



Biyani's Think Tank

Concept Based Notes

Pedagogy of English Teaching

[B.Ed. - I & II Year]

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Preface

I am glad to present this book, especially designed to serve the need soft he students. The book has been written keeping in mind the general weakness in understanding the fundamental concepts of the topics. The book is self- explanatory and adopts the “Teach Yourself” style. It is based on question- answer pattern. The language of book is quite easy and understandable based on scientific approach.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the readers for which the author shall be obliged.

I acknowledge special thanks to Dr. Rajeev Biyani, Chairman & Dr. Sanjay Biyani, Director (Acad.) Biyani Group of Colleges, who are the backbones and main concept provider and also have been constant source of motivation throughout this Endeavour. They played an active role in coordinating the various stages of this Endeavour and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

Author

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Syllabus

PAPER:-VII A/B

PEDAGOGY OF ENGLISH

Objectives:

The student-teachers will be able to-

1. Develop an understanding of the principles of English language teaching
2. Acquire knowledge of the objectives of teaching English as a second
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English a second language
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language
9. Develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT - I - FOUNDATION OF ENGLISH LANGUAGE TEACHING

- Concept of language, language acquisition, language-learning.
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill based LSRW (b) Competency based- linguistic competence and communicative competence.

UNIT – II - TEACHING OF ENGLISH LANGUAGE SKILLS

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs Dipinhangs, Consonants, pause, Juncture, Stress, Accent, Best, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening, Role of teaching aids in tracking listening skills (vi) Difference between hearing and listening
- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary, The phonetic elements involved in speaking at the receptive level, Technique of teaching tea speaking skills and pronunciation practice and drills Bar Training, Repetition, Dialogues and conversation
- Reading skills Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Siimning, Scanning, Silent reading. Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listering and speaking skills, Role of text book
- Writing Skills: Concept of writing in first language and the second language, Types of composition oral, written, controlled, guided, contextualized and integrated composition Teaching the following items bumping la view t style, ingredients and mechanics, Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note moking. Correction of Written Work.

UNIT - III - METHODOLOHY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, methods and techniques, Whole language approach, Structural-Sinustional approach, Communicative approach, Task based approach, Eclectic appenach, Direct method, Bilingual Method, Audio- lingual method CALL. (computer assisted language learning) and CALT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique, Study the above approaches & methods in the light of Psychological factors affecting second language learning Nature of English language - Classroom environment and conditions -Language functions , Planning of English language teaching, Annual plan, unit plan and daily lesson plan Prose lessons Content analysis, Poetry lessons - Components of poetry The place of poetry teaching in school curriculum. Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage -sentence (Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag, Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations. -

UNIT-IV-RESOURCES IN ENGLISH LANGUAGE TEACHING

- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines, brochures, blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development, Qualities, Responsibilities and Professional ethics of language teacher

UNIT – V - ASSESSMENT AND EVALUATION IN ENGLISH

- Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills, Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

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Unit 1

Foundation of English language Teaching

Short answer type questions:-

Q1. What do you mean by language?

Ans. Language is a system of arbitrary vocal symbols by means of which human being interact and communicate his feeling and thoughts.

According to O Jespersen" language is a set of human habits, the purpose of which is it gives expression to thoughts and feelings.

Q2. What are the aspects to study of language?

Ans. The study of language has these aspects:-

- **The semantic aspect:-** it means the understanding of the meaning or to understand , and meaning of words and their relationship as used in a sentence it deals with comprehension.
- **The phonetic aspect:-** it deals with the spelling and pronunciation of words
- **The graphic aspect:-** it is the writing aspect and deals with the written form of a language.
- **The phonetic cum graphic aspect:-** it deals with reading aspect.

Q3. Write the general aims of teaching English language.

Ans. Following are the general aims of teaching English.

- To enable students to hear and and understand spoken English.
- to help the pupils to acquire proficiency in speaking English language.
- To enable them to understand what they are reading in English.
- To enable them to write correctly.

Q4. Write the objectives of teaching English.

Ans. The objectives of teaching English are as follows:-

- Understanding the language when spoken or writing.
- Understanding the expressions thoughts feelings and ideas of speech as well as in writing.
- To, recognize the sounds.

- To enable the learners to write English language correctly
- To enable the pupils to speak English correctly
- Ability to distinguish between different sound units.
- To enable them to read effectively, properly and intelligently.

Q5. "Mother tongue is our first language "explain it.

Ans. Roberts Pauls say, " when will learn first language, we face the universe directly E and learn to cloth it with speech; when will learn a second language, we tend to filter the universe through the language already known." So we can use mother tongue in teaching foreign language. All do some linguists stress its negative role but it has been found facilitating the acquisition of foreign languages, as pointed out by P. Gurrey, "the teaching of the mother tongue and teaching of a foreign language can support and assist each other. "

Q6. "Mother tongue is our first language "explain it.

Ans. Roberts Pauls say, " when will learn first language

Long answer type questions:-

Q1. Write the characteristics of language.

Ans. The language related to vocal symbols or vocal sound is called oral. the first aspect of language is the language of ears and tongue. The second aspect of language is called written aspect. This aspect is related to script. This type of language is called the language of eyes. Actually aspect of language is called language in real sense. Language was originated with the origination of the human race where as script was originated about 6,000 years ago.

Language has its own characteristics. The following are the characteristics of language and basic linguistic principles:-

1. Language is a very important means of communication.
2. Language is a, symbolic system which Express our experiences with the experiences of other people. The experience is become widened and enlarged and embrace all the Impressions of human beings.
3. Language is a system which can be studied by using scientific methods of modern linguistics in which phonology, morphology, wordology, semantics, script and syntax are described
4. Language is dynamic.

5. Language is Unique system.
6. Language is a carrier of Civilization and culture.
7. Language is a form of social behaviour.
8. Language is arbitrary.
9. Language is an earned property or ability.
10. Language is made up of habits.
11. Language is as important as the air we breathe.
12. Language is the most valuable passion of man.
13. Language goes from synthesis to analysis.
14. Language is not complete in its form. it is always changing.
15. Language is conventional and traditional and a result of evolution.
16. Language is a system of sounds which are based upon a certain degree of pitch, stress and intonation.
17. Language is related to culture.
18. Language is affected by two factors physical and mental factors.
19. Language has the character of universality. Every language is unique.
20. No two languages are identical. Language grow in different cultural backgrounds.

Q2. What is the importance of language?

Ans. It is one single vital factor that sustained and made human Civilization possible. Whereas, language in its abstract form related to our common Faculty of speech, in its wider connotation language therefore is a system of arbitrary vocal symbol commonly shared by a group or a community.

