomatopoeic theory
  - Glossogenetics theory
  - Oral-gesture source theory
- 23) Who said: "Mother tongue is the basic of all work"?.?
- Gleason
  - Ryburn
  - Henry sweet
  - Allen
- 24) The theory that assumes that speech originated from the physical effort is known as
- Bow bow theory
  - Oral- gesture source theory
  - Yo-have -yo theory
  - Glossogenetics
- 25) Oral-gesture source theory assumes that
- Language is developed through gestures
  - Language is developed through gestures and sounds
  - Language is developed through imitation
  - Language is developed through biographical factors
- 26) Who said : "Language is one of the most important & characteristic forms of human behavior"?
- Henry sweet
  - E.sapir
  - Rybeern
  - Gleason
- 27) "Language is a system of arbitrary vocal symbols by means of which a social group Co-Operates"-This is said by.....
- Allen
  - Block & Trager
  - N.chomsky
  - None
- 28) Who said: "Language is a set of sentences, each finite in length and constructed of a finite set of elements" ?
- N.Chomsky
  - Allen
  - B.M.H. strong
  - Sapir
- 29) The meaning of 'Lingua Franca' is.....
- Official language
  - International language
  - Comman language
  - Foreign language
- 30) A regional form of a language is known as.....
- Dialect
  - Register
  - Both the above
  - None og the above
- 31) A variety of language spoken by a certain group of people belonging to one profession is known as.....
- Dialect
  - Register
  - Official language
  - personal language
- 32) Plaintiff, Indian penal code (IPC) evidence, suit are examples for
- Dialect
  - Rigesters
  - Personal language
  - None
- 33) What is another name of 'Onamatopoeic theory'?
- Sing song theory
  - Ding dong theory
  - Bow wow theory
  - Divine gift theory
- 34) Who is the father of modern linguistics ?
- N.chomsky
  - chawer
  - Bloomfield
  - Ferdinand de saussure
- 35) Which of the following combination is found in the structures of english language ?
- Subject-verb-object
  - Object-verb-subject
  - Verb-object-subject
  - Subject-object-verb



52. At the senior stage, a child should acquire a vocabulary of words
- a) 250                      b) 2500  
c) 3000                     d) 5000

- a) i, ii, iii are correct  
b) i, ii, iii and iv are correct  
c) ii, iii, iv & v are correct  
d) all are correct

53. On what principles the teaching of English based
- a) Psychological      b) Linguistic  
c) Pedagogical        d) All

54. Which of the following method completely prohibits the use of mother tongue ?
- a) Direct method  
b) Translation method  
c) Bilingual method  
d) None of these

55. Who said : "English is our major window on the modern world" ?
- a) Lord Macanlay  
b) Dr. Radha Krishna  
c) Pandit J. L. Nehru  
d) Swami Dayanand

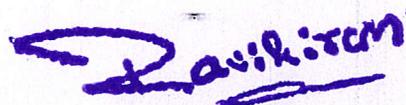
56. 'Morphology' is related to
- a) Words                      b) Sounds  
c) Symbols                    d) Sense

57. Which among the following approaches is used to teach english as a foreign language ?
- a) Structural approach  
b) Psychological approach  
c) Linguistic approach  
d) Pedagogical approach

58. What should be the objectives of teaching English at senior stage ?
- a) Language development  
b) Literary development  
c) Both (a) and (b)  
d) None of these

59. Which among these is/are language skill/s ?
- i) Speaking                  ii) Writing  
iii) Listening                  iv) Reading  
v) Singing                    vi) Understanding

-----			
Answer Key			
No.	Option	Question	Option
-----			
1	a	2	a
3	b	4	d
5	b	6	a
7	b	8	b
9	a	10	b
11	d	12	d
13	c	14	c
15	a	16	c
17	a	18	c
19	c	20	c
21	c	22	b
23	b	24	c
25	b	26	d
27	b	28	a
29	c	30	a
31	b	32	b
33	c	34	d
35	a	36	d
37	d	38	d
39	a	40	d
41	d	42	c
43	d	44	c
45	b	46	d
47	d	48	c
49	d	50	d
51	a	52	b
53	b	54	a
55	c	56	a
57	a	58	c
59	b		

