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THEORETICAL BASES OF TEACHING ENGLISHPART - A

1. Phoneme is the smallest distinctive unit of sound in language. ~~They~~ It is contrastive also, which means they stand in contrast with one another. Phonemes do not have meaning.

For example, in 'pet', /p/ is a phoneme.

2. CBLT means Competency-Based Language Teaching. It is a method of teaching based on specific competences of language in real life situations. It focuses on learning outcomes. It is based on CBE (Competency-Based Education).

Its key features are :-

- \* Focus on competence.
- \* Real life situations
- \* Student centered
- \* Performance oriented.

3. Phrasal verbs are a specific kind of usages. It is a combination of two or three words. ~~There~~ One will be a verb and the other will be preposition/adverb. They have different meanings from their individual meaning.

4. Consonant cluster means a group of consonants. There won't be vowels in between.

eg:- spit - 'sp'  
~~know~~ stay - 'st'

5. Speaking can be defined as the verbal transmission of communication. It has various subskills. They are:-

- ① Produce speech sounds
- ② Use appropriate words & structures
- ③ Use appropriate stress/rhythm/intonation
- ④ Grammar
- ⑤ Organise ideas logically.

6. Language games are different activities used to make language playful and interesting. There are different types of language games. They are:-

- ① Pronunciation games (Drama, poems etc.)
- ② Spelling games (Kangaroo word, Jumble)
- ③ Grammar games
- ④ Reading games
- ⑤ Writing games
- ⑥ Speaking games (Story making)
- ⑦ Listening games (Message passing)

8. Aim is the ultimate end of something. There are certain aims of teaching English at secondary level.

They are: -

- ① To enable students to understand and comprehend a passage.
- ② To develop interest in reading.
- ③ To develop ability to understand and use grammar.

9. Visual techniques are techniques which employ visual aids. In teaching vocabulary, visual techniques are helpful in vocabulary retention. The visual techniques which can be used are :-

- ① Realia
- ② Computer based technology
- ③ Flashcards
- ④ Mime
- ⑤ Videos
- ⑥ Crossword puzzles
- ⑦ Demonstration.

10. Objectives are the end towards activities are directed. There are 2 types of objectives :- Product objective and Process objective.

Product objective

Process objective

\* Desired final outcome

\* Actions performed to acquire outcome

\* End product

\* Processes involved

\* Teacher-oriented.

\* Learner oriented.

7. Study skills are the techniques for performing well in learning. It helps to locate information and then use it, make notes etc. There are different techniques to promote study skills. They are :-

① Note-making

② Note-taking

③ Summarising

④ Brainstorming

⑤ Mindmapping

⑥ Paraphrasing.

## PART - B

13. ~~Learn~~ learning a language is a difficult task. Thus, teaching a language requires many skills. This teaching should be based on some principles, so that it will help in understanding of students. These principles are based on <sup>so many</sup> theories. Teaching can be said to be a principle-based activity.

The major principles of teaching are :-

- ① Principle of purpose
- ② Principle of motivation
- ③ Principle of interest
- ④ Principle of concreteness
- ⑤ Principle of multiple line of approach
- ⑥ Principle of habit formation
- ⑦ Principle of selection and grading
- ⑧ Principle of accuracy and correctness
- ⑨ Principle of teaching
- ⑩ Principle of linguistics
- ⑪ Principle of psychology
- ⑫ Principle of philosophy

### Principle of purpose

There should be a purpose/aim for anything that we do. If we have definite aims in teaching language, it will be helpful.

### Principle of multiple use of approach

Different methods can be used in language teaching. There is no need to stick on a single approach. Using multiple approaches will make class interesting. Also, different approaches have different advantages.

### Principle of habit formation

This is based on behaviourist perspective. Language should become a habit. Practice and repetition is needed for this.

### Principle of linguistics

Linguistics is the study of language. The knowledge of linguistics and ~~is~~ imparting this knowledge to students is helpful for teaching language.

## Principle of gradation

There should be a proper order for the topics that we teach.

## Principle of motivation

Students should be motivated and made interested to learn.

## Principle of concreteness

Instead of abstract concepts, concrete things have to be taught first.

Apart from these principles, there are also other principles like principle of sequence, grouping, creativity, exposure, correlation, naturalness etc.

## 15. ~~Listening~~

15. Listening means hearing something with attention. It is the process of ~~receiving~~ receiving and making meaning ~~and~~ of what we hear.

The first communication skill that we acquire in our life is listening.

There are different types of listening like casual listening, focused listening, intensive listening, extensive listening, critical listening etc.

The sub-skills of listening are predictive skills, comprehension, inferring and deducing meaning.

It is the duty of a teacher to improve the listening skills of pupils. There are various ways for that. They are explained below.