Language has following importance:-

1. **Language is the basis of all development:-** language has played a predominant role in the development of all walks of life. Scientific, technological commercial and all other development are based upon language. The knowledge in the different fields is communicated through language from one person to another and from one country to another country.
2. **Language is the medium of education:-** Education of different subjects in school and college is being imported through the language. it is also the medium of instruction of teaching and learning process.

3. **Language unites the people of the world:-** language make make the world United and a small family. its area and range is vast and large. language is the acid of every human being. one cannot live in isolation without language. it helps the individual to mold his character and make easy for him to carry on his social activities and assignment. language is the media of bringing people into close cooperation and Unity.
4. **Languages is very important from the point of view educational psychology:-** Expressions are mostly based upon emotions of men are the speaker. When There comes a some emotions in a poet or a writer poetry and prose comes naturally to him. when a person represents an action of emotions dramatics peach springs out. due to the expressions, the emotions of a person is channelized for the positive direction.
5. **Freedom is closely related to the freedom of language:-** language is the untiring force for overthrowing imperialism, slavery and oppressions. The rise of India Bangladesh and other countries on the origin of new nation hold is a proof for the Paramount significance of language.
6. **Language is the means of expression:-** We Express our feelings and thoughts through language. it is the means of expressing emotions and mental concepts of human beings. language is the medium of to exchange experiences and reactions of the people.
7. **There is aesthetic aspects of language:-** the function of language is to establish and realize a unity between the speaker and the listener. When a listener realises the feelings and thoughts of the speaker, this is state of aesthetic sense and generalization of feelings and thoughts of speaker or writer takes place. that is why authors, poets and dramatist keep our life and language going dynamically. Of course the aesthetic language is not the language of common people. it is something above them. Hence , aesthetic language is the language of intelligent people.

Language is learnt in the sense that it is not given by God. It is purely human activity. Its base is community and Society. Therefore, a person can learn as many languages as he has the ability and capacity to learn.

Q3. Explain the nature and significance of language.

Ans. A language is audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs. Language has its own nature and significance by the following points we can understand its nature and significance:-

1. **Sounds and signals:-** sound produced by human beings differ from the 'signal-like' sound, and actions of the animals. It is only the vocally articulated word system that it constitutes the spare of a language realized in the medium of speech. Articulation is the key operative word realized in a language.
2. **Language and Society:-** language is one of the most important and characteristic forms of human behavior. The language has to keep in step with its social calling. It must, help man to express himself in a variety of new and different kinds of situations. It is the society, that in its turn, bestows meaning, to words and idioms by Conventionalizing them to mean what they mean today to a group or a source community, in a variety of complex contexts.
3. **Language is speech:-** language is a speech and is distinct from the signs, gestures and sounds produced by animals or pets to convey a particular feeling or emotion. It is distinct from the sign language even amongst the humans at any point of social and biological evolution.
4. **Operation of language:-** As language has relevance only in social context, it is necessary for its operation, that a social necessity or scenario exists. There should be a corresponding situation for the language to operate upon. It is a conventional arrangement between the speaker and the listener.
5. **Living language:-** In the process of change and growth, language acquires new shape new approach, new significance and new application.

Q4. Explain Formal, Informal, written and spoken English language.

Ans. English, like any language, can be used in different ways depending on the situation, audience, and purpose. The four major forms are **formal**, **informal**, **written**, and **spoken** English. Each has distinct features.

Formal English

Formal English is used in professional, academic, and official settings. It follows strict grammar rules, uses full sentences, and avoids contractions or slang. Vocabulary tends to be more complex and precise. For example:

- Formal: "I would like to inform you that the meeting has been rescheduled."

It is commonly used in job applications, academic writing, official emails, speeches, and reports.

Informal English

Informal English is casual and more relaxed. It's used with friends, family, or in everyday conversations. It often includes contractions, idioms, phrasal verbs, and slang. For example:

- Informal: "Hey, just letting you know the meeting's moved."
Though informal, it still needs to be clear and appropriate for the context.

Written English

Written English is used in texts such as books, articles, emails, letters, and social media. It often requires planning and structure, especially in formal contexts. Grammar and punctuation are important. There are two types:

- **Formal written** (e.g., research papers, reports)
- **Informal written** (e.g., text messages, personal blogs)

Written English is usually more organized and polished because writers have time to think and revise.

Spoken English

Spoken English is used in conversations, presentations, and speeches. It can be both formal and informal depending on the situation. Spoken language is often more spontaneous and includes pauses, fillers (like "um" or "you know"), and body language. Examples:

- Formal spoken: "Good morning, everyone. Today I will discuss..."
- Informal spoken: "Hey! What's up?"

Conclusion

Understanding the differences between these forms helps in using the appropriate style for different contexts. Formal language suits professional or academic situations, while informal is best for casual settings. Likewise, written English demands clarity and structure, while spoken English allows for more natural flow and expression.

Q 5. Explain writing skill and suggest mechanism to improve writing skill in detail.

Ans. Writing skill refers to the ability to **express thoughts, ideas, and information clearly and effectively in written form**. It involves the correct use of grammar, vocabulary, punctuation, sentence structure, and organization. Writing is one of the four essential language skills—listening, speaking, reading, and writing—and is considered a productive skill as it requires generating language rather than receiving it.

Effective writing requires not only knowledge of language but also the ability to plan, organize, and revise content to suit different audiences and purposes, such as storytelling, describing, informing, persuading, or arguing.

Mechanisms to Improve Writing Skill

1. Regular Practice

Writing regularly helps in developing fluency and confidence. Keeping a journal, blogging, or writing short essays and letters daily strengthens writing habits.

2. Reading Extensively

Reading books, articles, newspapers, and essays exposes learners to good writing styles, vocabulary, and sentence structures. It helps in developing a natural sense of how language works in context.

3. Expanding Vocabulary

Learning new words and using them appropriately in sentences improves expression and clarity. Keeping a personal vocabulary diary and using new words in writing tasks can be very effective.

4. Understanding Grammar and Sentence Structure

Strong grammar knowledge is the backbone of good writing. Regular grammar exercises, error correction activities, and studying sentence patterns help build accuracy.

5. Planning and Organizing Ideas

Before writing, learners should brainstorm, make outlines, and structure their ideas logically. This helps in writing coherent and focused paragraphs.

6. Writing for Different Purposes

Practice should include different writing forms—essays, stories, reports, letters, and emails—to develop versatility.

7. Peer Review and Feedback

Getting feedback from teachers or peers helps identify areas of improvement. Constructive criticism enables learners to correct mistakes and improve.

8. Using Writing Prompts and Activities

Creative writing prompts, picture-based stories, or guided writing tasks encourage imagination and structure in writing.