  
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## 2. LANGUAGE ACQUISITION AND LEARNING:

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

### DIFFERENCE BETWEEN ACQUISITION AND LEARNING

ACQUISITION	LEARNING
* Natural	* Artificial
* Personal	* Technical
* Priority to spoken language	* Priority to the written language
* Inductive	* Deductive

(rule-discovery)	(rule-driven)
* Learner centred activity	* pre-set syllabus
* No translation: No L1	* Translation: use of L1
* Activities focus on communication	* Focus on form
* Produces ability	* Produces Knowledge

*Ravikiran*  
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## QUESTIONS

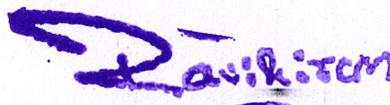
1. Language acquisition
- a) Requires the memorization and use of necessary vocabulary
  - b) Involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
  - c) Refers to the process of learning a native or a second language because of the innate capacity of the human brain
  - d) Is a technique intended to simulate the environment in which children learn their native language.

(CTET-NOV-2012)

2. Which observation supports Noam Chomsky's ideas about language acquisition?
- a) Children's language development follows a similar pattern across cultures
  - b) The stages of language development occur at about the same ages in most children
  - c) Children acquire language quickly and effortlessly
  - d) All of these

(CTET-JULY-2013)

3. Providing students \_\_\_\_\_ can encourage second-language acquisition
- a) Adequate speaking and writing assignments
  - b) The opportunity to voice their opinions and to problem solve in the target
  - c) Frequent feedback on spoken and written outputs
  - d) Informal interviews

  
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(CTET-FEB-2014)

4. Poverty of stimulus with respect to language acquisition among young children implies that they would
- Express themselves ungrammatically
  - Read later
  - Not recognise human language
  - Need more stimulus at home for learning.

(CTET-FEB-2014)

5. Learning a language involves the processes of listening, speaking, reading, and writing. These processes involve
- Linguistic aspect
  - Psychological aspect
  - Either 1 or 2
  - Both 1 and 2

(CTET-FEB-2014)

6. The concept that is defined as an instinctive mental capacity which enables an infant to acquire and produce language is
- Universal grammar
  - Innateness
  - Language acquisition device
  - Transformational generative grammar

7. According to language acquisition theory, when there is a lack of sufficient information in the language input, there is a universal grammar that applies to all
- Colloquial languages
  - Modern languages
  - Classical languages
  - Human languages

- 8) Language acquisition
- is best understood by watching animals communicate
  - Is a theory that is agreed upon by the psychological community
  - Can not happen among the deaf community
  - Is the process by which we learn to communicate in meaningful ways

- 9) Which of the following is NOT an example of language acquisition from a behaviorist perspective ?
- Babies learn language by repeatedly associating the object 'dog' with the word 'dog'
  - Babies learn language by imitating adult patterns of speech
  - Babies are rewarded for attempts at speech when their caregivers smile & applaud their efforts
  - Babies are born with an innate ability to learn language

- 10) Noam chomsky argues that babies acquire language
- By repeated exposure to sounds that have meaning
  - By watching adults interact
  - When caregivers speak softly to infants
  - Because humans are born with the ability to learn language

- 11) You present a child with four pictures, asking him to point to the picture that matches the sentence, "The boy walked the dog". This task measures
- Language production
  - pragmatic perception
  - Speech perception
  - Language comprehension

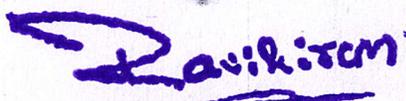
- 12) A critical period during language learning is .....
- The period during which language can be acquired with greater ease than any other time
  - The length of time before a comprehensive assessment takes place in class
  - Best preparatory period for any language project
  - Special time set aside for students to intensively practice language use