- \* Teacher should make pupils understand the importance of listening.
- \* Teacher can give instructions and ask them to listen and follow it.
- \* Teacher can read passages and ask questions about it.
- \* Teacher can sing rhymes.
- \* Teacher can play speech or other recorded things in class for students to listen.
- \* Can use conversation method.
- \* Teacher can provide knowledge of phonetics.
- \* Teacher can give similar pairs of words and ask to differentiate.

eg:- face - phase

peace - piece

• Teacher can teach ~~how~~ them stress, intonation etc.

• Teacher can conduct dictation.

• Teacher can give them ear training.

Through these activities, listening skills of pupils can be improved.

17.

Reading is the process of looking written symbols and understanding them as spoken symbols.

It is the act of receiving meaning from written form or understanding visual symbols.

The objectives of reading are to understand meaning, get ideas, pleasure, deep knowledge, comprehension etc.

The stages of reading process are recognition, structuring and interpretation. There are different types

of reading like silent reading, loud reading,

intensive reading, extensive reading etc.

Reading can be taught by using methods like syllabic method, alphabetic method, Phonic method, eclectic method etc. Materials <sup>used</sup> ~~taught~~ for teaching are flashcards, pictures etc.

It is important to inculcate and enhance reading habit in students. Only through continuous reading, they will be able to widen their knowledge horizon. Also, language and vocabulary will get improved. While reading, they come across new words. This will improve their vocabulary. Then while loud reading, it will help to correct pronunciation. Thus reading habits are necessary.

Some of the ways to improve reading habits of ~~the~~ students are :-

① Organise a reading club in school.

It can be reading club / literary club / book club. Organise it and ask students to be a part of it.

② Let the students read as per their interest.

but if the students have a particular interest to certain genres, encourage them to read more of it.

③ Expand the number of books in library.

④ Encourage students to visit library.

⑤ Provide opportunities.

⑥ Enactment of stories or plays can be done.

⑦ Conduct reading competitions.

⑧ Conduct book review competitions.

⑨ Make a list of must-read books and give to children.

⑩ Tell the beginning of an interesting story or novel in class, and then ask students to read it after making them curious.

These are some things we as teachers can do for improving reading habits of students.

18. Grammar is the rules of language and its use. Every language has a grammar and it is according to these rules that we use that particular language. There are different approaches to grammars. Two major approaches among them are functional grammar and formal grammar.

### Formal Grammar

Formal Grammar is a set of syntactical rules of a formal language. These rules describe how to form strings that are valid according to language's syntax. It was studied by Noam Chomsky.

- It is used to describe structure of sentences.
- Defines different elements of language.

- Describes relation between linguistic elements.

- It also describes the way the elements of language are related to each other.

## Functional Grammar

It is a functional approach to grammar.

It emphasises the communicative function of language. It focuses on how language is used for different purposes in different social contexts.

It was developed by Michael Halliday.

- Language is considered as a ~~tool~~.
- Structure is analysed with reference to function.
- Contextual use is focused.

## Functional Grammar

~~Structural~~ Functional approach

• Communicative function is focused.

• Considered as tool

• Pays attention to social context

• Contextual use of linguistic elements

• Developed by Michael Halliday

## Formal Grammar

~~Functional~~ Structural approach

• Communicative function is not focused.

• They are rules

• Social context is not considered.

• ~~Formal~~ Formal relations between linguistic elements

• Developed by Noam Chomsky.

19.

Microteaching is a teacher training technique which helps to master teaching skills. It is a procedure in which a student teacher practices teaching with reduced number of pupils in reduced period of time with special focus on skills.

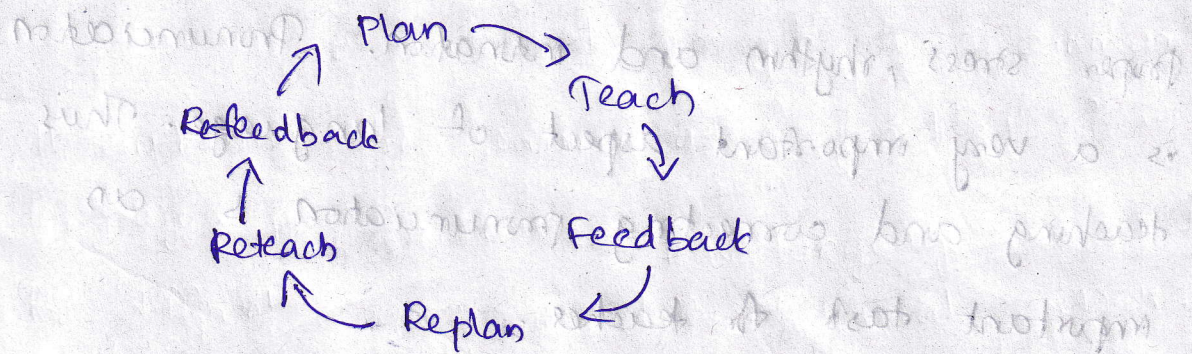
According to L.C. Singh, "Microteaching is a scaled down teaching encounter in which teacher teaches a small unit to group of five pupils for small period of 5 to 20 minutes".