Writing is a vital communication skill that can be developed with consistent effort and the right strategies. A combination of reading, practice, feedback, and structured learning helps learners become confident and effective writers.

Unit -2

Teaching of English language Skills

Short answer type questions:-

Q1. What do you mean by listening skill?

Ans. Listening in English is attending to and interpreting aural English. Listening is necessary to develop the speaking skill. The student listens to oral speak in English, then separates into segments the stretch of utterances he hears, groups them into words, phrases and sentences and finally he understands the message these carry.

Q2. What are the aims of teaching reading?

Ans. The main aims of teaching reading are:-

- Acquire a proficiency in reading to read with fluency and accuracy.
- Enable a person to live with correct pronunciation.
- Develop proper attitude for reading among the students.
- Enable the individual to develop the power of comprehension.
- Enable the students to find pleasure and enjoyment in reading.
- Develop the habit of reading among the pupil.
- Develop in students the good and effective use of dictionary.

Q3. Write a short note about report writing.

Ans. A report is a formal communication written for a specific purpose. It is an organized, factual and objective information accumulated for a person who requires it to solve some problems how to take a decision. It includes a description of procedures followed for collection and examination of data, their significance, the conclusions drawn from them and recommendations if required.

Q4. What is notice writing?

Ans. A notice is a very important form of written communication widely used by individuals and organizations to announce functions and events; to issue public instructions to make appeals and to extend invitations. Most notices, are meant to be pinned up or pasted on special boards meant for the purpose. Writing an

effective notice is an art which you can master with practice. a notice should give complete information and must be returned in a clear and lucid style using easy-to-understand language.

Q5. What do you mean by stress?

Ans. Push or emphasis in a speech is stress stress plays a significant role in making speech intelligible. stress is the degree of force with which the syllable is uttered.

Q6. What do you mean by Dipthongs?

Ans. A diphthong is a complex vowel sound formed by combining two vowel sounds in one syllable, where the tongue moves from one position to another, like in "coin" or "loud."

Q7. What do you mean by Intonation?

Ans. Intonation refers to the rise and fall of voice pitch while speaking. It conveys emotions, attitudes, and meaning, helping to distinguish questions, statements, commands, and expressions in speech.

Long answer type questions:-

Q1. Explain listening skill and differentiate between listening and hearing.

Ans. Listening is the first of the four main language skills.

Listening is receiving language through the years listening involves identifying the sounds of speech and processing them into words and sentences when we listen, we use our ears to receive individual sounds. We use our brain to that means something to us. Listening in any language requires focus and attention.

Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you to learn pronunciation of words properly. How to use intonation and where to place stress in words and sentences.

Difference between listening and hearing:-

Listening :- Listening means paying attention not only to the story but it is told the use of language and voice. It is the ability to accurately receive and interpret message in the communication process language is the key to all effective communication.

Hearing:- Hearing refers to the sounds that enter your ears. It is a physical process that provided you, do not have any hearing problem. it happens automatically. Hearing is also a natural and passive process.

Q2. What do you understand by reading skill? Explain its types.

Ans. Reading is a receptive skill. Reading skills lead a person to interact and gain meaning from written language reading comprehension is the ability to read text, process it, and understand its meaning. it has these following types:-

1. **Skimming:-** skimming is used to kick quickly gather the most important information for gist. Examples of skimming:- the newspaper reading.
2. **Scanning:-** scanning is used to find out the relative peace of information the students intends to get. It is a very quick form of reading text books or other materials. Hair students read text just to find out the information. Example:- Research and review.
3. **Extensive reading:-** reading in order to gain a General overview of the content. extensive reading is also known by the name of rapid reading or independent silent reading. It gives practice in reading for information only and concentrate upon subject matter.
4. **Intensive reading:-** Careful or in depth reading of section of a text. This reading is done for details and extract specific info on particular topics.
5. **Loud reading:-** reading of a text with correct pronunciation, articulation, intonation, stress and Rhythm and with proper expression.
6. **Silent reading:-** silent reading is a kind of mental whispering to oneself. In this reading the pupil read without making sounds and moving lips so that they may not disturb other. It enables the students to read with speed and fluency.

Q3. Suggest some methods to teach English reading.

Ans. The following methods may be adopted for the sake of teaching English reading:-

- **Alphabetic method:-** alphabetic method otherwise known as ABC method and spelling method. It is an oldest method of teaching reading to the learners. This method is used to teach reading. At the beginning stage individual letters are taught to the learners and later combination of letters.
- **Syllabic method:-** in this method syllables of English are used to start teaching reading. Hear the unit of teaching reading is syllable but not the

letters for alphabet. In this method syllables are used directly with a combination of syllables to produce word and sentences.

- **Word method:-** what method is also known as 'look and say' method and 'Global method'. In this method the basic unit of teaching reading is word. By this method reading is taught through presenting the words with the help of audio visual aids.
- **Phrase method:-** phrase method is a Midway between word method and sentence method. This method assumes that phrases are more interesting than words, phrases convey meaning, phrases are easy to recognize and they are suitable unit of teaching.
- **Sentence method:-** in sentence method the unit of teaching reading is a sentence.
- **Story method:-** the story method overcomes the limitations of sentence method. In it the unit of teaching is a story of four or five sentences. This method is said to be a compact method consisting of both the sentence method and word method.
- **Phonic method:-** this method is based on phonology and is often used with alphabetic method. This method assume that sounds of letters produce words but not the letters and learning the students are combined into syllables, words and sentences.

Q4. What is speech defect? How to improve defective pronunciation in detail.

Ans. A **speech defect** refers to a **disorder or abnormality in the ability to speak clearly and correctly**. It affects the production, fluency, or quality of speech and may interfere with communication. Common types of speech defects include:

- **Articulation disorders** – difficulty in pronouncing certain sounds (e.g., saying “wabbit” instead of “rabbit”).
- **Fluency disorders** – such as **stammering** or **stuttering**, which affect the smooth flow of speech.
- **Voice disorders** – problems with pitch, volume, or quality of voice.
- **Resonance disorders** – issues with sound coming through the nose or mouth improperly.

Speech defects may arise from physical causes (like cleft palate), neurological conditions, hearing loss, or psychological factors.

How to Improve Defective Pronunciation

Improving defective pronunciation involves consistent practice, proper guidance, and the use of specific strategies. Here are some effective methods:

1. Speech Therapy

- Working with a **speech-language pathologist** is often the most effective way to address serious speech defects.
- Therapists assess individual needs and provide exercises to correct articulation, fluency, or resonance issues.

2. Phonetic Drills

- Teaching the correct **articulation of individual sounds** using **phonetic symbols** and diagrams of mouth/tongue position can help.
- Practice minimal pairs (e.g., “ship” vs. “sheep”) to differentiate similar sounds.

