ENGLISH LANGUAGE TEACHING

B.E.G.S.-185

Chapter Wise Reference Book
Including Many Solved Sample Papers

Based on

C.B.C.S. (Choice Based Credit System) Syllabus of

I.G.N.O.U.

& Various Central, State & Other Open Universities

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ENGLISH LANGUAGE TEACHING

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BLOCK-1 : KNOWING THE LEARNER

BLOCK-2 : METHODS OF TEACHING ENGLISH LANGUAGE

QUESTION PAPER

June – 2024

(Solved)

ENGLISH LANGUAGE TEACHING

B.E.G.S.-185

Time: 3 Hours] **[Maximum Marks: 100**

Note: Answer **all** questions.

SECTION – A

Q. 1. Write short notes on any four of the following:

(a) **Podcasts.**

Ans. Ref.: See Chapter-11, Page No. 137, 'Podcasts'.

(b) **Research tools.**

Ans. Ref.: See Chapter-11, Page No. 135, 'Research Tools'.

(c) **Social networking.**

Ans. Ref.: See Chapter-11, Page No. 135, 'Social Networking' and Page No. 138, 'Social Networking'.

(d) **Online dictionaries.**

Ans. Ref.: See Chapter-11, Page No. 139, Q. No. 6.

(e) **YouTube.**

Ans. Ref.: See Chapter-11, Page No. 136, 'YouTube'.

SECTION – B

Q. 2. Answer any *two* of the following questions:

(a) **What are visual motor difficulties? How will you help the learners to overcome them?**

Ans. Ref.: See Chapter-3, Page No. 38, Page No. 11.

(b) **Explain the types of tests and their purposes.**

Ans. Ref.: See Chapter-12, Page No. 155, Q. No. 4.

(c) **Who is a learner with special needs? Why can we not use a single measure uniformly for learners with special needs? Discuss.**

Ans. Ref.: See Chapter-3, Page No. 33, Q. No. 1 and Q. No. 2.

(d) **Suggest ways to make English language learning meaningful for disadvantaged learners.**

Ans. Ref.: See Chapter-2, Page No. 23, Q. No. 10.

SECTION – C

Q. 3. Answer any *three* of the following questions:

(a) **Discuss text-book evaluation procedures.**

Ans. Ref.: See Chapter-10, Page No. 121, 'Textbook Evolution Procedures'.

(b) **What are the important features of materials development? Elaborate.**

Ans. Ref.: See Chapter-9, Page No. 109, 'Materials Development'.

(c) **Discuss the material adaptation procedures.**

Ans. Ref.: See Chapter-10, Page No. 130, Q. No. 19 and 21.

(d) **What are the major difficulties in auditory discrimination? Discuss.**

Ans. Ref.: See Chapter-3, Page No. 35, Q. No. 6 and Page No. 29, 'Difficulties in Auditory Discrimination'.

(e) **Discuss Empirical Evaluation.**

Ans. Ref.: See Chapter-10, Page No. 122, 'Empirical Evalution'.

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QUESTION PAPER

December – 2023

(Solved)

ENGLISH LANGUAGE TEACHING

B.E.G.S.-185

Time: 3 Hours]   [**Maximum Marks: 100**

Note: *Answer **all** questions.*

SECTION-A

Q. 1. Write short notes on any four of the following:

(a) **Slideshare.**

Ans. Ref.: See Chapter-11, Page No. 136, 'Slideshare'.

(b) **Blogs.**

Ans. Ref.: See Chapter-11, Page No. 137, 'Blogs'.

(c) **Glogster.**

Ans. Ref.: See Chapter-11, Page No.136, 'Glogster'.

(d) **Concordances.**

Ans. Ref.: See Chapter-11, Page No. 134, 'Concordances'.

(e) **Digital libraries.**

Ans. Ref.: See Chapter-11, Page No. 134, 'Digital Libraries'.

