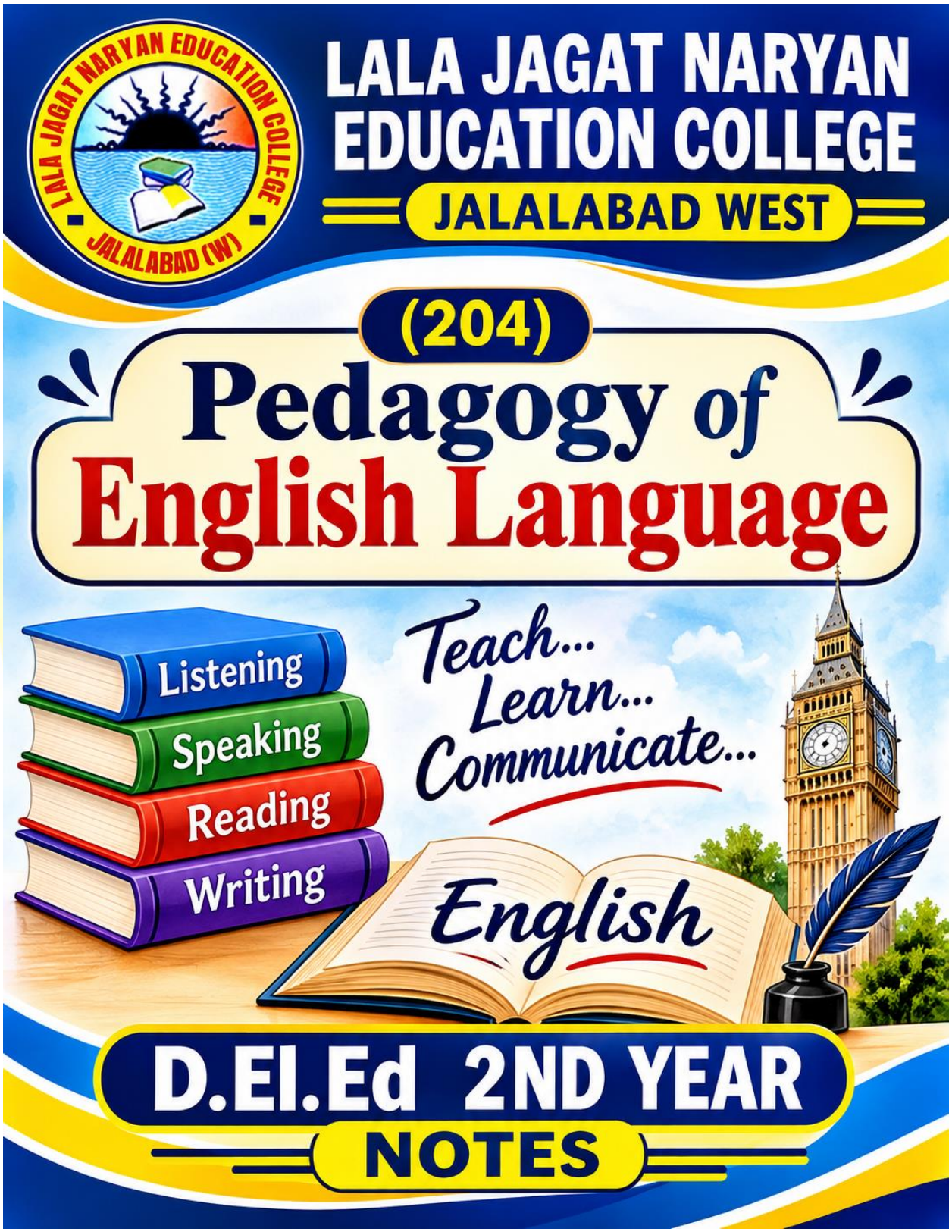

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(204)
Pedagogy of
English Language
Listening
Speaking
Reading
Writing
Teach...
Learn...
Communicate...
English
D.El.Ed 2ND YEAR
NOTES

Unit 1: Issues of Teaching of English at the Elementary Stage

• Issues of learning English(Issue of medium of instruction, level of introduction and accent) in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of „prestige and power

• Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; key factors affecting second language acquisition