3. Listening and Imitation

- Listening to native speakers through audio recordings, songs, or videos helps learners develop **correct sound models**.
- Students should **imitate sounds, words, and intonation patterns** as closely as possible.

4. Mirror Practice

- Practicing speech in front of a mirror helps students observe **mouth movements** and **correct positioning of lips and tongue**.

5. Use of Tongue Twisters

- Tongue twisters provide fun and challenging ways to improve articulation and fluency (e.g., “She sells seashells...”).
- They help improve clarity, control, and speech muscles.

6. Breathing and Relaxation Techniques

- Speech fluency often improves when breathing is controlled.
- Deep breathing and relaxation reduce anxiety, especially in cases of stammering or nervousness.

7. Slow and Clear Speech

- Encouraging students to **speak slowly and clearly** gives them time to form sounds accurately and confidently.

Speech defects can affect a person’s confidence and communication, but with proper techniques and support, pronunciation and fluency can be significantly

improved. Patience, consistent practice, and professional guidance are key to overcoming defective speech.

Q5. What is composition? Explain the various types of composition.

Ans. **Composition** refers to the act of **creating and organizing written content** to express ideas, thoughts, feelings, or information in a structured and coherent manner. It is a crucial skill in language learning as it enhances the ability to communicate effectively in written form. Composition involves not just correct grammar and vocabulary but also clarity, logical flow, creativity, and purpose.

In educational contexts, composition is often used to assess a student's ability to write in various formats, catering to different audiences and objectives.

Types of Composition

Composition can be broadly classified into two main categories: **oral composition** and **written composition**. However, in most academic settings, the focus is on **written composition**, which includes several types:

1. Descriptive Composition

This type aims to **describe a person, place, object, or event** in vivid detail to help the reader form a clear picture in their mind.

- **Example:** Describing a sunset at the beach or your favorite teacher.
- **Key Features:** Use of adjectives, sensory details, and imagery.

2. Narrative Composition

Narrative writing tells a **story or recounts an event**. It includes characters, a plot, setting, and usually a climax and resolution.

- **Example:** A day you got lost, a school picnic, or an imaginary adventure.
- **Key Features:** Chronological order, dialogue, conflict, and personal tone.

3. Expository Composition

Expository writing aims to **explain, inform, or clarify** a topic. It presents facts and logical explanations without personal opinions.

- **Example:** How photosynthesis works, or the causes of pollution.
- **Key Features:** Clear organization, definitions, examples, and logical flow.

4. Argumentative or Persuasive Composition

This type tries to **convince the reader** of a particular point of view or argument using logic, reasoning, and evidence.

- **Example:** Should mobile phones be allowed in schools?
- **Key Features:** Strong thesis, supporting arguments, counter-arguments, and persuasive tone.

5. Reflective Composition

This involves **personal reflection on experiences, ideas, or feelings**. It shows the writer's thoughts and insights about an issue or event.

- **Example:** What I learned from failure, or the importance of honesty.
- **Key Features:** First-person tone, emotional insight, and introspective content.

Composition is a powerful tool for expression and communication. By practicing various types of composition, learners can develop the ability to write with purpose, clarity, and creativity, catering to different contexts and audiences.

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Unit-3

Methodology And Planning Of English Language Teaching

Short answer type questions:-

Q1. Write the general aims of teaching prose?

Ans. The general aims of teaching process can be enumerated as follows:-

- To prepare students for silent reading.
- To enable the students to read for pleasure.
- To add to the active and passive vocabulary of the students.
- To enable the students to express the related ideas after reading a prose passage.
- To develop imaginative faculties of the students.
- To develop the comprehension ability of students.
- To enable the students to read English textbooks loudly with correct pronunciation.

Q2. What is poetry?

Ans. Poetry is the first major literacy genre. Poetry is a form of text that follows a meter and rhythm with each lines and syllables. it is divided into different genres like Epic poem, narrative, romantic poem, dramatic poem and lyric poem. Poetry has been distinguished from prose by its being set in verse.

Q3. Explain rhythm.

Ans. Rhythm means to read with stress at regular intervals. It produces the metrical effect like verse, prose, music or motion. In rhythm Attic reading the stressed and unstressed syllables are at a regular interval and they are read with regular speed. There is a clear tendency in English to organize utterance around syllables according to a regular rhythm. This does not mean that the speaking of English should be a sort of precise mental metronome. but there is a clear tendency of a kind of rhythmical pattern.

Q4. Write the general aims of story teaching.

Ans. General aims of story teaching are as follows

- To enable the students to make proper use of their leisure time.

- To improve passive vocabulary of students.
- To provide a suitable channel for the use of surplus energies of the youths.
- To give character training.
- To develop interest for story reading.
- To enable the students to read for enjoyment
- To enable them to compose short interesting stories.
- To make the students familiar with different style of writing stories.
- To developed the students power of imagination.

Q5. What do you mean by teaching of composition.

Ans. Teaching of composition refers to instructing students in the skills of writing clearly, coherently, and effectively. It involves guiding them through planning, organizing, drafting, revising, and editing written texts for various purposes, such as narrative, descriptive, or argumentative writing.

Q6. Explain the methods of teaching grammar.

Ans. There are two methods of teaching grammar, they are:-

- **Inductive method**
- **deductive method**

Inductive method:- in this method, the student are given examples and they induce rules. For example, the teacher tells some sentences in present indefinite tense. After it, the students also frame similar sentences. Then they are in a position to induce rules about the construction of such sentences. For example, from the sentences given below:-

1. I play cricket.
2. We get up early.

Deductive method:- In this method, the teacher test the rules of grammar to the students, who apply those two different exercise while learning sentences. For instance, the rule maybe:

Use 'is' with singulars and 'are' with plurals.

Q7. What is annual lesson plan?

Ans. An **Annual lesson plan** is a year-long teaching guide that outlines the curriculum, learning objectives, teaching methods, and assessments for each

subject. It helps teachers organize content month-wise, manage time effectively, ensure systematic coverage of the syllabus, and monitor student progress throughout the academic session.

Long answer type questions:-

Q1. Describe the bilingual method English language teaching.

Ans. Bilingual method is recently devised by professor *CG dodson of Wales*. In this method importance is given to mother tongue and only mother tongue equivalents are taught without duplicating the situations. The child Learns mother tongue with his own experience and in real situations. Reconnect the meaning off the words with his own experience.

The child while learning his mother tongue tries to understand the situations and forms the concept in his mind. Professor CJ Dodson believe that it is a waste of time to recreate the situation why teaching the child any foreign language. He remarks that the teaching learning process is facilitated if only mother tongue equivalents are given to the students.