SECTION-B

Q. 2. Answer any two of the following questions:

(a) **What are audio-verbal difficulties? Explain the remedial measures you would take to address these difficulties.**

Ans. Ref.: See Chapter-3, Page No. 39, Q. No. 12.

(b) **What are the difficulties associated with higher order reading skills? Suggest measures to overcome them.**

Ans. Ref.: See Chapter-3, Page No. 39, Q. No. 13.

(c) **Mention the ways in which a teacher can help children overcome difficulty with grammatical structure.**

Ans. Ref.: See Chapter-3, Page No. 43, Q. No. 18.

(d) **Explain summative and formative assessment.**

Ans. Ref.: See Chapter-12, Page No. 150, 'Summative and Formative Assessment'.

SECTION-C

Q. 3. Answer any three of the following questions:

(a) **Write a detailed note on evaluating text-books of ELT.**

Ans. Ref.: See Chapter-10, Page No. 120, 'Evaluating Textbooks of ELT' and 'Importance of Evaluting Textbooks'.

(b) **Discuss the selection of course books for a language learning course.**

Ans. Ref.: See Chapter-9, Page No. 114, Q. No. 16.

(c) **Discuss predictive and retrospective evaluation.**

Ans. Ref.: See Chapter-10, Page No. 121, 'Predictive and Retrospective Evaluation'.

(d) **What is material adaptation? Discuss the objectives and reasons for material adaptation.**

Ans. Ref.: See Chapter-10, Page No. 123, 'What is Material Adaptation?', Objectives for Material Adaptation' and 'Reasons for Adaptation' and Page No. 130, Q. No. 19, Q. No. 20 and Page No. 131, Q. No. 2.

(e) **Discuss the use of authoring tools.**

Ans. Ref.: See Chapter-11, Page No. 134, 'Authoring Tools'.

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ENGLISH LANGUAGE TEACHING

BLOCK-1 : KNOWING THE LEARNER
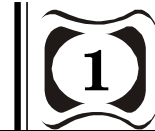
The Language Learner

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INTRODUCTION

The process of learning occurs both in natural ways and in planned formal instruction in school. Both the methods are of significance for the development of the child into an adult. It helps in the integration with the society. This chapter deals with the child related factors which affects the learning in school which is our main concern. There are some characteristics of the learners that we need to keep in mind when developing the curriculum and planning the classroom activities for the child. This chapter discusses some of the points which are related to school-based learning and are also related to learning language.

CHAPTER AT A GLANCE

THE PERSONAL AND UNIQUE QUALITY OF LEARNING

Learning is an individual process and is unique in every individual. In a classroom, each child has a unique process of learning. The "jug and mug model of teaching" was based on the fact that the new knowledge in a lesson simply got added to a store in the mind of a learner. The knowledge is poured from the jug of the teacher to the mug of a child. But now it is understood in a different manner. A child brings to class the learning from all these prior experiences and these new inputs from the lesson have to be integrated with the knowledge that is already there. There are many personal qualities of the child that affects the process of learning. A teacher has to design the curriculum in such a manner that it is suitable for all the varied learners. The notion of readiness and the variation in the child's ways of learning are the two factors that might help us understand more about individual differences among learners that we hope common instruction will respond to.

THE STUDENT'S READINESS TO ENGAGE WITH A NEW TOPIC

There are some topics which are difficult for every individual and a resourceful teacher in that case helps in understanding that topic in various ways. There are many learners who are not ready for the given lesson. In some cases if they do not grasp according to the expectations, then it is because of the inadequate preparation and not because of low learning capacity. The teachers while teaching in the class do the revision of some previous topics which is useful but not enough. The readiness in the class is not a fixed feature but is variable in nature and is linked to a particular topic. The factor of readiness which is not subject based is not related to any basic ability or capacity to learn. The feature is not fixed and keeps changing. It is important to give special help to a student who shows lack of relevant knowledge in any area. This will help her/him to catch up with others and when sufficient help is provided in the initial weeks of a term, a student's readiness problem might slowly disappear.

