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ELEMENTARY SCHOOL

C.T.E.-4

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**Sample Preview
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QUESTION PAPER

Exam Held in
February – 2021

(Solved)

TEACHING ENGLISH – ELEMENTARY SCHOOL

C.T.E.-4

Time: 2 Hours]

[Maximum Marks: 100

Note : Attempt any five questions. Question 1 is compulsory. All questions carry equal marks.

Q. 1. Write short notes on the following:

(a) Underprivileged learners and teaching of English

Ans. Ref. See Chapter-2, Page No. 12, 'The Underprivileged Learners' and Page No. 16, 'Teaching English to the Underprivileged Learners'.

(b) Creating an environment for developing speaking skills

Ans. Ref. See Chapter-4, Page No. 31, 'Creating Opportunities for Using the Spoken Language Within and Out of the Classroom'.

(c) Teaching listening skills at the primary level

Ans. Ref. See Chapter-5, Page No. 39, 'Teaching Listening Skills at the Primary Level'.

(d) Reading as a skill and reading as comprehension

Ans. Ref. See Chapter-9, Page No. 64, 'Viewing Reading as a Skill', Page No. 68, 'Viewing Reading as Comprehension' and Page No. 71, Q. No. 9.

(e) Handling children with Visual Impairment

Ans. Ref. See Chapter-3, Page No. 21, 'Children with Visual Impairment'.

(f) The role of a primary school teacher

Ans. Ref. See Chapter-1, Page No. 7, 'Your Role as a Primary School Teacher'.

Q. 2. What role does language acquisition play in a child's development? What type of environment is needed to enhance a child's language acquisition? Explain with examples from the classroom.

Ans. Ref. See Chapter-4, Page No. 33, Q. No. 2, Page No. 28, 'A Child's Acquisition and Use of the Native Spoken Language', Page No. 34, Q. No. 3, Page No. 30, 'The Need of Second Language Learners' and 'Types of Oral Expression'.

Q. 3. What is the process approach to writing? Explain all the steps with examples. What is the teacher's role in the process approach to writing?

Ans. Ref. See Chapter-17, Page No. 112, 'The Writing Process and Process Writing', Page No. 113, 'Process Writing with Beginners' and Page No. 114, 'The Role of the Teacher in the Process Writing Classroom'.

Q. 4. What are the advantages of using grammar games? How do grammar games differ from the traditional grammar exercises? Give examples.

Ans. Ref. See Chapter-21, Page No. 131, 'Grammar Games' and 'Advantages of Grammar Games', Page No. 135, Q. No. 1, Page No. 132, 'Grammar Practice Activities' and 'Grammar Games'.

Q. 5. What do you understand by handwriting conventions? Explain the features of handwriting development with examples.

Ans. Ref. See Chapter-14, Page No. 98, 'Some Handwriting Conventions', Page No. 100, 'Some Other Writing Conventions' and Page No. 97, 'Handwriting'.

Q. 6. What are the factors to be kept in mind for developing listening? What is the teacher's role in planning and conducting listening comprehension exercises? Elaborate with classroom examples.

Ans. Ref. See Chapter-5, Page No. 36, 'Component Skills for Listening', Page No. 39, 'Teaching Listening Skills in the Primary School' and Page No. 40, Q. No. 4.

Q. 7. What is reading as a process? What are the major sources of redundancy in print media? Explain with examples.

Ans. Ref. See Chapter-9, Page No. 66, 'Reading as a Process'.



QUESTION PAPER

(June - 2019)

(Solved)

TEACHING ENGLISH - ELEMENTARY SCHOOL

C.T.E.-4

Time: 2 Hours]

[Maximum Marks: 100

Note : Attempt any five questions. Question 1 is compulsory. All questions carry equal marks.

Q. 1. Write short notes on the following:

(a) Teaching English to underprivileged children

Ans. Ref.: See Chapter-2, Page No. 16, 'Teaching English to the Underprivileged Learners'.