This method is a Midway between the old methods the translation Cum grammar method and the direct method. It differs from the translation method on the two aspects first mother tongue is used only by the teachers while explaining the meaning of the difficult words, phrases, idioms etc. But on the other hand in the translation method teacher as well as students use the mother tongue in explaining the meaning, phrases, idioms or sentence etc. second in the bilingual method the students are given a lot of practice in the drill of sentence pattern but in the translation Cum grammar method students are not given any practice in drill of sentence pattern.

Q2 . Describe direct method of teaching English.

Ans. This method is also called the 'Natural method' because it enables the students to learn English in a natural way. It was a result of reaction against grammar translation method that a movement had started in Europe at the beginning of the 12th century that resulted in in bringing reforms in the methodology of teaching English. It emphasized direct contact with the foreign language without any interference of the mother tongue or the native language of the learner. The central idea of the direct method is the association of words and sentences with their meaning through demonstration, dramatization, pointing etc. It is based on the principle that a foreign language should be learnt as the child Learns his own mother tongue in a natural way.

Characteristics of direct method:-

1. This method establishes a direct bond between the word and its meaning and between thought and expression.
2. It make sentence a unit of teaching and expression.
3. Stress is laid on Oral speech and conversation.
4. It eliminates translation.
5. It eliminates the use of mother tongue in teaching foreign language.
6. This method and courageous and extensive use of audio visual AIDS to explain the meaning of different words wherever necessary.
7. It does not approve the teaching of formal grammar.

Merits of direct method:-

1. Its main purpose is the association of words and sentences with their meaning through demonstration and other activities.
2. It helps to promote fluency of speech.
3. In this method the students work as active listener.
4. This method follows the psychological principle of proceeding from whole to parts.
5. This method is very useful in teaching correct pronunciation of words and syllables.
6. This method promotes fluency in reading.
7. By regular use and practice passive vocabulary of students comes a part of their active vocabulary.
8. This method increases the students capacity to hear accurately, understand swiftly, to recall immediately and to speak promptly.
9. It creates self confidence among the students.

Demerits of direct method:-

1. It is not a complete method as it Less emphasize on speech training.
2. Other aspects like reading and writing do not received much attention.
3. Only smart and active teachers and smart and active pupils can teach and learn respectively through this method.
4. It is not suitable for all students
5. It demands individual attention.

6. it is not suitable in overcrowded classrooms.
7. All items, idioms, phrases cannot be taught through this method.
8. Only a limited number of words can be directly associated with their meanings.
9. Much time is consumed in creating real life situations
10. This method is expensive because a lot of audio visual materials are needed in this method.

Q3. Describe socio-psychological factors affecting second language learning.

Ans. Social psychological factors affecting second language learning are following:-

1. **Motivation**:- Motivation is a term which comes in discussion of second rather than first language learning. To learn first language we need not to motivate the child. He is internally motivated and he acquires first language. But to learn second language students are given systematic practice, it means he is motivated to learn second language. Without motivation he cannot learn second language.
2. **Reinforcement**:- Reinforcement is a very necessary part of teaching learning process; through it, instructors encourage correct modes of behavior and performance.
3. **Attention**:- Attention plays an important role in teaching learning process. Attention is a mental process of students which decides the role of students' involvement in teaching learning process.
4. **Memory**:- Human brain is a storehouse of memory. Humans perform several tasks whose remembrance is stored in the memory system. There are stages in the process of memorization: they are registering, retaining, recalling, and recognizing. A teacher should try to make teaching so simple and lucid for better retention.
5. **Habit formation**:- learning a language means forming a habit of using language. Acquiring a new habit is the result of learning. Learning a second language means forming the habit of using English. The learners have to form the habit of behaving in the manner of English.
6. **Interest**:- "the interest is the best teacher", as the saying goes. Once you have keen interest in a certain subject, you will take the initiative to preview carefully the textbooks, find serious reference books related to the subjects, discuss positively with the teachers or other students, and review industriously most of the materials after class.

7. **Retention**:- Retention by the participants is directly affected by their amount of practice during the learning. Interrupters should emphasize retention and application.
8. **Transference**:- Transfer of learning is the result of training. It is the ability to use the information taught in the course but in a new setting.
9. **Attitude**:- The word attitude shows the outlook of the students or teachers towards any thing. Teacher may develop positive attitude by using audio visual aid in proper way and by his good treatment in classroom teaching.
10. **Understanding**:- Understanding is integral part of teaching learning process. Understanding makes students to use knowledge in his behavioural life. What the teacher teaches in classroom is very necessary for students to understand in proper way so that he could use it in his personal life. So understanding play important role in teaching learning process.

Q4. Describe Structural Approach of teaching English Language.

Ans. The **structural approach** to teaching English is a method grounded in the belief that language learning should focus primarily on the **mastery of sentence structures** and grammatical patterns. Developed in the early to mid-20th century, especially influenced by structural linguistics and behaviorist psychology, this approach emphasizes the importance of **habit formation** through repetition and practice.

Core Principles

The structural approach is based on the idea that language consists of a finite set of **structures** or patterns. These structures include grammatical forms such as sentence patterns, verb conjugations, and syntactic arrangements. The key principle is that **learning a language means learning its structures**, and vocabulary should be introduced within those structures to make them meaningful and functional.

This method uses a **graded and systematic syllabus**, starting from simple to complex structures. For instance, teaching begins with simple sentences such as "This is a book," and gradually moves to more complex forms like "If I had known, I would have helped."

Techniques and Features

1. **Oral Approach**: Speech is given priority. Students are taught to speak and listen before they read and write. Language learning mirrors first language acquisition, where speaking comes before literacy skills.

2. **Pattern Practice:** Repetition and drill of sentence structures are common. Learners repeat correct forms until they become automatic. For example:
 - Teacher: "This is a pen."
 - Students: "This is a pen."
 - Teacher: "This is a book."
 - Students: "This is a book."
3. **Situational Context:** Structures are taught in realistic and meaningful contexts. For example, the structure "Can I...?" might be taught using a situation like asking permission in a classroom.
4. **Substitution Tables:** These tables are used to help learners understand how to change elements within a structure. For example:

This is	a pen
That is	a pencil
It is	an eraser

5. Learners practice creating new sentences by substituting words while retaining the grammatical structure.
6. **Gradation and Control:** Structures are introduced in a carefully controlled order. Each new structure builds on previously learned ones to ensure solid understanding and use.

Advantages

- **Systematic and organized:** The approach is clear and predictable, which helps learners build confidence.
- **Foundation-building:** Strong focus on sentence construction builds a solid grammatical foundation.
- **Focus on fluency:** Repetition and drills aim to develop automatic and fluent use of language.