INTEREST AND MOTIVATION FOR SCHOOLWORK OR STUDIES

There are many negative moods that occur in a child at times. There is a difference between the general loss of interest and motivation and negative attitude students sometimes develop to a particular subject or topic or teacher. This affects the learning in that particular subject. The student might be doing good in other subjects. The problem of interest or motivation in a child or the negative attitude might be because of two possible causes. The first cause is because of the feeling that everything is very difficult and there is no real help from teachers or students or friends. The loss of confidence develops in a child which often makes a child unwilling even to try and interest and motivation

are slowly lost. The only help the teacher can provide to such students is to convey them that they are aware of the difficulties of the students and are trying to help them. The children need to be encouraged which will make them feel that they are welcome in the school and class and also that they are respected. Without any support, the problem of low motivation can become more pronounced and such children needs to be motivated which can help them in other areas as well. Hence, the value of creating and maintaining a supportive social climate in classrooms is of great importance.

LEARNER CHARACTERISTICS THAT INFLUENCE LEARNING AT SCHOOL

The external events affect the readiness and motivation of a child and with the change in the environment, the readiness and motivation of a student can be changed. There are some qualities in each individual which differentiate them from others. These characteristics are not fixed in a child and can change over a period of years. The teachers and peers can make their contribution in the process. There is another category which is more related to the preferences and habitual ways of doing things, i.e. what a person is comfortable with.

Characteristics Lying More in the Cognitive Domain

(a) **General Scholastic Ability:** The term bright used for the child refers to the ability to understand and remember what is taught in various subjects, learning quickly and doing well in tests. The term refers to the notion of intelligence – which is well known (but not well understood.). The scholastic aptitude is the mental quality or ability of an individual that such tests measure which help the students to do well in their studies which are related to school subjects. The student with the higher scholastic level tends to perform better in many class activities and tests related to them than others. In the present curriculum, the long written answers are very important and are the main component and therefore the students with the high scholastic aptitude will not automatically have any big advantage. The general level of scholastic ability of students does not affect their language learning in class in a strong and consistent way and hence the teachers should not simply assume that learners who get high or low grades in other subjects will perform similarly in the language class. It is important that the students who are low in the scholastic ability should not be judged when they score low in the class.

(b) **Language Learning Aptitude:** There are some students who have an aptitude for learning languages. To check the language aptitude, two well known tests were developed: the Modern Language Aptitude Test (MLAT) of Carroll and Sapon (1959), and the Pimsleur Language Aptitude Battery (PLAB) of Pimsleur (1966). The tests constitute the sections that deal with the specific sub-skills like phonetic coding, grammatical sensitivity, sound discrimination, sound symbol association, short term memory after rote learning. The focus is on checking the 'hidden' cognitive processes that underly the speaking or listening we normally do while using a language. The tests proved to be useful in identifying potentially good students of language(s) and those who found language study difficult. There are some limitations to these two tests. The first is that they contain tasks (items) which look complicated and only someone who has been educated in formal school for about eight years would understand the instructions. The second limitation is that they were developed more than half a century ago and the approach to learning is much different now. It is important to develop new aptitude tests. The challenge is that when the learning of reading and writing starts in school, there are always different success levels and aptitude is not a relevant or helpful idea in that case.

Learning Styles and Preferences

(c) **Learning Styles:** According to the studies conducted by educational psychologists, there are different styles of learning of an individual which are not connected with their capacity to learn. The students can possess different styles of learning for different subjects or different curricular activities. The process of learning becomes comfortable if it matches with the teaching style and a mismatch act as an obstacle to effective learning. There are many different styles of learning proposed by different scholars. Some of the interesting areas in which style differences have been recognized are as follows:

(i) **Sensory Preference:** There are some inputs which are received by our senses like listening, seeing and feeling which are an important aspect of teaching-learning experience especially in relation to subject matter in the syllabus. When we teach a lesson, the message can be presented in many ways – using words mainly, or words and gestures or a diagram/map. The learner also receives the inputs in the best ways which suits him/her the best. These are orientations or preferences for the mode of sensory input which are visual, auditory, tactile and kinesthetic.