Unit 2: Approaches to the Teaching of English

• Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method

• The Constructivist Approach: nature and role of learners, different kinds of learners – young 56 learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)

• Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

Unit 3: Teaching Strategies

• The text book: Critical literacy, personal response to poems and stories, adapting the textbook

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- **Beyond the textbook: including children s literature in the classroom (poems, stories, songs etc)**

- **Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom., using pair-work and group-work meaningfully to encourage speaking and participation – vocabulary development: using pictures, flow-charts, word walls; teaching pronunciation, rhythm, stress and intonation.**

- **Reading: beginning reading - the alphabet method, phonetic method, environmental print, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre reading, while-reading and post-reading activities; comprehension skills - types of reading - Independent reading, guided reading and shared reading ; reading aloud and silent reading. Writing: providing triggers for writing – brainstorming, discussions, reading; writing as a process - brain storming, drafting, conferencing, publishing/sharing; controlled, guided, and free writing;**

- **Teaching grammar to strengthen language acquisition: teaching grammar as, knowledge about language , making grammar meaningful and fun.**

Unit 4: Learner Assessment

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- **Why should children be assessed, continuous and comprehensive assessment**

- **Methods of assessment: individual. Group, self and peer assessment, tools and techniques of assessment: observation, assignments, projects, portfolio, checklists, rating scales and anecdotal records, oral and written techniques, types of language tests, the cloze procedure, dictation, miscue analysis**
- **Reporting and communicating feed back, sharing with the child and parents**

Unit 5: Grammar and Composition Subject and Predicate, The Noun: Number and Gender Auxiliaries and Modals, Same Word as Different Parts of Speech Spellings, Punctuation Composition of Paragraphs, e. mail, classified advertisements

These notes are written in simple, medium-level English for examination preparation. Each topic includes its meaning, explanation, important points and examples. Mind maps are also included for quick revision.

UNIT 1: Issues of Teaching of English at the Elementary Stage

1. Issues of Learning English

English is an important language used in education, communication, science, technology and employment. Teaching English at the elementary stage is important

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because children develop their basic language skills during this period.

However, teaching English in India faces several challenges because India is a multilingual and multicultural country.

A. Issue of Medium of Instruction

Meaning: Medium of instruction means the language used by teachers to teach different subjects in the classroom.

Explanation:

1. **Many children understand their mother tongue better than English.**
2. **Some schools use the regional language, while others use English.**
3. **Children may face difficulty when they suddenly start learning through English.**
4. **Teachers should connect English with the child's home language.**
5. **The use of familiar languages helps children understand new concepts.**

Example: A child who speaks Punjabi at home may understand the meaning of a new English word better when the teacher explains it in Punjabi first.

B. Issue of Level of Introduction

It refers to the stage or class at which English should be introduced in school.

Explanation:

- **Some schools introduce English from Class 1.**
- **Some schools introduce English at a later stage.**
- **Early exposure helps children become familiar with English sounds and words.**
- **English teaching should be according to the age and learning ability of children.**
- **Children should learn through stories, rhymes, games and activities.**

Example: Teaching simple words such as Apple, Ball, Cat and Dog through pictures in Class 1.

C. Issue of Accent

Meaning: Accent refers to the particular way in which a person pronounces words.

Explanation:

- **English is spoken differently in different countries.**
- **British, American and Indian English have different pronunciation patterns.**
- **Children may have difficulty pronouncing some English sounds.**
- **Teachers should encourage clear and understandable pronunciation.**
- **Students should not be discouraged because of their regional accent.**

Example: The pronunciation of some words differs between British and American English.

D. Multilingual Nature of India

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Meaning: Multilingualism means the use of more than one language by individuals or communities.

Explanation:

India has many languages, such as Punjabi, Hindi, Bengali, Tamil, Gujarati, Marathi and Telugu.

- **Children come to school with different language backgrounds.**
- **Their mother tongue influences their English learning.**
- **Teachers should respect all languages.**
- **Classroom activities should provide opportunities to use different languages.**
- **Multilingualism can help children understand new words and concepts.**

Example: A teacher may explain the English word *Water* by connecting it with Punjabi *Paani* and Hindi *Jal*.