  
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- 13) E- Learning refers to
- Acquisition of the mother tongue
  - Learning english as the first language
  - Use of electronic media & information and communication technologicis
  - A language course for forign languages
- 14) One of the reasons for the failure in communication is.....
- Poor attention
  - Weak in memorisation
  - Poor listening
  - Lack of interest
- 15) "Children deserve most of the credit for the language that they acquire" This observation implies that in modern classrooms
- Students pursue their own lines of enquiry
  - Students need not attend L2 classes
  - Students may choose L2 on their own
  - The teacher establishes the task and supports or facilitates learning
- 16) Which of the following resources will help to break down communication carriers and enable children to study and learn in both L1 & L2 ?
- Multilingual
  - Miltimedia
  - More textual
  - Communicative
- 17) Students learning a language often lack confidence when speaking due to the language's unique pronunciation rules. One way to overcome this problem is.....
- Children reading aloud in class
  - using game-like activities which require veral interactions in the classroom
  - Conducting special speech therapy with a counsellor
  - Correcting errors whenever they happen
- (CTET Feb-2014)
- 18) Learning a new language after puberty leads to of a foreign language
- Difficulty in acquisition
  - Normal acquisition
  - Greater acquisition
  - Loss of mastery
- (CTET July-2014)
- 19) Refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication
- Acquisition
  - Learning
  - Theory
  - Hypothesis
- 20) What do we call children who learn more than one language from earliest childhood ?
- Sequential bilinguals
  - Environmental bilinguals
  - Simultaneous bilinguals
  - Aquisitional bilinguals
- 21) Fluency in english can be developed through
- Creating opportunities to use the target language for communication
  - The teacher talking for most of the time
  - The teacher being alert to spot the errors & correct them
  - Allowing the students who are not confident to have the freedom to be quiet
- 22) Effective learning takes place when students are
- Passive
  - Interactive
  - Quiet
  - Good at preparing for examination
- 23) For enabling her students to gain mastery over english the teacher should
- Regularly expose the learners to a variety of language inputs
  - Constantly check the learners for all the errors they make
  - Emphasize learning of grammar
  - stop use of their varnaular

  
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- 24) Enquiry-based learning
- a) Does not place students in thought provoking situations
  - b) Encourages quiet learners
  - c) Does not nurture creative thinking in students
  - d) Allows learners to raise questions
- 25) Several studies have shown that bilingual proficiency raises the level of
- a) Cognitive growth
  - b) Social tolerance
  - c) Diversified thinking
  - d) All the Above
- 26) According to B.F skinner human or creature gives response due to .....
- a) Instruction            b) Reinforcement
  - c) Punishment          d) Knowledge
- 27) Teacher appreciates her student for his correct answer so the student learns fast and effectively. This type of method is considered as
- a) Operant conditioning
  - b) Classical conditioning
  - c) Regular conditioning
  - d) None of these
- 28) When language is learnt naturally & without any systematic practice then it is called as.....
- a) Dearth                b) First language
  - c) Acquisition          d) None of these
- 29) The way through which the art of using skill and practice is given to learn it then it is called
- a) Learning            b) Acquisition
  - c) Erudition            d) Recilation
- 30) "The aim is that the child should learn to do the task both accurately and quickly" the statement fits to which of the following stage ?
- a) Acquisition          b) Maintenance
  - c) Generalization      d) Fluency

  
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### 3. PRINCIPLES OF LANGUAGE TEACHING

#### 1. Principle of naturalness :

The mother tongue is always learnt more easily because there exists a natural environment for learning it. The child encounters with a foreign language in his class for about six periods a week and so it becomes difficult for him to learn it. An effort be made to provide the child with a natural environment for learning this foreign language. For this the following points should be taken into consideration.

- \* talking to the students in English language in the class and ground etc.
- \* encouraging students to converse only in this language.
- \* arranging for group discussion.

#### 2. Principle of habit-formation :

Language learning is a skill like learning cycling, swimming etc. Language is the instrument of all subjects. So it should be automatic i.e. a habit. It should be learnt to the point that little or no effort is made to speak it. The teacher can take the help of various audio-visual aids such as tape-recorder, language lab etc.

#### 3. Principle of imitation :

The child learns his mother-tongue by imitation from his parents, relatives and teachers. Acquiring good speech is the result of imitating good models of speech. Hence the teacher must provide a good model of speech before the students.

#### 4. Principle of Exposure to the Language:

A child learns his mother-tongue more rapidly because he is exposed to it. For teaching foreign language teacher should try to expose students to an environment loaded with the

foreign language. For this the teacher can take the following steps.

