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# **C.T.E.-3**

## **Teaching Strategies**

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# QUESTION PAPER

June – 2023

(Solved)

## TEACHING STRATEGIES

C.T.E.-3

Time: 3 Hours ]

[ Maximum Marks: 100

Notes: Attempt all questions. All questions carry equal marks.

**Q. 1. Write short notes on the following:**

(i) Five characteristics of spoken language.

Ans. Ref.: See Chapter-10, Page No. 102, 'Characteristics of Spoken Language'.

(ii) Fluency and accuracy ..... its role in language teaching.

Ans. Ref.: See Chapter-10, Page No. 107, 'Fluency versus Accuracy' and Page No. 110, Q. No. 7.

(iii) Why are 'warm-up activities' necessary?

Ans. Ref.: See Chapter-11, Page No. 112, 'Warm-up Activities and Ice-breaker'.

(iv) What is the interactive approach to writing?

Ans. Ref.: See Chapter-12, Page No. 119, 'Interactive Approach'.

(v) Why is a grammatical syllabus insufficient for language teaching?

Ans. Ref.: See Chapter-15, Page No. 146, Q. No. 7.

(vi) Difference between reading aloud and reading for meaning.

Ans. Reading aloud is one of the most important thing parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. Reading aloud is widely recognized as the single most important activity leading to literacy acquisition. Among other things, reading aloud builds word-sound awareness in children, a potent predictor of reading success. Children who fall seriously behind in the growth of critical early reading skills have fewer opportunities to practice reading. Evidence suggests that these lost practice opportunities make it extremely difficult for children who remain poor readers during the first three years of elementary school to ever acquire average levels of reading fluency. Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity and memory.

Also See: Ref.: Chapter-7, Page No. 69, 'A Reader's Prior'.

**Q. 2. What are the objectives of a reading programme ? Which sub-skills do you think would be most appropriate for the class that you teach ? State the reasons why you think so?**

Ans. Ref.: See Chapter-8, Page No. 80, 'Objectives of a Reading Programme' and Page No. 85, 'Teaching Basic Reading'.

**Q. 3. Most of the classes in India are mixed ability classes. How does one make the teaching-learning process most effective in such a class? What is the best way of organising group work in a class?**

Ans. Ref.: See Chapter-2, Page No. 13, 'Mixed Ability Grouping' and 'Organizing Group Work'.

**Q. 4. How does monitoring one's own class help in self-improvement ? Discuss how monitoring one's class can make you a better teacher?**

Ans. Ref.: See Chapter-3, Page No. 31, 'How can we Monitor our Own Class?' and Page No. 30, 'The Importance of Monitoring in Teaching'.

**Q. 5. Process-based research of writing has revolutionized the teaching-learning of writing. Discuss the process approach to writing and how it has helped the students in improving their writing skill.**

Ans. Ref.: See Chapter-12, Page No. 124, Q. No. 9 and Page No. 119, 'The Process-Oriented Approach'.

**Q. 6. What do you understand by 'Communicative Language Teaching'? What do you perceive to be its strength and/or weakness?**

Ans. Ref.: See Chapter-15, Page No. 142, '1. Grammatical or Structural Syllabus'.

**Q. 7. What is meant by the term 'evaluation of materials' ? Explain the main features of internal and external evaluation, giving examples.**

Ans. Ref.: See Chapter-16, Page No. 148, 'Evaluating Materials'.



# QUESTION PAPER

December – 2022

(Solved)

## TEACHING STRATEGIES

C.T.E.-3

Time: 3 Hours ]

[ Maximum Marks: 100

Notes: Attempt all questions. All questions carry equal marks.

**Q. 1. Write short notes on the following:**

**(i) List differences between spoken and written communication.**

**Ans. Ref.** See Chapter-9, Page No. 98, 'Spoken and Written Language: Differences'.

**(ii) The four stages of a grammar lesson.**

**Ans.** Celce Murcia and Hilles suggested that grammar lessons have four different parts, which are:

**(a) Presentation:** Here a teacher tells student about a structure of grammar which is in his/her lesson plan. Let us say the teacher chooses to introduce passive in a natural context. For example, "the mango was eaten by me."

Now teacher should explain to students about the rule concerning the passive formation, i.e. the explanation of the rule.

**(b) Focused Practice:** Here in this stage, students need to practice the use of passive with the help of various exercises designed by the teacher or some external source. When students are done with the exercises, teacher should let them know the right answer and also tell them about the mistakes they committed.

**(c) Communicative Practice:** In this stage of lesson, students must practice the structure, they have just learnt, by the means of communication. This communication would involve real life situations and conditions, i.e. the students have freedom to interact in the way they want to interact, they can say what they want to say. Teacher must keep an eye on these interactions and should note the major mistakes. Students can also get feedback from their peers regarding the effectiveness of their communication skills.