E. English as the Language of Prestige and Power

English is often considered a language of prestige and power because it is widely used in higher education, administration, business and international communication.

Importance:

1. **It provides opportunities for higher education.**
2. **It helps in communication across different states and countries.**
3. **It is widely used in science and technology.**
4. **It increases access to information.**

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5. It is useful in many professional fields.

Example: Students who learn English can access many international educational books and online learning resources.

However, every language deserves equal respect. English should not be considered superior to the mother tongue.

2. Teaching English as First, Second and Foreign Language

A. English as a First Language (L1)

Meaning: A first language is the language that a child learns naturally from family and surroundings during early childhood.

Characteristics:

- **Learned naturally at home.**
- **Used for daily communication.**
- **Acquired through listening and speaking.**
- **Children learn it without formal grammar instruction initially.**
- **It develops through regular interaction.**

Example: A child whose family communicates in English at home learns English as the first language.

B. English as a Second Language (L2)

Meaning: A second language is a language learned in addition to the mother tongue and used in the surrounding social or educational environment.

Characteristics:

- **Learned through school and social interaction.**
- **Used for communication in different situations.**
- **Requires practice and exposure.**
- **May be learned through formal and informal methods.**

Example: A Punjabi-speaking child learns English in school and uses it for communication and education.

C. English as a Foreign Language (EFL)

Meaning: A foreign language is learned in a country where it is not commonly used in everyday communication.

Characteristics:

- **Mostly learned in classrooms.**
- **Limited opportunities for natural conversation.**
- **Requires textbooks, audio and other learning resources.**
- **Teachers provide practice through activities.**

Example: A student in a country where English is not commonly spoken learns English as a foreign language.

Difference Between L1, L2 and EFL

Basis	First Language	Second Language	Foreign Language
Meaning	First learned language	Additional social language	Language learned for study
Learning	Naturally	Naturally and	Mostly formally

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		formally	
Environment	Home	School and society	Mainly classroom
Example	English at home	English in India	English in a country where it is rarely spoken

3. Factors Affecting English Language Learning

A. Developmental Factors

These factors are related to the physical, mental and language development of children.

- Age of the learner.
- Memory and thinking ability.
- Development of listening and speaking skills.
- Previous language knowledge.
- Learning speed.

Example: Young children often learn new words through pictures, songs and games.

B. Socio-Economic Factors

These factors are related to the economic and social background of learners.

- Family income.
- Parents' education.
- Availability of books.
- Access to digital resources.
- Educational environment at home.

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- **Opportunities to communicate in English.**

Example: A child who has access to English storybooks at home may get more opportunities to practise reading.

C. Psychological Factors

These factors are related to the mind, feelings and behaviour of learners.

- **Confidence.**
- **Interest.**
- **Motivation.**
- **Fear of making mistakes.**
- **Attitude towards English.**
- **Anxiety and self-confidence.**

Example: A student who feels confident may participate more actively in English conversations.

4. Key Factors Affecting Second Language Acquisition

Second Language Acquisition (SLA) means the process of learning another language after the first language.

Important factors include:

1. **Motivation: Interest and desire to learn English.**
2. **Age: Different ages may have different learning strengths.**
3. **Language exposure: Regular opportunities to listen to English.**
4. **Practice: Speaking, reading and writing regularly.**

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5. **First language influence: Previous language knowledge affects learning.**
6. **Learning environment: A supportive classroom improves learning.**
7. **Aptitude: Natural ability to learn languages.**
8. **Attitude: Positive feelings towards the language.**
9. **Interaction: Communication with teachers and classmates.**
10. **Feedback: Helpful correction of mistakes.**

MIND MAP – UNIT 1

ISSUES OF TEACHING ENGLISH

Learning Issues

Medium of instruction, level of introduction, accent

Indian Society

Multilingualism, multiculturalism, prestige and power

Language Types

First language, second language, foreign language

Learning Factors

Developmental, socio-economic, psychological

Effective English Language Learning

UNIT 2: Approaches to the Teaching of English

1. Behaviouristic Approach

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Meaning: Behaviourism is a psychological theory that focuses on observable behaviour. It believes that learning takes place through stimulus, response, practice and reinforcement.