- \* distribute pamphlets in foreign language.
- \* form a foreign language speaking club in the school.
- \* Display charts with slogans written in English on walls etc.
- \* show slides in English
- \* the used of mother-tongue in class-room be minimized to give students maximum exposure to English.

#### 5. Principle of selection and gradation (known to unknown):

While teaching English one should proceed from 'simple to complex' and from 'concrete to abstract'. Mastery over a language does not mean knowing all the words in it. A person can be said to have learnt a language when he has learnt its essential vocabulary and basic sentence patterns.

Vocabulary and structures are selected and graded keeping in view the principles of frequency, usefulness, reachability, and difficulty level. Selected words and structures are graded in suitable order for teaching them. Gradation of vocabulary and structures helps in learning the language without much difficulty. A school leaver is ordinarily expected to master 250 structures and 2500 words in English.

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language means what sounds, words, phrases and meanings are to be taught.

Thus we have;



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(i) **Phonetic grouping**, i.e. grouping according to sounds. For example, words having the same sound are placed in one group as, cat, bat, mat, pat, fat, sat; it, bit, fit hit, kit, it, etc.

(ii) **Lexical grouping**, i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around "School".

(iii) **Grammatical grouping**, i.e., grouping according to similar patterns as, my book/his book, (pattern grouping); in the room, in the corner/in the class/in the garden, etc (phrase grouping)

(iv) **Semantic grouping**, i.e. grouping according to meaning. Example: school, college, university; bicycle, rickshaw, car, tonga, train, aeroplane, etc.

(v) **Structure grouping**, i.e. grouping in the structures means how the selected items fit one into the other the sounds into the words, the words into phrases, the phrases into the clauses and sentences and the sentences into the context.

Sequence means what comes after what, Sequence should be there in the arrangement of sounds (phonetic sequence). phrases (grammatical sequence) words (lexical sequence) and length of the structures.

## 6. Principle of providing Controlled Vocabulary:

Vocabulary should be kept under control. Vocabulary should be taught and practised only in the context of real situations. This way, meaning will be clarified and reinforced.

## 7. Principle of aural-oral approach:

Speech is the primary form of language and writing is the secondary form. Language is connected with ear and tongue first and with eye and hand afterwards. During the initial stages, aural-oral approach is stronger than the visual

memory at this stage. Learning to speak a language is always by far the shortest road to read and write it. Hence, much importance should be given to aural-oral work than reading and writing in the initial stages of language learning.

## 8. Principle of accuracy and correctness :

Accuracy means to make use of right to exact words. Thus only those words be used which impart meaning for contexts. It is necessary for this, that:

- \* the selection of words should be right
- \* use of word should be economical
- \* Expression should be impressive.

Correctness also implies the accuracy of pronunciation, intonation, spelling, structure and articulation. Thus the teacher should be both accurate and correct from the very beginning.

## 9. Principle of practice and drill:

Language is a habit forming process. For this purpose sufficient practice and drill must be given while teaching a foreign language like English. Language is a skill subject and not knowledge subject. Hence sufficient practice is needed in language learning.

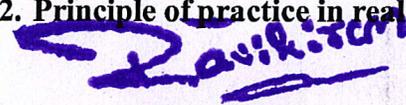
## 10. Principle of concreteness:

The student will proceed from the concrete to the abstract and will therefore be furnished with an abundance of well chosen examples and concrete illustrations.

## 11. Principle of learning by doing:

It places more emphasis on acquiring the skill by doing. For foreign language acquisition written work, pronunciation, reading, spelling, writing, hearing are essential activities. Students be given a good practice of these.

## 12. Principle of practice in real situations.

  
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Language is taught so that the learners are able to make use of it in their day-to-day life situations. Different language items-say vocabulary, structures etc., should be dealt within the context of some appropriate situations so that the learner may find them very near to life.

Teacher should make efforts to relate the subject matter to life, customs, traditions, peculiarities and characteristics of the society to which student belongs. This will make the teaching more meaningful and learning can be transferred to real life situations.