(b) Assessing speaking skills

Ans. Ref.: See Chapter-8, Page No. 61, 'Assessment of Speaking Skills'.

(c) Reading in the mother tongue and reading in the foreign language

Ans. Ref.: See Chapter-10, Page No. 74, 'Teaching Reading in A Foreign Language'.

(d) Informal approach to teaching spelling

Ans. Ref.: See Chapter-14, Page No. 99, 'The Informal Approach'.

(e) Writing across the curriculum

Ans. Ref.: See Chapter-19, Page No. 122, 'Working Across the Curriculum: An Approach', Page No. 123, 'Working Across the Curriculum for Beginners' and 'Writing Across the Curriculum with More Advanced Learners'.

Q. 2. Why is the current education system deficient in helping underprivileged children? How can it be made more useful to them?

Ans. Ref.: See Chapter-2, Page No. 14, 'Education for Underprivileged Learners'.

Q. 3. What is listening? What are its components? As a primary school teacher how can you help your students become good listeners?

Ans. Ref.: See Chapter-5, Page No. 35, 'What is Listening?', Page No. 36, 'Component Skills for Listening' and Page No. 39, 'Teaching Listening Skills in the Primary School'.

Q. 4. What is reading comprehension? How will you teach reading comprehension at the primary stage?

Ans. Ref.: See Chapter-12, Page No. 87, 'Teaching Reading Comprehension' and Page No. 88, 'Reading Fluency Through Oral Reading'.

Q. 5. How will you develop the writing abilities of primary school students? Discuss some ideas you will use in the classroom to teach writing.

Ans. Ref.: See Chapter-16, Page No. 107, 'Writing in Early Stages' and Page No. 106, 'Selecting Suitable Writing Tasks'.

Q. 6. Discuss in detail the holistic analytical methods of evaluating writing.

Ans. Ref.: See Chapter-20, Page No. 128, 'Some Methods of Evaluating Writing' and Page No. 129, 'Holistic Evaluation Guide'.

Q. 7. Choose any one area of grammar and prepare four games/activities to teach it at the beginners' level.

Ans. Ref.: See Chapter-21, Page No. 132, 'Grammar Games' and Page No. 136, Q. No. 5 and Q. No. 6.

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Sample Preview of The Chapter

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TEACHING ENGLISH: ELEMENTARY SCHOOL

PUPIL AND TEACHER



The Learner at the Primary School Level

INTRODUCTION

A teacher's role is very elementary in primary school level education and the teacher must develop opportunities for children to learn from their experience. A teacher has to understand the different types of thinking and to tackle problems with children who work from different perspectives. A teacher has to analyze all the aspects – social, physical, emotional and intellectual of a child learner and it is not only his/her professional, but also social responsibility. A teacher has to recognize the special needs of the children and encourage them to develop open-ended thinking and to think aloud. It is a teacher's responsibility to enhance the early learners ability to learn and think, enabling them to become independent, effective learners by developing their own strategies. Learners learn best in a social environment in which they give meaning to their own experiences. It is a teacher's responsibility to create such an environment for the children. Teachers must gradually extend the learning challenges and provide appropriate feedback to support learners. A teacher must take the responsibility of systematically observing the learner at this stage and of introspecting his/her behaviour which reflect the instructional methods to be used. Being updated with the relevant books, journals and discussions can help the teacher know his/her students better and then use this knowledge and

experience gained through observation in improvising his/her teaching practice.

CHAPTER AT A GLANCE

How does a child learn?

Learning is the greatest adventure of life. It must be initiated in a child through careful approach. It is a well known fact that children enjoy learning. But if by any means, he feels it is difficult there begins learning problem. From that moment onwards he will not enjoy learning, rather he would prefer shying away from it. He will consider such occasions as dangerous and would try to avoid them, not to speak about enjoying them.