Main Features:

1. **Learning takes place through repetition.**
2. **Practice develops correct language habits.**
3. **Teachers provide stimulus and learners give responses.**
4. **Rewards encourage correct responses.**
5. **Mistakes are corrected through practice.**

Example: The teacher says, "Good morning." Students repeat, "Good morning, teacher."

Contribution to Education:

- **Develops pronunciation.**
- **Improves memorisation.**
- **Encourages regular practice.**
- **Helps develop language habits.**

2. Structural Approach

Meaning: The Structural Approach focuses on teaching English through carefully selected grammatical structures and sentence patterns.

Main Features:

- **Simple structures are taught first.**
- **Difficult structures are introduced gradually.**
- **Grammar is taught through sentence patterns.**

- **Students practise correct sentence formation.**
- **Repetition and substitution exercises are used.**

Example:

- **I am a student.**
- **He is a student.**
- **They are students.**

Students learn the structure by changing subjects and verbs.

3. Grammar-Translation Method

Meaning: It is a traditional method in which students learn grammar rules and translate sentences from one language into another.

Features:

1. **Grammar rules are explained.**
2. **Translation is the main activity.**
3. **Reading and writing receive importance.**
4. **Mother tongue is used for explanation.**
5. **Vocabulary is learned through word meanings.**

Example:

English: I am going to school.

Punjabi: ਮੈਂ ਸਕੂਲ ਜਾ ਰਿਹਾ ਹਾਂ।

Advantages:

- **Helps understand grammar.**

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- **Improves translation skills.**
- **Useful for reading difficult texts.**

Limitations:

- **Less speaking practice.**
- **Limited listening activities.**
- **Students may not develop natural communication skills.**

4. Audio-Lingual Method

Meaning: The Audio-Lingual Method teaches language through listening, speaking, repetition and pattern practice.

Features:

- **Listening comes before speaking.**
- **Dialogues are practised.**
- **Students repeat sentences.**
- **Correct pronunciation is encouraged.**
- **Language patterns are memorised.**

Example:

Teacher: What is your name?

Student: My name is Ravi.

Teacher: Where do you live?

Student: I live in Punjab.

Advantages:

- **Improves speaking.**

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- **Develops pronunciation.**
- **Builds confidence through practice.**

Limitations:

- **Repetition can become boring.**
- **Creative communication may receive less attention.**
- **Students may memorise without understanding.**

5. Constructivist Approach

Meaning: Constructivism is an approach in which learners construct their own knowledge through experience, exploration, interaction and activities.

Main Features:

1. **Learners actively participate.**
2. **Previous knowledge is connected with new knowledge.**
3. **Learning takes place through activities.**
4. **Group discussion is encouraged.**
5. **Teachers act as facilitators.**
6. **Students learn by doing.**

Example: The teacher asks students to describe their classroom in English. Students observe objects and make their own sentences.

Nature and Role of Learners

- **Active participants.**
- **Independent thinkers.**
- **Problem solvers.**
- **Creative learners.**

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- **Cooperative members of groups.**

Different Kinds of Learners

A. Young Learners

Young learners learn better through games, rhymes, pictures and stories.

Example: Learning animal names through pictures.

B. Beginners

Beginners are students who have little or no previous knowledge of English.

Example: Teaching basic greetings, alphabets and simple words.

C. Teaching Large Classes

A large class contains many students. The teacher should:

- **Use group activities.**
- **Divide students into small groups.**
- **Use charts and flashcards.**
- **Encourage peer learning.**
- **Give clear instructions.**
- **Provide equal participation opportunities.**

Socio-Psychological Factors

Factor	Meaning	Example
Attitude	Feelings towards	Positive attitude

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	learning	**towards English**
Aptitude	**Ability to learn a language**	**Quickly learning new words**
Motivation	**Desire to learn**	**Learning English for communication**
Needs	**Requirements of learners**	**Learning English for school**
Level of Aspiration	**Goals a learner wants to achieve**	**Wanting to speak English confidently**

6. Communicative Language Teaching (CLT)

Meaning: Communicative Language Teaching is an approach that focuses on developing the ability to use language effectively in real-life situations.