**(d) Teacher Feedback and Correction:** This is one of the most important parts of any form of teaching. It is

an integral part of the grammar teaching approach. Teachers should not only try to give feedback and tell their mistakes to students, but also give students an opportunity to look at their own mistakes. This will encourage them to make minimal mistakes possible.

**(iii) The Necessity of Warm-up activities with examples.**

**Ans. Ref.** See Chapter-11, Page No. 112, 'Warm-up Activities and Icebreaker'.

**(iv) Advantages of mixed ability groups.**

**Ans. Ref.** See Chapter-2, Page No. 13, 'Mixed Ability Groups'.

**(v) Role of internal and external evaluation in selecting a text-book.**

**Ans. Ref.** See Chapter-16, Page No. 148, 'External Evaluation' and Page No. 149, 'Internal Evaluation'.

**(vi) The importance of lesson plans.**

**Ans.** Effective planning is the basis of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of attaining those goals, including materials and activities; and terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved. Good planning has the potential to build confidence, and make you feel more secure in lesson execution.

The purposes of planning include:

- clarification of the objectives to the pupils,
- provision for individual differences,
- development of means for stimulating interest,
- provision for a logical instructional sequence,
- provision for flexibility, and
- enabling the student teacher to teach with confidence.

# Sample Preview of The Chapter

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# TEACHING STRATEGIES

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## TEACHING STRATEGIES: AN OVERVIEW

### Planning Lessons: From Course Materials to Classroom Process



#### INTRODUCTION

This chapter will be looking at the teacher's preparation and planning for classroom lessons and the ways of introspecting lessons after they have been taught. This chapter will help you to understand the nature of learning experiences which can be produced during a classroom lesson, the difference between teaching a body of content and the facilitation of skill development, the range of factors which affect the nature and quality of actions taking place in a classroom. You will be made aware of the value of making introspective post-lesson entries in the diary and how the planning of lessons can be comprehensive and yet be flexible.

#### CHAPTER AT A GLANCE

##### THE NATURE OF INSTRUCTION THROUGH CLASSROOM LESSONS

The individual teacher manages her particular class of students, armed with an already decided framework. This framework is comprised of the syllabus and study-materials. It is considered general and common for all classes of a given level. The designers and producers of the common curriculum of the course book do not have access to all the detailed information about every class in every school. However,

the teacher can have detailed information about it. Even if, the designers and the producers of the course books did have such information, it would not be possible for them to include it in a common curriculum in any meaningful way. Thus, we can say that the prescribed scheme found in the syllabus and materials, is only able to give us a loose and incomplete framework. The job of the teacher is to fill in the empty spaces that exist between the course book and the students, and side by side also fulfil the intentions of the curriculum planners.

The teacher has to develop the scheme of implementing words on paper into teaching-learning activities which involves attention and cognitive efforts on the part of real learners. The activities that make up lessons provide learning experiences for the students. These lessons are spread over a term or year, thus forming a major part of the actual instruction given in subjects that pupil are taught in the school. These imparted lessons form the building block of school-based instruction. A school teacher's job or profession can be described simply by referring to the teaching of lessons in the classroom'. Of course, the teacher does other things in and outside the classroom and many things taking place outside the classroom are also the elements of concern for the teacher. For example, the



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homework given by the teacher is part of the activity to be done by the student outside the class. But nearly, all these outside class activities are linked to some specific aspect of lessons in class.

The pre-designed syllabus-materials are the general framework whereas the lessons have to be specific as they have to be taken up by a teacher for a particular class. She has to make lessons appropriate for the particular group of pupils involved. A 'teacher' giving private (individual) tuition to a pupil tries to match her tutoring to the needs of the learner. She does this partly by adjusting the complexity of presentation, the nature of explanations and illustrations, the speed or pace of the discussion, the extent of repetitions and review. Like If a teacher has to address 40 pupils in a class then paying individual and 'personalized' attention to each one of them is clearly impossible. She has to try and reach as many different types of learners as possible. Be it the excited one or the one who looks disinterested, the capable and the weak, those who try hard and struggle or those who don't try so hard, those who co-operate and those who disrupt, and such other kinds. The central challenge faced by the teacher is handling such diversity in the class with sensitivity and imagination.

The size and diversity of a typical class has another important implication as lessons can be considered to take place in a social context. A class do not only comprises of 40 isolated individuals sitting at their desks and dealing only with the teacher. The students form a social group and interaction among them is inevitable as they are together for many hours a day.