Parents and teachers always tell the students to learn, but never instruct them how to learn. Since, we as adults have moved into a new world than the one in which children live, we do not even remember most of our early learning experiences. So we are faced with the question: How does a child learn? Again we have many questions that arise with this one question like: How does a child learn to walk, talk, understand etc.? It is true that each child learns for himself. All of them may be different kinds of learners by nature. For example, a child may be a audio learner, video learner or kinesthetic learner. But whatever is the type, the child belongs to, there are certain characteristics common to all of them which can form the basis of our introspection.

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We observe children and their acts everyday. Every child is similar in many things that you might have observed. Almost all of them have a happy-go-merry attitude and love to pretend and imitate an elder or a grown-up. Often children imitate their fathers by pretending to be an office-going person who has a pile of files and an office bag or a girl child as a mother pretending to manage the kitchen and pack lunch for children. Thus, it is clear from these behaviours that children love to fit themselves into certain roles and the same is reflected in their speech as well as in action. This is a result of a teaching which is unknowingly carried on by parents and is being done without any intention or plan to teach. Now when we know that how children in their early age learn, we will also take a look into what they learn?

What does a child learn?

Have you ever wondered that a child learns in a manner which differs from that of an adult and when you are trying to teach a child, there are two subjects to you teaching, one is the subject that you are teaching and other is the subject as understood by the child you are trying to teach. Adults are more goal-oriented, self-directed and practical in learning which a child is not. In other words, if you are trying to teach Mathematics to a child named Sonia, you actually need to focus on two kind of subjects:

- Teach 'Mathematics'
- Teach 'Sonia Mathematics'

Sonia Mathematics here refers to the Mathematics that is in some relationship to Sonia which is nothing, but the way Sonia thinks about and perceives Mathematics. Because each child will have his/her own perception and ability in a subject, it is important to understand the subject in relationship to that child, in order to keep the learning effective. In other terms, you need to know the child first to be able to teach him/her.

Children are curious about so many things that they want to question and know answers to. So are the adults, both teachers and parents who want to know about the children and have an element of curiosity. Children have always been a subject of interest and attraction to many authors and poets. All of them have given their own opinions and views about children and proposed some theories to understand them. Theories may be of relevance to the children who are working as researchers to understand the students' behaviour and foster improvised learning. But on the whole it is the teacher's own introspection and practical experience that can make a difference to the learners. A teacher can take all these roles to know about his/her learners: a poet with a vision, a philosopher with a thought and a scientist who

makes hypothesis. He/she can reflect upon his/her daily experiences in the classroom and use them to modify his/her teaching styles and benefit the learners ultimately.

Do I know my learner as a group?

Do I know them as individuals?

A teacher therefore has to carry on an informal research trying to know his learners and know how each learner is different from the other. The emotional and social development of the learner is also a responsibility of a teacher. A teacher also takes care of the intellectual development of the learner, how his/her cognitive learning and language learning takes place.

SPOTLIGHT ON THE LEARNER

AT THE PRIMARY SCHOOL LEVEL

A. What is the childrens' range of age that one can expect at elementary school level?

There is a wide range of students attending primary schools in India depending upon the set up of the school and also the conditions of the society children come from. The children of age 6-11 are normally the ones to attend the primary school. However these days, private schools also admit children who are just 3-4 years old. Thus when we talk about primary education and learning at primary level, we need to cope with the pre-primary level as well as there is no surety about the lower limit of the age group that may be attending the primary classes. To encompass children of all these ages, we would need to understand their levels of development and learning.

B. Variations within a class

It is also interesting to know that these variations occur not only within the various age groups, but also within an age group which form a norm. These variations within a class will need sensitiveness of the teacher as well a careful preparation on part of the teacher, who will be responsible for their learning. When we talk of differences within the same age group, let us see the causes that these differences can be attributed to.