Main Objectives:

- **Develop communication skills.**
- **Improve fluency.**
- **Encourage interaction.**
- **Develop listening and speaking.**
- **Use English in meaningful situations.**

Main Features

1. **Meaning is more important than memorising rules.**
2. **Students participate in conversations.**
3. **Real-life situations are used.**
4. **Pair-work and group-work are encouraged.**
5. **All four language skills are developed.**

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Role of Textbooks and Other Resources

Textbooks provide structured learning material. Other resources make learning interesting.

Examples:

- **Storybooks.**
- **Newspapers.**
- **Pictures.**
- **Flashcards.**
- **Audio recordings.**
- **Videos.**
- **Charts.**

Role of Teacher

The teacher acts as:

- **Facilitator.**
- **Guide.**
- **Motivator.**
- **Organiser.**
- **Evaluator.**

Classroom Management

Good classroom management means organising the classroom to create a positive learning environment.

Example: The teacher divides students into pairs and asks them to practise a conversation about buying vegetables from a shop.

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MIND MAP – UNIT 2

APPROACHES TO TEACHING ENGLISH

Behaviouristic

Stimulus, response, repetition, reward

Structural

Sentence patterns, structures, practice

Grammar-Translation

Grammar rules and translation

Audio-Lingual

Listening, speaking and drills

Constructivist

Activity, experience and discovery

Communicative

Meaning, interaction and real-life use

UNIT 3: Teaching Strategies

Teaching strategies are the methods and activities used by teachers to make language learning interesting, meaningful and effective. English teaching should develop listening, speaking, reading and writing skills.

1. The Textbook

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Meaning: A textbook is an important teaching-learning resource that provides lessons, stories, poems, exercises and activities according to the syllabus.

Importance of Textbooks

1. **Provides systematic knowledge.**
2. **Develops language skills.**
3. **Provides reading and writing practice.**
4. **Introduces new vocabulary.**
5. **Helps teachers plan classroom activities.**
6. **Provides material for assessment.**

A. Critical Literacy

Meaning: Critical literacy means developing the ability to read, understand, question and analyse written material instead of simply accepting everything written in a text.

Main Features:

- **Encourages independent thinking.**
- **Develops questioning skills.**
- **Helps identify different viewpoints.**
- **Develops social awareness.**
- **Encourages students to express opinions.**

Example: After reading a story about gender roles, the teacher asks students whether boys and girls should have different responsibilities.

B. Personal Response to Poems and Stories

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Meaning: Personal response means expressing one's own feelings, ideas and opinions about a poem or story.

Importance:

- **Develops imagination.**
- **Encourages creativity.**
- **Improves speaking skills.**
- **Develops emotional understanding.**
- **Builds interest in literature.**

Example: After reading a poem about nature, students describe their favourite season and explain why they like it.

C. Adapting the Textbook

Meaning: Adapting a textbook means changing or modifying its content and activities according to the needs and abilities of learners.

Ways of Adapting:

1. **Simplifying difficult words.**
2. **Adding pictures.**
3. **Including local examples.**
4. **Removing unsuitable activities.**
5. **Adding stories and games.**
6. **Providing additional exercises.**

Example: A teacher adds examples about Punjab's festivals to a lesson about festivals.

2. Beyond the Textbook

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Meaning: Beyond the textbook means using additional learning materials apart from the prescribed textbook.

Importance:

- **Makes learning enjoyable.**
- **Develops creativity.**
- **Improves vocabulary.**
- **Develops imagination.**
- **Connects classroom learning with real life.**

Different Resources

A. Children's Literature

Children's literature includes stories, poems, picture books and other reading materials written for children.

B. Poems

Poems develop rhythm, pronunciation, imagination and vocabulary.

Example: A short poem about rain or flowers.

C. Stories

Stories develop listening, reading, imagination and moral understanding.

Example: The story of the thirsty crow teaches problem-solving.

D. Songs

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Songs help children learn pronunciation, rhythm, vocabulary and sentence patterns.

Example: An English alphabet song.

3. Listening and Speaking Skills

Listening and speaking are important language skills. They help children communicate with others effectively.

A. Listening Skill

Meaning: Listening is the ability to understand spoken language.