The objectives of microteaching are to learn teaching skills, master it and gain confidence in teaching.

The characteristics of micro-teaching are:

- \* Highly individualised.
- \* Reduced class size
- \* Reduced duration
- \* Immediate feedback
- \* Single content/concept
- \* Scales down complexities.

## Steps of microteaching:-



## Phases of Microteaching:-

There are 3 phases in microteaching. They are:-

- ① Knowledge acquisition phase.
- ② Skill acquisition phase
- ③ Transfer phase.

Knowledge acquisition phase =>

It provides knowledge of skills. Demonstrations are observed and they are discussed.

Skill acquisition phase =>

It includes planning, practicing and evaluation.

Transfer phase =>

This is when skills are integrated.

21. Pronunciation means speaking language with proper stress, rhythm and intonation. Pronunciation is a very important aspect of language. Thus teaching and correcting pronunciation is an important task for teacher.

There are different methods to teach pronunciation :-

① Imitation method.

Model pronunciation is given by teacher and students imitate.

② Phonetics method.

In this, pronunciation is taught by teaching phonetics.

③ Subsidiary method.

Pronunciation is taught through various activities.

There are various methods to improve pronunciation of students. They are: -

- ① Providing them correct model pronunciation.
- ② Teach them phonetics.
- ③ Play recorded speech
- ④ Ask to watch movies in English
- ⑤ Listen to radio
- ⑥ Conduct dictation.
- ⑦ Conduct other oral activities
- ⑧ If they speak wrongly, correct them at that time itself.
- ⑨ Give exposure.
- ⑩ Give individual attention.

Model Reading

Through these methods, correct pronunciation can be provided.

14. Maxims are objectives of something. Maxims are the universal facts found by teachers on the basis of experience. Knowing them will help teachers to teach systematically.

The maxims of teaching in English are :-

- ① Known to unknown.
- ② Simple to Complex
- ③ Particular to general
- ④ Concrete to abstract.
- ⑤ Induction to deduction
- ⑥ Near to far
- ⑦ Definite to indefinite
- ⑧ Empirical to rational.
- ⑨ Analysis to synthesis.
- ⑩ Psychological to logical.

Known to unknown

~~Student~~ This is based on previous knowledge.  
New knowledge is built on previous knowledge.

Eg: - While teaching <sup>types of</sup> nouns, teacher will use their knowledge of what nouns are is used.

Simple to complex

Simple concepts are taught first and complex ones are dealt with later.

Eg: - <sup>Simple</sup> Present tense is taught first. Present Perfect continuous tense is taught after that.

### Particular to general

Generalizations are not made at first.

eg:- while teaching grammar, particular situations are taught first. General rule is taught only after that.

### Near to far

Near surroundings related concepts are taught first.

eg:- while teaching vocabulary to small children, 'pen', 'pencil', 'chair' etc. are taught first. 'Mombet' is taught only later.

### Concrete to abstract

Concrete things that can be experienced first.

eg:- Pen, pencil.

12. LAD means Language Acquisition Device.

It was a concept by Noam Chomsky. He was a linguist.

LAD is a hypothetical tool. It believes that every human has a LAD connected to his brain. It is an innate ability to acquire language. It supposes that ability to language is inborn. 'Nature' is important than 'nurture'.

LAD facilitates language learning. It includes knowledge of grammar rules common to all languages. This is what helps students to acquire language as fast as possible. Later, this was replaced by Universal Grammar.

With LAD, Chomsky means to say that children have a biological or innate ability to pick up any language.

20. Grammar is the set of rules regarding the <sup>ne</sup> structural of a language. It includes phonology, morphology, semantics and syntax. It is the base of English language.

(21)

Teacher's grammar is an important aspect of teaching language. There are two methods of teaching grammar.

(1) Deductive method

(2) Inductive method.

### Inductive method

In inductive method is the method in which students distinguish the patterns. Teacher gives examples and leads students to the rule regarding it.

For example, <sup>different</sup> ~~examples~~ of nouns are given and ask them to categorize it according to features they can identify. After that, tell them the terms which we say for that like proper nouns, collective nouns etc.

### Deductive method

Deductive method is the method in which rules are taught first, and then only the examples



one given.

~~Inducto-deducto method is the best method.~~

For example, the teacher ~~teach~~ writes the different types of nouns and its features. After that, she gives examples.