### 13. Principle of Multiple Line of Approach:

The language should be approached simultaneously from many different sides in many different ways by means of many different forms of work. The teacher should adopt many approaches judiciously and rationally selected to reach the goal. Various approaches that may be used as follows;

- \* Social
- \* Functional
- \* Cultural
- \* Behavioural
- \* Phonetic
- \* Situational
- \* Structural.

### SOME PSYCHOLOGICAL PRINCIPLES:

#### 1. Principle of motivation :

Motivation is of great importance in the teaching-learning process. Motivation to learn a language plays a very important role in learning it. A child learns his mother-tongue to get his needs fulfilled. Teaching of English should be closely related to the daily life of the students to make it more interesting. Internal and external motivation should be aroused by the teacher with the help of pictures, objects and actions. Special techniques are required to motivate the students to learn the foreign language.

#### 2. Principle of interest:

To arouse Interest in the student teacher can make use of the following

- \* audio-visual aids-pictures, charts, records, language lab etc.
- \* relating the material to every day life.
- \* undertaking various activities such as speaking, reading, writing etc.

#### 3. Principle of Repetition and Exercise:

Repetition of subject matter leads to its better grasp and understanding. It also helps them to retain it in their minds for a longer time. Practice makes a man perfect. The teacher who makes lot of use of exercises, revision, and recapitulation etc. can teach the students efficiently.

#### 4. Principle of Reinforcement:

Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

#### 5. Principle of Readiness :

Readness is an essential part of the learning. As soon as the teacher enters the class, he should try to judge the readiness of the students whether they are prepared or not. In case they are not ready to study, the teacher should make all out efforts to make them ready and then proceed with the lesson.

#### 6. Principle of variety:

The teacher should try to bring variety in the classroom teaching-in following various methods and in the domain of correction work etc.



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### 7. Principle of fostering creativity:

During teaching the teacher should give emphasis to creativity rather than cramming or reproduction of the material by the students in the classroom situation. Fostering creativity among the students is the best part of teaching.

### 8. Principle of sympathy and co-operation:

During teaching the teacher should have sympathetic and co-operative attitude towards the students. The teacher should create such an environment in the class that no student is afraid of him because of latter's sympathetic and co-operative behaviour.

### 9. Principle of Groups dynamics:

A teacher should try to inculcate among the learner a suitable type of group behaviour. In group the learners are able to develop qualities of co-operation, sacrifice, tolerance etc.

## QUESTIONS

1. The 'Natural order' in the process of learning English suggests that children,
  - a) Are slow at learning to speak when not in school.
  - b) Learn to read and write simultaneously.
  - c) Are able to speak first and then listen
  - d) Acquire some language structures earlier than others.(CTET-FEB-2014)
2. Language learning is better achieved if what students learn
  - a) Is closer in form and sound to their mother-tongue.
  - b) Helps them improve their chances of college admission.
  - c) Is functional in terms of their life values and goals.
  - d) Is in a controlled classroom environment. (CTET-FEB-2014)

3. The items or elements of language which are essential for language learner should be presented based on \_\_\_\_\_
  - a) The principle of gradation
  - b) The principle of proportion
  - c) The principle of interest
  - d) The principle of aural-oral appeal(KTET-2014)

4. Most important work of teacher is
  - a) To organize teaching work
  - b) To deliver lecture in class
  - c) To take care of children
  - d) To evaluate the students(KTET-2015)

5. What is most important for a teacher?
  - a) To maintain discipline in class
  - b) To be punctual in class
  - c) To remove difficulties of students
  - d) To be good orator(KTET 2015)

6. The teacher can remediate for the student with language learning difficulty by
  - a) Focusing on individual progress with individualized instruction
  - b) Providing notes that are summarized and simplified.
  - c) Initially, giving information as reading only, no writing
  - d) Conduct extra classes for the student to 'catch up' with others.(CTET FEB 2015)

7. In the primary classes, it is recommended that children should be taught in their mother tongue because
  - a) It creates a natural environment
  - b) Children develop self-confidence
  - c) It promotes regional languages
  - d) It enables children to comprehend(CTET FEB 2015)

8. The activities/language games such as solving cross-word puzzles, riddles, word building are used by a language teacher to

- a) Develop language functions in the young learners
- b) Enrich reference skill of the teachers.
- c) Develop vocabulary in the young learners
- d) Enrich reading skill or the teachers.