● **Visual:** The learning is based on seeing in which the student learns best in the written form or in pictures, diagrams and models.

● **Auditory:** The learning is on the basis hearing. Some students grasp fast with the spoken messages like teacher talk.

● **Tactile:** The method is related to and kinesthetic which is related to the sense of moving body parts. There are many students who learn the best on touching or feeling the object like models or are themselves moving like making demonstrations and role play.

Therefore, a teacher can make use of different and specific ways to present the information. The teacher can plan the lesson accordingly after understanding the learning style of an individual. This method is useful when the activities are in pairs or smaller groups.

(ii) **Whole or Part Focused Learning:** There are many learners who grasp fast on the general ideas or the 'big picture' but some learn when they are taught the smaller details. The students who learn from the general ideas get diverted when a lot of time is spent on small details whereas others respond well when they are taught the smaller details and get diverted when the focus is on abstract ideas. The orientation is linked to a broader factor called field dependence – field independence. The field dependent learner is an individual who are influenced by the context and the field independent ones are better able to see basic facts or arguments by themselves.

(iii) **Inductive** *vs.* **Deductive Learning:** In the inductive learning method, a general principle is inferred when a body of specific facts or data is given and effort is directed to finding pattern(s). This type of learning includes the tasks involving trying out possible explanations – exploring without knowing beforehand what is the best thing to do. For example, while teaching grammar, a rule or principle is given to begin with, and the discussion is on its implications and applications. The method of deduction is involved while learning mathematics. Therefore, some students are more comfortable in learning by discovery and others are more comfortable when principles and rules are stated and the challenge is to understand and apply them.

(iv) **Convergent Thinking** *vs.* **Divergent Thinking:** This method includes two broad approaches according to the educational psychologists. It is important to understand a problem logically by using relevant knowledge from mathematics or biology or economics, and then moving step by step in a systematic manner to find out a solution. This is similar to the deductive approach as some people do not go directly to the problem as given. They understand the problems from all possible angles and even try to change or reformulate it which can lead to unusual or creative suggestions. The term divergent is used as the process includes opening up or widening the discussion. There are many innovations made in this approach. Both the convergent and divergent approaches are useful and having learners of both types in the same class is a great resource. There is no good or bad style and any style can be used by a learner depending upon his/her individual capacity. The teacher can make use of mix and match style to teach a student which could facilitate better learning. The teachers can also add more variety to their teaching styles and includes different types of presentations and activities in their lesson plans.

(d) **Personality Dispositions – Feelings, Emotions and Social Interactions:** The term personality defines a typical way of behaving of an individual in addition to and different from their abilities and skills, achievements, status and so on. These qualities are stable characteristics and can be seen even in children. The study of personality involves many different theories and models. There are many personality dimensions which have been proposed. Given below are the five-big aspects of the personality dimensions on which individuals differ.

● **Extraversion – Introversion:** An extraversion end individual is often active, energetic, outgoing, talkative and friendly.

● **Openness – Closed Mindedness:** The individual with the openness trait is likely to be curious, imaginative, original and has wide interests.

● **Conscientiousness – Undirectedness:** An individual who has high conscientiousness behaves in an organized, efficient manner and is thorough and reliable in getting things done.

● **Agreeableness – Antagonism:** The individual with the agreeable trait is generally good natured, kind, trusting, generous, modest and appreciative.

● **Neuroticism – Stability:** An individual who has high neuroticism trait is most of the time anxious and insecure, gets upset easily and shows signs of self-pity.