It is inevitable that members of this learning group will interact between themselves. This interaction among students is something undesirable that happens when the teacher's back is turned. This could also be treated as a resource alternatively. The participation and interaction among pupils can be seen as a valuable resource that can be made a part of lessons.

This essentially means that it is possible for different pupils to do somewhat different things. It is also possible that some part of what they express and contribute to the public lessons in the class does not remain only a personal learning experience for them and the class. When individuals interact and collaborate, they play different roles. For this purpose, the students have to use language for different purposes. This means that they would be producing a wide range of texts. It shows that the 'language' available during

a lesson does not have to be restricted to what it is in the book or what the teacher says in the class.

**KEY FEATURES OF THE TYPICAL LANGUAGE LESSON**

Languages contain certain special qualities. The course book provides, in a fairly detailed manner, the items of content information, definitions, rules, theories for most of the school subjects, that are expected by the designers and the producers of the text-books to be taught. This task is made of presenting, explaining, demonstrating, etc. by the teacher so that this content can be transmitted effectively to the students. This way, it can become a part of their knowledge. We treat language as a subject of skill rather than a subject of content or knowledge. The value of such content offered by the language in it comes out to be rather limited. The main objective of the teaching and learning of a living language – like English or any major languages of the world – is to help the learners to become able to use it to communicate with others, by the process of sending and receiving meaningful messages. Formal knowledge about the language' is useful, but this cannot act as the primary concern of language lessons. This is an important point to note for teachers of English. But surely the student who is studying in Std. VIII or IX does not need to know the answer of 'how' for all this technical information. Similarly, gaining knowledge and understanding of the ideas (content) found in passages, stories, poems, contained by the course book is not only the major aim in itself for the learner. Learning this content is primarily serves as a mean to the larger goal of becoming skilled in the use of English.

A 'problem' arises in this situation here, which we must address. it has been observed by us that neither the general information about the English or any other major language as a system nor the expressed ideas in the passages, poems, fictions define the central mainstay or backbone of the language curriculum. What does the backbone of language learning consist of, in this case? This is where we have to again point out, thus reaffirming one general principle of the language-learning, namely that language can be known most successfully by experiencing the usage of language. This does not necessarily mean that pupils have to talk, write and aiming to produce complex texts maximum time. It means that they should get a fair measure of exposure to the language during the times of lessons and experience of language in use, be it from TV or daily life conversations – similar to the case of a child newly exposed to language learning.

The child acquiring a language naturally seems to grasp the skills of the language very easily most of the time.

The stories, passages, poems represent texts of different types. How does the teacher work with pupils, so that they get engaged with the texts in such a manner that they experience? how meaning is expressed or conveyed through the language? The samples of language available will include a wide range of selections even in a Std. VII or VIII level course books. Among them there may be some texts, which will be carrying descriptions of personal grievances, feelings, losses, wins and so on, accounts of interactions among real persons or fictitious characters, and expressions of joy and zest, be it in verse or prose, or of gladness, speeches or documents that have affected people emotionally or have changed their views about life, documents interesting even to the layman because of its simplicity, pieces with unexplored and hiding philosophical meanings that emerge only after going through the same text over again. Some texts can be fully understood after a long time of introspection and re-reading of it.

The objective of language teaching at such a situation when we have brought learners together in a space considered as classroom is not to 'transmit' the teacher's better grasp and appreciation of such texts to students; it is rather, to help them so that they can experience or see the meanings for themselves. Further, we would also want them to observe the relation of meaning to the aspects of language form or structure, which has been put into the texts. What is attractive about such texts is that they can be approached from many perspectives from the view point of both the learner and the teacher. A whole range of questions can be raised directly or indirectly about a text: Who has produced it? Who is the sender or author? For whom it has been written? Why was it created? When? In what context or circumstances? Is it possible to convey or communicate the same message in the text in some other way? What response might it have generated originally? Will other receivers of the text react in the same way? The point here is not that dozens of such simple comprehension questions must be noted down in relation to every 'passage', so that they can be asked later. These are not comprehension questions as such; they are rather the ways of approaching the texts and how one can respond to these texts. For our discussion, these questions and approaches are representing the principle that many tasks or activities can be taken up in the class. Such activities would

carry discussion far beyond the specific and limited aim of finding the meaning of the passage.