(KTET 2015)

9. We use real objects to teach young learners new words because

- a) It helps learners associate words with objects they see in real life
- b) It helps in teaching the correct spelling of words
- c) We can teach vocabulary only through objects
- d) Young learners are not capable of abstract thinking.

10. A teacher engages her learners in a fun activity before beginning a new lesson. The purpose of this activity is to

- a) Motivate and energise the learners
- b) Discipline the learners before the lesson
- c) Divert the attention of the learners
- d) Reduce the work load of the teachers

(CTET MAY 2012)

11. An effective language teacher \_\_\_\_\_

- a) Will use the text/book as well as other material as resources for teaching.
- b) Will prepare question papers using only the questions given in the text-book.
- c) Will rely entirely on the prescribed text-book.
- d) Will make children learn all the answers to the questions given in the text-book.

(CTET JULY 2013)

12. A teacher can cater to the learning styles of all the children by

- a) Teaching every lesson thoroughly and revising the lessons
- b) Testing the children frequently
- c) Advising the children to join drawing/dance/music classes
- d) Employing a variety of teaching

methods and modes of assessment which cater to diversity among learners  
(CTET JUNE 2011)

13. When young learners seem to lose interest in a lesson, the teacher should

- a) Allow them to go out and play
- b) Ask them to sleep for a while
- c) Tell a story or conduct an interesting activity
- d) Ask them to sit quietly for some time.

(CTET JUNE 2011)

14. Teachers should not give corporal punishment to learners because

- a) It is risky
- b) It creates stress and fear in learners
- c) It is only an emotional release for the teachers.
- d) It makes parents very angry

15. All-round development of a child implies

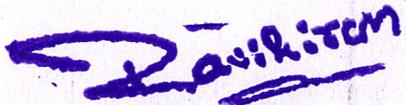
- a) Harmonious development of physical, emotional and mental faculties.
- b) Specialized training to make the learner a 'Jack of all Trades'
- c) Following the natural stages of child development
- d) Providing vocational education for the learner to function in any working environment.

16) The main purpose of teaching is

- a) Development of thinking power
- b) Development of reasoning power
- c) Both (A) and (B)
- d) Giving information only

17) A good teacher is one who is capable of

- a) Finishing the course in time
- b) Inducing the students to learn
- c) Giving a good result
- d) Helping students in preparing good notes.

  
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- 18) Effective teacher is one :
- Who has control over the class
  - Who can deliver more information in limited period
  - who inspires students to learn
  - Amends carefully the assignments
- 19) A teacher will become an effective communicator if
- He uses instructional aids
  - He helps students get meaning out of what he teaches
  - He asks questions between teachings
  - He helps students to get correct answer to the questions on the topic
- 20) Basic education or the new education is also known as
- Essential education
  - New Education policy
  - Wardha Education plan
  - Drive for education for all
- 21) Expand NCF 2005
- National curriculum framework 2005
  - National common framework 2005
  - National class framework 2005
  - None of these
- 22) Teacher as per NCF 2005 is a
- Boss
  - Leader
  - Facilitator
  - All the above
- 23) To create interest in learning
- Learners should not be labelled as slow average or high achievers.
  - Learners should be told stories
  - Involve the students in activities
  - make them teach each other
- 24) As a facilitator of learning the teacher should
- aim at finishing the syllabus in time
  - Load the learners with extra information about the theme of the text
  - explain each lesson in detail
  - Provide enough opportunities to expose the learners to hear and use the language
- 25) According to NCF-2005 'across the curriculum approach' for teaching english means
- Using English as a medium of instruction for all the subjects
  - Breaking down barriers between English and other subjects
  - Having separate curriculum for English which goes beyond the other subjects.
  - Treating english as one of the subjects in the curriculum
- 26) Which among the following is a feature of a child centered language classroom ?
- Teacher gives instructions and expects children obey and be disciplined
  - children interact in the target language through tasks that require multiple intilligence
  - Children work individually to prepare projects
  - Teacher plans assessment everyday.
- 27) Knowledge of more than one language
- becomes burden to the teacher
  - configures the learners while learning
  - Is helpful in teaching and learning a new language
  - becomes interference in learning

(CTET-

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