A major factor that brings the difference in the levels of development within a class is the environment they get at their homes. Some of them may come from a family where parents insist upon learning as a habit in children and encourage and support them to learn at school. On the other hand, there are children who get no such support from their home. Parents are not concerned about learning in their children and hence never encourage their children to go to school for learning. Or most often sent them to poor quality schools where there is no quality education. Also, there children who take up private tuitions in lack of guidance or support from parents or any encouragement to go to school to get a formal education. Such children who

lack guidance and get no directions by parents end up relying on the teacher to support their learning endeavour. Thus a teacher has to sensitively respond to the needs of the three categories of children, who have different emotional and social needs because of the background they come from. One learner may not respond to a methodology that benefits the other in learning.

PERSONALITY AND SOCIAL DEVELOPMENT OF THE LEARNER

A. Emotions: The Wellspring of All Human Activity

How much people can learn at any moment depends on how they feel at that moment about the task and their ability to do the task. When we feel powerful and competent, we leap at difficult tasks. We feel weak and incapable and we are not able to achieve even a simple target. Positive emotions such as joy, contentment, acceptance, trust and satisfaction can enhance learning. Conversely, prolonged emotional distress can cripple our ability to learn. We all know how hard it is to learn or remember something when we are anxious, angry or depressed.

Thus, it will be correct to say that emotions play an important role in how efficiently and quickly we learn. The same holds true for children as learners where emotions play a vital role in deciding the learning development.

This can be explained scientifically also. Learning occurs when brains grow new cells in response to the environment. Emotions such as pleasure and joy encourage brain cell development. When children are happy and level-headed, they learn and remember more.

Unfortunately, stress hinders brain cell creation. Circumstances that your child finds unpleasant, fearful, and out of his control produce a stress state in the body. Chronic stress reactions release chemicals that impair memory, reduce blood flow to the brain's behavioural control centres, and cause atrophy of the brain's nerve cells.

Without going into details of the scientific phenomenon, we will try to understand the relationship between emotions and various aspects/processes involved in learning development.

Children's social and emotional well-being is important in its own right, but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school. Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime etc.

Emotional Health and Cognitive Process: The cognitive process and emotions go hand-in-hand. When

a child is deprived of care-giver's love in infancy; he may grow up with some mental imbalance. Through expressions like fear, anger, happiness etc. an infant's cognitive development takes place. As the child grows, emotions like pride, shame, guilt are also exhibited and they indicate the emotional growth of the child. Emotions like stress and anxiety at a later also hamper the cognitive development in children.

Emotions and Social Behaviour: Children's social behaviour is a reflection of what they see in adults. If an adult shows anger, disapproves of something or praise a child for something, his/her social behaviour will be molded accordingly. He/she will develop a social behaviour in response to what he/she gets from others. Thus to promote good social health amongst children, it is important to provide an environment which promotes the right social and moral attitude in them and they can become responsible socially.

Emotions and Physical Health: Emotions play a critical role in physical health. Positive emotions like happiness, joy, ecstasy are linked to better health. Negative emotions like anger, fear and doubt are reliable indicators of a bad health.

B. Emotional Development in Primary School

In the beginning infants are programmed to seek out the things that they want by crying. As they mature, though, children's emotional capabilities expand, allowing them to develop a variety of skills that they will need in their adult lives. Emotional development encompasses the feelings that we have about ourselves and others. As children grow up to the middle childhood, the children begin to take pride in their ability to exert self-control, and enjoy the feedback that they receive from being responsible and cooperative. This presents parents and educators with the opportunity to foster desirable emotional responses by pointing out situations in which children behaved in mature, compassionate ways. Besides, they are also able to respond empathetically, which is a positive sign of emotional maturity in children. They begin to respond to the happiness/distress of others. This is more likely and prominent in children whose parents have nurtured and encouraged them. Some children show anger and aggressiveness in their middle childhood which shows problems in development of empathy in them. This happens mostly in cases where parents have been harsh and punitive to their children.