Limitations

- **Overemphasis on form:** The approach sometimes neglects communicative competence and real-life usage.
- **Monotony:** Excessive drilling can lead to boredom and disengagement if not balanced with interactive tasks.
- **Limited creativity:** Learners may struggle to use language freely in unpredictable situations.

Conclusion

The structural approach is especially useful for beginners and in contexts where accuracy and foundation-building are important. While it may not be sufficient alone for developing full communicative competence, it provides a strong grammatical base when combined with more communicative and functional approaches. A balanced integration of structural and communicative techniques is often the most effective strategy in modern language classrooms.

Q4. Explain the teaching of English Grammar in detail.

Ans. Teaching of English Grammar: A Detailed Explanation

Teaching English grammar is a fundamental part of English language instruction. Grammar provides the structural foundation of our ability to express ourselves. Without a solid understanding of grammar, communication can become unclear or inaccurate. Effective grammar teaching enables students to understand the rules of language and apply them to speak and write correctly and confidently.

1. Meaning of Grammar

Grammar refers to the **set of rules that govern the structure of sentences**, including syntax (sentence structure), morphology (word formation), and parts of speech (nouns, verbs, adjectives, etc.). Teaching grammar involves helping students understand and use these rules correctly in reading, writing, speaking, and listening.

2. Approaches to Teaching Grammar

a) Deductive Approach (Rule-driven)

- The teacher explains grammatical rules explicitly.
- Students then apply these rules in exercises.
- Suitable for older or advanced learners who prefer understanding the "why" behind usage.

Example:

Rule: "Use '-ing' form after prepositions."

Practice: "She is good at *singing*."

b) Inductive Approach (Discovery-based)

- Students are given examples and guided to discover rules themselves.
- Promotes deeper understanding and retention.
- More suitable for younger or beginner learners.

Example:

Students see: “He is eating.” / “They are running.”
They infer the rule: “-ing form is used for actions happening now.”

3. Types of Grammar Instruction

a) Formal Grammar Teaching

Focuses on the structure and rules using traditional exercises and drills.

- E.g., sentence parsing, grammar worksheets, and rule memorization.

b) Functional Grammar Teaching

Focuses on **how grammar functions in real communication.**

- Emphasizes context and meaning.
- E.g., teaching conditionals in the context of making plans or giving advice.

4. Methods and Techniques

a) Contextualized Grammar Teaching

- Grammar is taught through reading passages, dialogues, and stories.
- Students learn rules by seeing how they work in real situations.

b) Grammar Games and Activities

- Engaging methods like board games, role-plays, and puzzles.
- Make learning fun and interactive, especially for younger learners.

c) Error Correction

- Teachers guide students to recognize and correct their own grammatical errors.
- Encourages self-monitoring and independence.

d) Use of Technology

- Software like Grammarly or websites like British Council and BBC Learning English offer grammar lessons with interactive exercises.
- Videos and animations visually explain grammar points.

5. Integrating Grammar with Language Skills

Grammar should not be taught in isolation. It should be integrated with the four main language skills:

- **Listening:** Identify grammatical patterns in speech.
- **Speaking:** Practice sentence construction and tense usage.
- **Reading:** Observe how grammar shapes meaning in texts.

- **Writing:** Apply grammar rules to write clearly and correctly.

6. Challenges in Teaching Grammar

- Grammar can seem dry or difficult for students.
- Learners often forget rules or fail to apply them in speech.
- Teachers must balance accuracy with fluency to avoid discouraging communication.

7. Strategies for Effective Grammar Teaching

- Use real-life contexts and examples.
- Focus on **usage**, not just rules.
- Provide ample practice in all skills.
- Use **visual aids**, timelines (for tenses), and charts.
- Provide **feedback** and encourage self-correction.
- Differentiate instruction based on learners' needs and levels.

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Unit-4

Resources in English Language Teaching

Short answer type questions:-

Q1. What do you mean by audio aids and visual aids?

Ans. **Audio aids**:-Aids which appeal only to the ears are called audio aids.

Visual aids:-The aids which appeal to both eyes and ears are called audio visual aids

Q2. What is the use of flannel board in English teaching?

Ans. It is also called a flannel graph or felt board. It can be made easily a board of plywood is covered with flannel or felt. The board should be 60 cm*90 cm. Figures, pictures, pieces of papers etc. with sand paper on their backs can be stuck to it. They can be easily removed it can be used for:-

- Teaching reading,
- Teaching story,
- Teaching word and sentence,
- Teaching oral composition,

As the teaching proceeds, pictures, figures, words and sentences written on pieces of paper are demonstrated by the teacher one by one on the flannel board.

Q3. Write down the qualities of good textbooks.

Ans. The qualities of good textbook are:-

- The material presented is simple, coordinated and according to the mental level of the pupils in a textbook of English the material presented should be properly graded.
- The matter presented should be interesting and related to life experiences of Indian pupils. A good textbook should be properly illustrated. The pictures used should be meaningful, conveying the desired sense.
- It carries hints regarding teaching method and directions from an experienced teacher it also provides list for supplementary reading.

Q4. Write down the Limitations of audio visual aids.

Ans. The audio visual aids have the following limitations:-

1. Aids are useful but are very expensive.
2. Most of the teachers over use them losing track of the subject matter.
3. The teachers cannot pay individual attention to the students as they remain busy with the teaching aids.
4. Teachers are overworked and cannot prepare its themselves.
5. In India classrooms are so overcrowded that there is even no place to keep these ads properly.

Q5. What are the purposes of using blackboard?

Ans. This aid can be used for the following purposes in English teaching:-

1. For teaching spelling.
2. For teaching writing.
3. For testing.
4. For drawing figures and pictures.
5. For teaching grammatical forms.
6. For exposition and explanation of words.
7. For writing sentences, answers and composition.

Long answer type questions:-

Q1. Write down the importance of language laboratory in teaching English.

Ans. Language laboratory occupies the most important place among the technological aids in language teaching learning process. It is a special room of English teaching where learners perform new experiments and practice speaking and listening with the help of sound equipment's I.e.tape recorders, earphones, microphones etc. Language laboratory is a room well equipped with electronic devices for recording and reproducing speech. The students set in semi sound proof-booths where they can listen to master tape and record their own responses.

The advancement of technological culture in the Western world has put great strains on the development of language skills. The concept of language laboratory is a definite step in this direction. Just as in the Science concepts theories and hypothesis are analysed, experimented and tested, so language

laboratory and sure that if any specific skill in language is required and proper materials are supplied the required skill can be achieved.

The problem adopted in language laboratory has been tried in the learning of foreign language and has been found successful. It is hoped that English can be learnt

Q2. What are the criteria and importance of teaching aids?

