

AU-6504
B.Ed. (First Semester) Examination, 2014
Sub: Methodology of Teaching English
Model Answer

1.
 - i. It was a medium of western learning and medium of instruction in higher branches of studies.
 - ii. English is called as window to the world because it is through which we can see and know what is happening in the world. It opens a wide window of international relations, helps to establish socio-economic-cultural and political relations with other countries.
 - iii. Direct Method
 - iv. Idioms are the necessary adornments of a language as they beautify it. They are not perfect grammatical units, nevertheless they convey the meaning. Example, like 'Born with silver spoon' etc.
 - v. Exposition is used in teaching prose in order to make clear the meaning of difficult words, phrases, idioms etc. It helps for the comprehension of passage and intensive reading.
 - vi. Radio, Tape Recorder, Gramophone, audio CD (any two from these)
 - vii. Listening means attending to and interpreting oral English and understanding what has been listen to. Hearing means listening without understanding. Give relevant example.
 - viii. Loud reading, Silent reading, Intensive reading, Extensive reading, Supplementary reading, and Library reading (any four from these)
 - ix. Essay, short answer, very short answer, fill in the blanks
 - x. It is used to remedy or remove the effects of poor teaching and learning and helps to overcome the learning difficulties.

2. Introduction:

Role of English: It should include the role of English in the educational and economic life of the nation; as language of broadcasting; newspapers and press; literature; medium of secondary and higher education; language of courts of law and civil services; and of international business contacts.

Place in School Curriculum: Though there was no common consensus regarding the place of English in school curriculum in post-independent India. In this regard various committees and commissions were formed and they have suggested various language formula. They are as follows:

The National Policy Resolution 1968 and NPE 1986 recommended

I. **For Hindi speaking states:** Hindi, English and modern Indian Languages (preferably South Indian Language).

II. **For Non-Hindi speaking states:** Hindi, English, and Regional language

III. **Gujral Committee on 3 language formula:**

For Hindi Speaking:

- i. Hindi (with Sanskrit as part of composite course)
- ii. Urdu or any other modern Indian language excluding (i)
- iii. English or any other modern European language

For Non-Hindi Speaking:

- i. Regional language
- ii. Hindi
- iii. Urdu or any other modern Indian language excluding (i) & (ii)
- iv. English or any other modern European language

IV. **NCF 2005 has mentioned:**

- i. **1st language** must be mother tongue or regional language
- ii. **2nd language:** In Hindi speaking state 2nd language must be some other modern Indian language or English
In non-Hindi speaking states the 2nd language will be Hindi or English
- iii. **3rd language:** **In Hindi speaking states** the 3rd language will be English or a modern Indian language not studied as the 2nd language.
In non-Hindi speaking states the 3rd language will be English or a modern Indian language not studied as second language.

Conclusion:

3. Introduction:

Difference between Direct and Bilingual method:

Direct Method	Bilingual Method
<ul style="list-style-type: none"> ➤ Originated in France in 1901 & approved and spread by International Phonetic Association of France. ➤ Its Philosophy: Fluency in reading and facility in writing follows fluency in speech. ➤ Association is made between word and experience of learner without the help of mother tongue. 	<ul style="list-style-type: none"> ➤ Developed by Prof. C.J. Dodson of Wales & falls between the translation-cum grammar & direct method. ➤ Use of mother tongue in the learning of a foreign language. ➤ Uses mother tongue in explaining of words, phrases, idioms, sentence constructions, structures and grammatical rules.

<ul style="list-style-type: none"> ➤ English is taught through conversation, discussion & reading in the language itself, without translation, without study of formal grammar. ➤ Initially emphasizes purely on oral work. ➤ Sentence is the unit of speech. ➤ Creation of artificial setting and atmosphere through the use of pictures, charts, posters, models etc. ➤ Grammar is taught inductively. ➤ Vocabulary is taught after following the principles of selection and gradation. ➤ Many questions are asked by teachers. ➤ A.V. aids are used extensively to explain the meaning. 	<ul style="list-style-type: none"> ➤ Tr. uses mother tongue for clarifying the meanings of sentences and words. ➤ Situations are created just by giving mother tongue equivalents of English words. ➤ Sentence is the unit of teaching. ➤ Rigorous practice is done in sentence pattern. ➤ Translations are done by teachers & not by students. ➤ Word for word translation is not done. ➤ Costly teaching aids are not required.
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In second part of question you have to justify which method is appropriate for teaching in Indian school context.

4. **Introduction:** It must reflect the importance of A.V. aids in teaching English.
Types of Audio-visual aids: Discuss about Audio, visual and audio-visual teaching aids, its meaning and what come under each category.