Importance:

1. **Develops understanding.**
2. **Improves pronunciation.**
3. **Helps learn new vocabulary.**
4. **Improves communication.**
5. **Develops concentration.**

Activities:

- **Listening to stories.**
- **Listening to poems.**
- **Following instructions.**
- **Listening to conversations.**
- **Identifying sounds.**

Example: The teacher reads a short story, and students answer questions about it.

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B. Speaking Skill

Meaning: Speaking is the ability to express thoughts, feelings and information through spoken language.

Importance:

- **Develops confidence.**
- **Improves communication.**
- **Develops pronunciation.**
- **Encourages participation.**
- **Helps express ideas.**

Activities:

- **Role-play.**
- **Storytelling.**
- **Group discussion.**
- **Picture description.**
- **Question-answer sessions.**

Example: Students perform a conversation between a teacher and a student.

C. Seeing Talk as Valuable

Classroom talk is an important part of language learning. Students learn by expressing their ideas and listening to others.

The teacher should:

- **Encourage students to speak.**
- **Respect different opinions.**

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- **Provide equal opportunities.**
- **Avoid unnecessary interruption.**
- **Create a friendly classroom.**

D. Reducing Teacher-Talk Time

Teacher-talk time means the time spent by the teacher speaking during a lesson.

Reducing teacher-talk time gives more opportunities to students to communicate.

Ways:

1. **Ask open-ended questions.**
2. **Encourage discussions.**
3. **Use pair-work.**
4. **Organise group activities.**
5. **Allow students to explain answers.**

Example: Instead of explaining a complete story, the teacher asks students to read it in groups and discuss its meaning.

E. Pair-Work and Group-Work

Pair-work: Two students work together to complete an activity.

Example: Two students practise introducing themselves.

Group-work: Three or more students work together to complete a task.

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Example: A group prepares a short conversation about a visit to a market.

Benefits:

- **Encourages cooperation.**
- **Develops communication.**
- **Improves confidence.**
- **Increases participation.**
- **Develops social skills.**

4. Vocabulary Development

Meaning: Vocabulary refers to the collection of words a person knows and uses.

Vocabulary development means learning new words and understanding their meanings and usage.

Methods of Vocabulary Development

A. Pictures

Pictures help students understand the meanings of words.

Example: Showing a picture of an elephant to teach the word Elephant.

B. Flow Charts

Flow charts organise words and ideas in a systematic manner.

Example:

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Flow Chart: Types of Fruits

FRUITS

Summer Fruits

Mango, Watermelon, Melon

Other Fruits

Apple, Banana, Orange

C. Word Walls

A word wall is a classroom display containing important words that students can see and use regularly.

Example: A classroom word wall may contain words such as Beautiful, Happy, School, Teacher and Garden.

D. Pronunciation

Pronunciation means the correct way of producing speech sounds when speaking a language.

Teachers should:

- **Model correct pronunciation.**
- **Use listening activities.**
- **Practise difficult sounds.**
- **Encourage speaking.**
- **Use audio resources.**

E. Rhythm

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Rhythm refers to the pattern of stressed and unstressed syllables in spoken language.

Example: English sentences have a natural pattern of strong and weak sounds.

F. Stress

Stress means giving extra emphasis to a particular syllable or word.

Example: In the word *TAble*, the first syllable receives stress.

G. Intonation

Intonation means the rise and fall of the voice while speaking.

Example:

- **Are you happy? (Rising intonation is common in yes/no questions.)**
- **I am very happy. (Falling intonation is common in statements.)**

5. Reading Skill

Meaning: Reading is the ability to recognise written words, understand their meaning and interpret written information.

Importance of Reading

1. **Develops vocabulary.**
2. **Improves comprehension.**

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3. Develops imagination.
4. Improves spelling.
5. Increases knowledge.
6. Develops independent learning.

A. Beginning Reading

Beginning reading means introducing children to the basic skills required to recognise letters, words and simple sentences.

1. Alphabet Method

In this method, children first learn the letters of the alphabet and then learn to form words.

Example:

A, B, C, D

Then:

C + A + T = CAT

Limitation: Children may memorise letter names without understanding how words are pronounced.

2. Phonic Method

The phonic method teaches the relationship between letters and their sounds.

Example:

- **B makes the /b/ sound.**

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- **C can make the /k/ sound.**
- **M makes the /m/ sound.**

Children combine sounds to read words.