Ans. Criteria for selection teaching aids- there are certain criteria on the basis of which teaching it should be selected and used:-

1. They should not be overused.
2. They should be easy to understand.
3. They should be teacher made.
4. They should be very simple.
5. Aids must be used when they are needed to be used.
6. They should be presented in a natural way.
7. They should be related to the topic under study.
8. They should not be too costly.
9. They should be displayed in a proper way.
10. They should not be too small or too large.

Importance of audio visual Aids-

Gone are the days when the aim of education was to impart bookish knowledge to the students. In the present time, the techniques are used in English teaching for the following reasons:-

1. Making teaching and learning process very effective.
2. Avoid the monotony of the traditional method of teaching.
3. Create variety and interest to make the lesson lively and interesting.
4. Provide the inspiration and motivation to the learners for further study.
5. Develop language atmosphere in the classroom.
6. Develop the socio- cultural life of the people of the nation and abroad.
7. Develop the positive attitude and aptitude to the language.
8. Clarify the content matter of the topic.
9. Reduce over-dependence on learners mother tongue.
10. Save the time and energy of the language teacher.

Q3. Write short note on the following:-

1. Tape recorder
2. Television

Ans. 1. **Tape recorder:-** Tape recorder is most convenient 2 year then the gramophone so it has replaced gramophone in schools. Good lessons by experienced teachers can be taped and the same may be used again and again for teachers and students. Student can record their own voice individually on a tape recorder and then they can improve their speech in English by comparing the taps.

2. **Television:-** In advanced countries it is commonly used in schools. Valuable television material is developed by BBC. In the teaching of English as second language, television is becoming popular in our country also. Television can serve as an important audio visual aid for teaching any school subject. The TV set should be placed in such a way that no direct light from any other window falls upon the screen. To be fully effective, a follow-up is very essential after the program is over. in teaching of English through television a lot of material in form of software need to be developed in our country, but if a routine program like the reading of English news and commentary are regularly listened, speech habits can be developed among students.

Q4. How do Computers and the Internet Assist in English Language teaching?

Ans. Computers and the Internet have revolutionized English language teaching (ELT) by offering dynamic, interactive, and learner-centered approaches. Their integration into the classroom enhances both teaching effectiveness and learner engagement. Here's a detailed explanation of how they assist in English language teaching:

1. Access to Authentic Materials

The Internet provides access to a vast range of authentic English materials such as newspapers, blogs, podcasts, YouTube videos, TED Talks, and e-books. These materials expose students to real-life language usage, including different accents, slang, idioms, and cultural references, improving both their comprehension and communication skills.

2. Interactive Language Learning Software

Many computer-based programs and apps like **Rosetta Stone**, **Duolingo**, and **BBC Learning English** use interactive methods such as games, quizzes, and simulations to teach grammar, vocabulary, pronunciation, and

comprehension. These programs provide instant feedback, helping learners identify and correct errors in real time.

3. Multimedia Support

Computers allow teachers to use **multimedia tools**—audio, video, images, and animations—which make lessons more engaging. For instance:

- Videos demonstrate proper pronunciation and intonation.
- Audio clips improve listening comprehension.
- Interactive whiteboards enhance visual understanding. This multisensory approach caters to various learning styles and improves retention.

4. Communication and Collaboration Tools

The Internet facilitates **real-time communication** with native speakers or other learners worldwide via platforms like **Zoom**, **Skype**, or **Google Meet**. Forums, discussion boards, and social media platforms (e.g., Facebook groups or Reddit threads) offer spaces for collaborative writing, conversation, and peer learning. Such interaction builds confidence and fluency.

5. Writing and Grammar Assistance

Tools like **Grammarly**, **Hemingway Editor**, and **Google Docs** with built-in spell-check and grammar suggestions assist learners in improving their writing. These tools offer real-time corrections and explanations, helping students learn grammar rules and writing techniques through practice.

6. Self-paced and Personalized Learning

Online courses and tutorials allow students to **learn at their own pace**, repeat lessons, or skip ahead based on their needs. Adaptive learning platforms analyze learner performance and offer personalized exercises, making learning more efficient and tailored.

7. Evaluation and Assessment

Computers support **automated testing systems**, quizzes, and digital assessments. Learning management systems (LMS) like **Moodle**, **Google Classroom**, and **Edmodo** help track progress, manage assignments, and give feedback instantly. This helps both teachers and students monitor improvement.

8. Teacher Resources and Development

The Internet provides access to vast teaching resources such as lesson plans, worksheets, presentations, and professional development courses. Teachers

can also join global communities to exchange ideas, materials, and teaching strategies.

Conclusion

Computers and the Internet enrich English language teaching by making it more engaging, accessible, and learner-focused. They provide authentic exposure, personalized practice, and opportunities for global communication, greatly enhancing both teaching methods and student outcomes. Their integration into ELT is not just helpful but essential in modern education.

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Unit-5

Assessment And Evaluation In English

Short answer type questions:-

Q1. What is unit test?

Ans. A unit test is basically a small sized test which is different from a full test from the point of view of its Limited content Area on which it is formed.

Q2. Write down the characteristics of good assessment.

Ans. A good assessment is valid, reliable, fair, and comprehensive. It measures what it intends to assess, yields consistent results, is free from bias, and evaluates various learning outcomes. It provides constructive feedback, supports learning, is practical to administer, and aligns with instructional goals and students' needs.

Q3. Explain the summative form of evaluation.

Ans. When evaluation is used for making judgments for classifying grading pupils into categories. It is called summative evaluation. It is called the traditional systems of evaluation on judgment evaluation. It develops the negative feelings among students. They get fair and unfair means to get good category of result.

Q4. What is CCE?

Ans. CCE is an education system newly introduced by Central Board of Secondary Education in India for students of 6th to 10th grade. The main aim of CCE is to evaluate every aspect of child during their presence at the school.

In CCE:-

C stands for continuous

C stands for comprehensive

E stands for evaluation.

Q5. What do you mean by lesson planning?

Ans. The lesson plan is a manifestation of various ideas selected in a psychological and purposeful manner to accomplish the goal of the decided teaching unit. It is a systematic plan and lay out showing relevant details and specifications

intended to be carried out in the classroom. In a lesson plan a teacher has to preview and review the present position of the people as regard their learning and also his own as regards his teaching. In other words it can be said that lesson plan is an advance copy of a teaching framework.

Long answer type questions:-

Q1. What are the characteristics of a good lesson?