Uses of A.V. aids in teaching English: In this you need to discuss how and when to use each type of teaching aids with example of content.

Conclusion:

5. **Introduction:** It should include what reading is, and definition indicating importance of reading.
- Types of Reading:**
- i. **Loud Reading:** It is also known as oral reading. It is carried out to some extent when teaching English in the classrooms. There is less practice in loud reading both in mother tongue as well as in English. W.M. Ryburn has rightly pointed out, "There is very little real reading done in English. Part of difficulty is that English is a foreign language, but the chief difficulty is found in the fact that pupils are not taught to read aloud properly in their mother tongue." Loud reading should be introduced after the students have been given some training in reading for two months on the points concerning pronunciation, intonation, stress and other aspects of spoken English. Its main objective is to read with correct pronunciation, articulation, intonation and rhythm, to read with due expression and understand the meaning of words and sentences.
 - ii. **Silent Reading:** It is one of the important art of reading. It is considered to be the best kind of reading as the mind is fully engaged in this act. The children should

be initiated into reading silently as soon as they have mastered some degrees of fluency in reading aloud. The main objectives of silent reading are to develop the ability of comprehension the written text with ease, fluency and speed. Ryborn says, "The aims of silent reading are pleasure and profit; to be able to read for interest and to get information."

- iii. **Intensive Reading:** As the name indicates, it is the detailed study of the prescribed text. It is down deep into the text for finding out the pearl of the text for its long term usage and benefit. The aim is to arrive at a detailed and through understanding of the text. The material for reading is chosen to develop the power of judgment and discriminative reasoning of interpretation and appreciation. Students learn to scan for information, to read with careful attention and concentration to extract the major ideas and argument. Attention is paid to the logical development of ideas and style of writing. It aims at assimilation of language including the study of words, phrases, sentence patterns and other related aspects.
- iv. **Extensive Reading:** It is also known as Rapid Reading or Independent Reading. It has been strongly recommended by Indian Education Commission 1964-66. The chief purpose is to concentrate upon the subject matter and its understanding for the purpose of information. It involves reading in quantity without bothering to check every unknown words & structures. The main purpose is to train students to read fluently for their enjoyment and without the help of teacher. Students are encouraged to read widely on subjects which interest them personally. It is the activity carried out by students on their own, and outside the classroom.

Importance: You need to discuss these points with little explanation.

- It opens up the gates of knowledge.
- Reading is like looking at the moon through a crevice.
- "Reading is to the mind, what exercise is to the body." Addison -The Tatler
- It will develop proper reading habits along with correct pronunciation, articulation, intonation and rhythm.
- As various sense organs involves and their coordination makes reading a pleasure.
- Intensive reading aims at study of grammar, word order and syntax, thus entirely dealing with the sentence structure.
- It develops the scanning ability.
- Skimming technique helps to find out from the text its general content, central ideas or gist.

6. Introduction:

Diagnostic test: One of the major characteristics of evaluation is improvement in learning through diagnostic and remediation. In the process of teaching and learning English language it is observed that many students do not make required progress due to learning difficulties in one or other area. In order to identify the learning difficulties or hard spots of English language teaching diagnostic test is applied. Diagnostic test is used

for remedial purposes. It is used to discover difficulties encountered by pupils and who are failing to make normal progress in school subject. It also involves identification of level of difficulties. This test is applied without time limit and may extend over successive testing. It is based upon analysis of mental processes involved in learning a subject.

Prepare a Diagnostic Test for class VIII students based on their content.

7. **Introduction:** Various methods and approaches are used in teaching English. Seeing and analyzing shortcomings in the various methods and approaches, the educationists have been at work at introducing and developing a new method or approach which would suit the teaching of English in the Indian conditions. The communicative approach is the result of such activity which lays emphasis on the practical or user aspect of the language. It enables the students to communicate their ideas freely in and outside the classroom.

Yalden (1987-61) has summarized CLT as “It is based on the notion of the learner as communicators, naturally endowed with the ability to learn languages. It seeks to provide learner with the target language (orally and in written form) in many predictable and unpredictable acts of communication which arise both in classroom interaction and in real-world situations, whether concurrent with language training or subsequent to it”.

Merits:

- The communicative approach aims at developing communicative competence, including linguistic competence and ability to use the language appropriately.
- As communicative situation is both predictable and unpredictable, it develops proper speech ability of the students.
- It emphasizes on use of language rather than in its structures.
- It stresses the need of the functional value of the language.
- It enables and develops the ability of the students to communicate and understand ideas, feelings, requirements and notions freely within the four walls of the classroom as well as outside it.
- It lays stress on the semantic value of the language i.e., the meaning of the vocabulary in real life situations.
- It is based on the maxims of simple to complex; the progress is based on the performance.