C. Self-esteem and Our Learner

Self-esteem starts developing in children from their early childhood. This begins with a feeling when they start understanding and knowing themselves and about what they feel. As they grow the feeling of self-esteem

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gets stronger and it begins to affect their behaviour and learning. Self-esteem is a feeling in a child, of being able to manage his/her own behaviour. The development of self-esteem in early childhood sets the stage for who they become and what they can contribute to society as a whole. The building of self-esteem is very important in early childhood as this is the time in life when children are most vulnerable to outside influences as well as being impressionable. Both parenting and schooling affect the self-esteem of a child. Encouraging activities that promote self-esteem is important in early childhood. For example, parents who reward their children for their achievement are more likely to enhance the self-esteem in children. Praise and active encouragement boost self-respect in children. They begin to associate themselves with a better self-image and thus are more positive in their learning as well as actions. Such children can distinguish between the good and bad and do not indulge in anti-social activities and also in disruptive and destructive activities. A child's sense of self-worth improves his learning ability and makes him more secure and happy inside. This results into an improved and balanced development in child. On the other hand, if a child is always being punished and scolded for his misdoings, he may build a low self-esteem which will hamper his learning. Some parents compare their child's performance with the other children and try to humiliate them by passing remarks. This affects the child's psyche adversely and the child loses self-respect. Some teachers also contribute in developing low self-esteem in children, by subtly using words that make the poor performing children feel that they re-incapable of achieving and learning. This affects their self-esteem negatively, and such children may perform start degrading in their performance.

Self-esteem and Behaviour: Stress to compete and perform in school environment also hampers the self-worth of a child as a child is always in a pressure to perform and outstand and often is unable to manage his/her own Behavior in such situations.

Self-esteem and Learning: Let us try to understand how self-esteem affects learning in children. Take an example of a child, Raju who thinks that he is not capable of doing a task because he does not have the ability to do it. On the other hand, when Raju is able to achieve something good, he feels that it is sheer luck that has caused him to succeed. What do you think the child's psyche is? Definitely he is trying to escape challenges and wants to avoid the feeling of failure by not taking the responsibility of its success and failure in it. However the reality is that the child has the potential to do a task, but since over time he has started mastering it because

of some fear and eventually fails to realize that he can do it.

Now take the example of another child, Sheela who takes success and failure in a very different way. Sheela doesn't conclude her inability if she fails in a task, but instead, she feels that she could have succeeded had she tried harder to achieve it. Where Raju measured his abilities from his performance, Sheela tries to focus on her learning. She feels that she can learn from failures. Sheela also seeks help from teacher for doubts when she fails in a particular test. Thus Sheela stress on improving and mastering and is therefore able to score better in the next test. In Raju's case, there is a problem named helplessness which crops up. Such students are often said to be obsessed with the failure syndrome and in other words feel low self-concept, feel defeated and frustrated. Such students fail because they do not invest their best efforts—they begin tasks half-heartedly and simply give up when they encounter difficulty.

To help such children become mastery-oriented children like Sheela, a technique called Attribution Retraining is effective if applied from the middle childhood. This strategy involves bringing about changes in students' tendencies to attribute failure to lack of ability rather than to a remediable cause, such as insufficient effort or use of an inappropriate strategy. Typically, attribution retraining involves exposing students to a planned series of experiences, couched within an achievement context, in which modelling, socialization, practice, and feedback are used to teach them to (1) concentrate on the task at hand rather than worry about failing, (2) cope with failures by retracing their steps to find their mistake or by analyzing the problem to find another approach, and (3) attribute their failures to insufficient effort, lack of information, or use of ineffective strategies rather than to lack of ability. Thus children learn that success is a result of both effort and ability and their aim is to master the area where they have problems and not just succeed every time with better grades. Adults can also be role models of success for children. Efficacy training and strategy training are two other techniques to handle such failure syndrome children.

D. Moral Development

Do you think that children are born with the knowledge of right and wrong? If not, who teaches them and how do they learn it on their own. Morals like emotions grow gradually with the stages of childhood and no child is born with the knowledge of the difference between the right and the wrong. You may feel at once that it is we, the adult who teach children as to what is