Ans. Characteristics of a good lesson plan are following:-

1. Firstly lesson plan should be in a written form.
2. In lesson planning the general and important objective should be clearly defined.
3. There is a sufficient arrangement for selection and Organization of the reading matter and other teaching related activities.
4. The lesson plan should related to suitable teaching method and its use.
5. A good lesson plan contains 'References and reading material in written form.
6. It should relate to a new lesson through the original lesson already known to the pupils.
7. Lesson planning should have good arrangement of teaching materials to give good assignment to the children.
8. Individual differences of the capacities and abilities of children may be kept in mind in which preparing the lesson.
9. Primary or basic questions should invariably included in the lesson plan.
10. Subject, time, class, average age of the students should be mentioned in the lesson plan.
11. Summary of the lesson may be included in the lesson plan.
12. Important examples should be included in lesson planning.
13. In lesson planning the time for each topic should be appropriately be pre-determined.
14. Proper arrangement of exercises for examination should be there in a good lesson plan.

Q2. Differentiate between evaluation and assessment in detail.

Ans. **Evaluation** and **assessment** are two important concepts in the field of education, often used interchangeably but they have distinct meanings and purposes.

Assessment

Assessment refers to the **process of gathering information** about a learner's knowledge, skills, attitudes, and performance. It is typically **ongoing, formative**, and used to improve learning. Assessments can be **formal** (tests, quizzes, assignments) or **informal** (observations, class discussions), and they help teachers identify students' strengths and weaknesses. The main aim of assessment is to **monitor progress**, provide **feedback**, and guide instructional decisions.

Types of assessment include:

- **Formative assessment:** Conducted during the learning process to improve instruction (e.g., classroom questioning, peer reviews).
- **Summative assessment:** Conducted at the end of a unit or course to evaluate learning outcomes (e.g., final exams, projects).
- **Diagnostic assessment:** Used to determine students' prior knowledge or learning difficulties.

Assessment focuses more on **student performance** and helps in understanding how well students are learning specific content or skills.

Evaluation

Evaluation, on the other hand, is a **broader judgment process**. It involves making **value judgments** about the quality, effectiveness, or worth of a program, course, method, or student performance based on the assessment data. Evaluation is more **summative** in nature and is used to make **decisions**—such as promoting a student, modifying curriculum, or determining the effectiveness of a teaching strategy.

Evaluation includes:

- Measuring learning outcomes at the end of a course.
- Judging the effectiveness of a teaching method.
- Determining the success of an educational program.

It is more **judgment-oriented**, focusing on the overall **quality and outcomes** rather than just the data collected.

Conclusion

In summary, while both assessment and evaluation are essential for effective teaching and learning, **assessment is about gathering information**, and **evaluation is about interpreting that information** to make informed decisions. Both play complementary roles in the educational process.

Q3. Describe the tools of CCE.

Ans. The tools of CCE are:-

- **Portfolio**:- it is a case of carrying papers drawings photographs etc.
- **Observation**:- observation is the active acquisition of information from a primary source. It involves the recording of data via the use of instruments.
- **Anecdotal Records**:- an anecdote is a record of some significant items of conduct of a student. It is used by the teacher to record behavioural pattern of student's inside and outside the class. It is a sort of word picture of an incident or event in which the student reveals something about his personality.
- **Checklists**:- a checklist is a collection of statements related to certain traits. The teacher judges the presence or absence of that trait or traits by checking the list of statements. The checklist for descriptive in nature. It is helpful only to know if a particular behavior is either observable or not. It does not indicate the extent to which it is present or absent which is possible in rating scale. However supplemented with some other tools, checklists are good information gathering devices.

Rating scale:-it is a tool used for categorizing students on the basis of their performance in certain areas. The student is rated in terms of quality and not quantity. For example if we want to rate Students Cooperativeness, we can rate it qualitatively and not quantitatively in terms of percentages etc. The rating is done on a point scale that can be 5 point or 7 point or more.' Excellent', 'very good', 'good', 'average', 'poor' is an example of a 5 point scale.

Interview:- it is a purposeful face to face contact with the pupils. This is also a plant and systematic technique to know about the students problem along with the inherent cause. It should be conducted in a healthy atmosphere by creating rapport with the students.

Projects:- it denotes precedence something that comes before something else in time. The word "project" does actually originally meant "before an action".

Q4. Describe the following:-

1. Diagnostic test
2. Achievement test
3. Proficiency test

Ans.

1. **Diagnostic test**:- These tests are used to diagnose how much the pupils know and what the pupils know. They can help a teacher know what needs to be reviewed or reinforced in class. They also enable the students to identify areas of weakness.
2. **Achievement test**:- Achievement test measure the students improvement in relation to their syllabus. This test only contain item which the students have been taught in class. There are two types of achievement test short term and long term long term.
3. **Proficiency test**:- These tests check learners levels in relation to general standards. They provide a broad picture of knowledge and ability.

Q5. Write the characteristics and limitations of good evaluation in detail.

Ans. Characteristics of Good Evaluation are:-

1. **Validity**
Good evaluation accurately measures what it is intended to assess. For example, a test designed to measure reading comprehension should not focus heavily on grammar or vocabulary alone.
2. **Reliability**
A reliable evaluation yields consistent results under similar conditions. It ensures fairness and stability in judging a student's performance.
3. **Objectivity**
Evaluation must be free from personal bias or subjectivity. Scoring and interpretation should be based on clear, standardized criteria.
4. **Comprehensiveness**
A good evaluation covers all areas of learning—cognitive (knowledge), affective (attitudes), and psychomotor (skills). It should assess both theoretical understanding and practical application.
5. **Practicality**
It should be feasible in terms of time, cost, and effort. Teachers should be able to conduct and score it easily without needing excessive resources.

6. **Usefulness**

The results of evaluation should guide future teaching and learning. It should help teachers adjust methods and students improve performance.

7. **Continuity**

Good evaluation is an ongoing process. It takes place before (diagnostic), during (formative), and after (summative) instruction to track and support progress.

8. **Feedback-Oriented**

It provides timely and constructive feedback to learners, helping them understand their strengths and weaknesses and improve accordingly.

Limitations of Evaluation

1. **Limited Scope**

No single evaluation method can assess all aspects of learning effectively. For example, written tests may not evaluate communication or creativity properly.

2. **Subjectivity in Practice**

Despite efforts to maintain objectivity, personal bias can influence evaluation, especially in oral exams or subjective questions.

3. **Stress and Anxiety**

Frequent or high-stakes evaluations can cause stress and fear among students, negatively affecting their performance.

4. **Time-Consuming**

Designing, conducting, and analyzing comprehensive evaluations can require significant time and effort from teachers.

5. **Overemphasis on Marks**

In many cases, evaluation focuses more on marks or grades rather than real understanding, leading to rote learning.

6. **Neglect of Individual Differences**

Standardized evaluations may not accommodate different learning styles or paces, putting some students at a disadvantage.