We should also note down the special position that the language teacher is having. The teacher of a content subject, who is dealing with a chapter with some such matters, cannot possibly afford to go into the open-ended questions mentioned above, even if the students are willing. This is caused by the objective of instruction, which exists for pupils so that they can learn about the ideas in the passages. Similarly, in a linguistics class, such selected texts will be serving mostly as data for clarifying and following the rules of the language. However, the important principle is that, in a language lesson, such activities which we take off from a given text – re-reading and introspecting, dramatization, role-play, rendering as picture, cartoon, graphic novels composing continuations by imagining different endings and continuations, etc. – these can be considered of value. They can provide many students with chances to engage and interact with texts according to their own interests, attitudes and styles of reading. There are no single correct answer that can be produced or arrived by. Through such explorations, pupils might get a feel for how the language works to express meanings in a variety of settings. The discussion and collaboration involved in such activities will also provide students with opportunities to use the language purposefully to negotiate meaning.

One general principle for language instruction emerges from this discussion. We can say that the language lesson should have a provision for a variety of open-ended tasks demanding the attention and effort of the students. Some interaction between all the pupils is also necessary. Presentation and explanation of content prepared by the teacher, to which the students have to listen should be only one of the methods in the processes of instruction adopted in the classroom, but not the most practiced or followed one. It is however, possible that after such kind of efforts on the part of pupils, the analysis or the explanation given by the teacher becomes really useful. However, such practices are being considered out-dated by the modern language teachers. Language lessons, as we perceive of them now, considers the activity of the participants i.e. the students as a major and significant feature. It is not merely something, which can be taken up, of course keeping in mind the time-factor. After the usual presenting the text and explanation given by the teacher has been done.

However, activity from the part of the students can not be considered as an end itself. Simply reducing the

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pedagogy of the teacher will not automatically lead to language learning on part of the students. Good language lessons do not simply take place; they have to be prepared and demand a lot of attention. It is not about the ‘what’ and ‘how’ about the text that has to be planned, but also ‘when’ and ‘how’ so that students can be made involved, and how what they perform or produce can be built upon to create relevant learning experiences.

**PLANNING AT THE LEVEL OF THE TEACHER**

**Planning Time is Quality Time**

So, Classroom Toolkit’s planning resources streamline that time. Time spent in planning pays teachers back more time than they spend, in fact the payback multiplies. This makes the investment in planning time more profitable than an investment in money markets or mutual funds. Many teachers don’t believe that they have enough free time to plan. The reverse is true...planning manufactures free time. If teachers don’t plan, they remain trapped in a perpetual “gather enough activities for tomorrow” cycle.

Effective planning is the basis of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of attaining those goals, including materials and activities; and terminates with effective procedures for evaluating the degree to which the instructional goals have been achieved. Good planning has the potential to build confidence, and make you feel more secure in lesson execution.

The individual teacher can work within the framework constituted of the syllabus and course materials. The broad sequencing and time allocation for major syllabus topics or units is also done at the beginning of the year.

By putting question “what will be done in the lesson”, a teacher starts planning the lesson which covers both topics/content and instructional activity. But it has a limitation that it cannot have a detailed plan. Working these out in the form of a detailed ‘plan’ for each lesson and related homework/assignments is the responsibility of the teacher. But most of the teachers don’t like to write a detailed plan or they do not write any plan at all. But it does not mean that there was no planning at all. If something unexpected happens in the class then experienced teachers are less likely to be caught off-guard. But it is of utmost

importance for all teachers, especially for beginners. Planning alone cannot guarantee success in teaching lessons and units. Beginning teachers need to develop many abilities in actually implementing plans in order for them to be successful. However, one’s approach to planning can either help or hinder the success of one’s teaching.

The purposes of planning include:

- clarification of the objectives to the pupils,
- provision for individual differences,
- development of means for stimulating interest,
- provision for a logical instructional sequence,
- provision for flexibility, and
- enabling the student teacher to teach with confidence.

The following elements typically are included in plans:

- statement of objectives, which clearly shows what is to be taught and the outcomes to be achieved, expressed in terms of pupil learning;
- statement of activities, a logical step-by-step sequence of instruction, necessary transition, and an appropriately developed ending;
- list of materials to be used;
- assessment, including at least two types of assessment: (i) assessment of pupil learning, and (ii) assessment of the teaching procedures.

It is a reality that experienced teachers often have plans in their head, use a modified form for planning, or jot down reminders in a weekly planner to guide their instructional objectives. However, your mentor teacher or supervisor should provide you with a model lesson plan format so that teaching expectations are congruent. The lesson plan format is to be viewed as a teaching tool.

A detailed list of things to do in strict order is not treated as planning in teaching. In some minimal sense, such programming of items in sequence with time allocations is of course useful; but plans must not become burdens. The important principle underlying planning, especially of language lessons, is that most of what pupils ‘do’ and ‘experience’ during a lesson should be purposeful. The different phases of teaching-learning activity making up the lesson become purposeful when they contribute in some way to the aims and objectives of the lesson and unit.

The language experience approach supports children’s concept development and vocabulary growth