These personality traits are natural qualities of a person and are not expressions of conscious and deliberate decisions to act in particular way. It is

important for a teacher to understand that a child with a certain disposition is not doing anything deliberately. There is no such trait which can be labeled as good or bad in itself. These are the different ways of behaving and are not deliberate choices made by individuals. A teacher should possible involve children in other activities as scolding or putting pressure will be of no help. A teacher should understand such predispositions of children and should work sensitively with them, these children can then learn successfully and can contribute to others' learning in small ways. A lot of supportive interaction can help these children to bring about a change in their personality trait.

One important personality trait is self-esteem which is related to confidence and a capacity to accept challenges, take risks and risk failure without much anxiety. A high self-esteem individual can accept criticism and is not concerned about being unpopular at times. Some students have low self esteem which may be because of some negative experiences in the past both in and out of school. They can be supported by teachers by taking the help of the peers.

There are some individuals who are easily influenced by the opinions of those around them. This is called as social conformity. A child who is more occupied to watch what others do and say, and tries to follow them and 'not be different' would be high on the social conformity dimension. This is different from low ability and confidence. These children might hesitate to participate on the group activities.

Multiple Intelligences

Psychologist Howard Gardner presented his Theory of Multiple Intelligences (in 1983). In this scheme, there are seven intelligence, and later on he added Logico-mathematical, linguistic, bodily-kinesthetic, musical, spatial, interpersonal and intra-personal. Later on naturalistic and existential were added in the list. Earlier, 'intelligence' was only related to logical thinking and problem solving. The understanding of the expressions like images, rhymes, striking expressions, multiple meanings and the powerful sense of one's own body which dancers and gymnasts have are all related to intelligence. The spatial intelligence is a term used for the basic capacity which allows some persons to become good painters, sculptors, designers of visuals. Intra-personal intelligence helps an individual to be happy in themselves. The term existential intelligence is used for the sensitivity and capacity to deal with the deep questions about human existence like the meaning of life our place in the universe and questions of life and

death. The psychologists had suggested that the 'social intelligence' and 'emotional intelligence' should also be considered as special aptitudes some persons might have. There are different types of aptitudes which can be linked to what we noted about the potential for learning that all children have. There are some special aptitudes in an individual which means that knowledge and skill can develop to a level of excellence. There are children in schools and classrooms with different strengths and interests and therefore it is important for a teacher to recognize special aptitudes and design the curriculum accordingly. The children should not be branded as strong or weak rather their abilities should be nurtured which will help in the all-round development of each child.

FLEXIBILITY IN THE CURRICULUM: VALUING DIVERSITY AND PROMOTING AUTONOMY

We have seen in the sections above that all the individuals differ in their capacities to learn and participate. An individual should be seen as a person having their own thoughts, feelings, hopes, needs and so on. The focus should be on the psychological aspects which lie beyond the more obvious physical ones such as sex, age, physical development, health. There are children in class who have their unique personality and traits and have different patterns of learning. All the children are unique and diverse and this diversity can be seen as a resource now, and we need to try and adapt the 'standard curriculum' to suit individual needs. The curriculum should be developed with new approach as this is the principle that the child relates ideas coming as inputs in lessons to her/his life outside the school and thus becomes an active cocreator of new knowledge. The knowledge is different for different children. Therefore, a child should not be pressurized to learn in a class exactly the same things, in the same manner at the same rate which was the underlying principle of the traditional curriculum. There are many changes made in the traditional ways of learning and now every child had the "right to education of quality" through the elementary stage (till Class VIII) which meant no failures, no dropouts. For this, it is important to have a flexible style of learning and the framework should be developed so as to suit the needs of all the learners in the class. It is important to have an official syllabus and a prescribed textbook which can have some elements of flexibility, but the real flexibility and adaptation occurs in the day to day interaction of the teacher with the students in class. This is a process which is based on the joint activity of the teacher and