~~Inducto-deducto method is the best method to teach grammar.~~

16. English is the international / global language.

It is an Indo-European language. It is used as international language for communication, trade, entertainment etc. It is also the lingua franca, link language, library language etc.

English is considered as a library language.

Library language means, it is the language which is widely used to collect knowledge and information.

• These days, English versions of books are



abundantly available.

• Most of the books are translated to English.

• This is because most readers know the language.

• English is the key language.

• Newspapers, weekly, journals etc. are published in English.

### PART - C

23.

Intelligence is the ability to deal with new situations and environment effectively. #

• Earlier, intelligence was considered as a single entity. Howard Gardner came against this and argued that there are different types of intelligence in the same individual.

He put forward the theory of multiple intelligence.

These intelligences are :-

reasoning etc. They are curious about everything.

### Bodily / kinesthetic Intelligence

It is related to movement. They have eye-hand coordination.

### Musical / Rhythmic Intelligence

They can sing and appreciate music.

### Interpersonal Intelligence

They have the ability to understand others' emotions.

### Intrapersonal Intelligence

It is the ability to self-reflect and become aware of self.

### Naturalistic Intelligence

It is the ability to classify things in nature.

There are several educational implications to Multiple Intelligence theory. By using the knowledge of these intelligence, instructional decisions

can be made and activities can be planned. Also, by improving the dominant intelligence, it can be used to teach. All the abilities should be tested.

## MI theory in English Language classes

Gardner's MI theory can be used and implemented in English language classes.

\* Language teaching is mainly related to the linguistic intelligence or verbal intelligence of a learner.

\* Musical / rhythmic intelligence can be used in language classes.

\* Suggestopedia approach is based on this intelligence. ~~It is~~ Suggestopedia will appeal to

those who are strong in musical intelligence.

\* Bodily / Kinesthetic intelligence can be used.

this is through TPR approach or Total

Physical Response approach. In this, physical

activities are involved

\* Grammar Translation method is based on verbal/linguistic intelligence.

\* Audio lingual method is based on verbal/linguistic method.

\* In silent way method, spatial/visual intelligence is used when showing cards. Bodily/kinesthetic intelligence is used while using cuisenaire rods.

\* Community Language Teaching is based on verbal/linguistic intelligence.

\* <sup>en</sup> Intra-personal intelligence can be used while conducting roleplays, drama, conversation etc. to improve language skills.

\* ~~When~~ Intra personal intelligence can be used to improve pronunciation. This can be done by recording student's reading and then asking him/her to analyse themselves.

~~While~~  
\* While conducting language games, puzzles etc,  
mathematical / reasoning intelligence can be  
used.

thus we can say that MI theory has  
a lot of implications and applications in  
English language classrooms.

25.

Psychology and linguistics are ~~inter~~ independent  
disciplines. But a ~~common~~ new branch psycholinguistics  
emerged by combining their common areas.

In this branch, theories of psychology are  
applied to the process of teaching and  
learning language. One such theory is  
Behaviourism.

The major exponents of Behaviourism  
are Watson, Pavlov, E.Z. Thorndike, Skinner etc.

According to Behaviourism, ~~the~~ learning is a  
mechanical process of habit formation.

language learning is a forming of behaviour.

Acquisition of new behaviour happen as a response to stimuli. In behaviourism, teachers modify student behaviour by setting situations for exhibiting desired responses.

there are certain principles of behaviourism they are:-

\* It is habit formation.

\* Observation takes place.

\* There is a stimulus and a response.

\* It is based on external observation.

\* There is imitation.

\* There is repetition.

\* Child's mind is a tabula rasa.

\* Law of exercise

\* Law of readiness

\* Law of effect.

\* Reinforcement.

these principles can be used in language teaching. Examples are given below.

① Teacher shows apple and says 'apple'. Then asks students to repeat after her. By repeating 'apple', students mechanically understand that the object is 'apple'. Similarly, teacher can show other objects and follow the same.

Similarly, every ideas can be made to ~~repeat~~ repeat by students. Then teachers can show students how to speak in certain situations. For example, teacher asks someone 'Hello, how are you?' when they meet. ~~And then teacher~~ the other person says 'I'm fine'. Teacher can then make students ~~memorize~~ memorize this. Thus students will learn this.

② Positive and negative reinforcement can be used. If positive reinforcement is given, they are encouraged. They will not repeat mistakes

if negative reinforcement is given. This is the law of effect.

Child's mind is a 'tabula rasa' or a blank state. Teacher can teach ~~to~~ what she wants. This is the view of behaviourism.

Everything is related to external observation. There is no innate experience or construction of knowledge. Students just follow the pattern.

There are several criticisms against behaviourism. ~~as a teacher~~ This is because of ignoring a child's innate abilities. There is no place for imagination. It is simply mechanical.