3. Environmental Print

Environmental print means written words that children see in their everyday surroundings.

Examples:

- **SHOP signs.**
- **ROAD signs.**
- **Bus numbers.**
- **Product labels.**
- **School name boards.**

It helps children connect reading with real life.

4. Reading with Meaning

Reading should focus on understanding the meaning of words and sentences rather than simply pronouncing them.

Example: After reading "The boy is playing football", the teacher asks, "What is the boy playing?"

5. Reading Aloud by Teacher

The teacher reads a passage loudly and clearly so that children can listen to correct pronunciation, expression and intonation.

6. Using Word Walls

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Teachers display familiar and new words on classroom walls to support reading and vocabulary development.

B. Stages of Reading

Three Stages of Reading

1. **Pre-Reading Activities**

   Activities before reading to develop interest and activate previous knowledge.

   Example: Showing a picture and asking students to guess the story.

2. **While-Reading Activities**

   Activities performed during reading to develop understanding.

   Example: Finding important words and answering questions while reading.

3. **Post-Reading Activities**

   Activities after reading to check understanding and encourage reflection.

   Example: Summarising the story or discussing its moral.

C. Comprehension Skills

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Meaning: Reading comprehension is the ability to understand, interpret and remember information from written text.

Important comprehension skills:

1. **Identifying the main idea.**
2. **Finding specific information.**
3. **Understanding vocabulary.**
4. **Making predictions.**
5. **Drawing conclusions.**
6. **Understanding sequence of events.**
7. **Identifying the author's purpose.**

Example: After reading a story, students explain its main idea and identify the characters.

D. Types of Reading

1. Independent Reading

Students read books or passages independently according to their reading ability.

Example: A student reads a storybook silently.

2. Guided Reading

The teacher guides a small group of students according to their reading needs.

Example: The teacher helps students read a difficult paragraph and understand new words.

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3. Shared Reading

The teacher and students read the same text together.

Example: The whole class reads a poem displayed on the board.

4. Reading Aloud

Reading a text loudly so that others can hear.

Example: A student reads a paragraph in front of the class.

5. Silent Reading

Reading without speaking the words aloud.

Example: Students silently read a storybook in the library.

6. Writing Skill

Meaning: Writing is the ability to express thoughts, feelings and information through written words and sentences.

Importance of Writing

- **Develops communication skills.**
- **Improves spelling.**
- **Develops grammar.**
- **Encourages creativity.**
- **Helps organise thoughts.**
- **Improves sentence formation.**

A. Providing Triggers for Writing

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Writing triggers are activities or materials that encourage students to start writing.

1. Brainstorming: Students collect ideas about a topic before writing.

Example: Listing ideas about "My School".

2. Discussion: Students discuss a topic before writing.

Example: Discussing the importance of trees.

3. Reading: Reading stories and passages provides ideas and vocabulary for writing.

Example: Reading a story and writing its ending.

B. Writing as a Process

Writing is a step-by-step activity.

Writing Process

1. **Brainstorming: Collecting ideas.**
2. **Drafting: Preparing the first version.**
3. **Conferencing: Discussing the draft with a teacher or classmates to receive suggestions.**
4. **Revising and Editing: Improving ideas, language, grammar and spelling.**
5. **Publishing/Sharing: Presenting the final written work.**

Example: Students prepare a paragraph on "My Favourite Teacher" by collecting ideas, writing a draft, correcting mistakes and sharing the final paragraph.

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C. Types of Writing

1. Controlled Writing

Students write by following given instructions, words or sentence patterns.

Example: Fill in the blanks with suitable words.

2. Guided Writing

Students receive some hints, pictures or questions to help them write.

Example: Write a paragraph about a cow using five given points.

3. Free Writing

Students write independently on a topic of their choice.

Example: Write about "My Dream School" in your own words.

7. Teaching Grammar to Strengthen Language Acquisition

Meaning: Grammar is the system of rules that helps us use words and sentences correctly.

A. Grammar as Knowledge About Language

Grammar helps learners understand:

- **Parts of speech.**
- **Sentence structure.**

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- **Tenses.**
- **Articles.**
- **Prepositions.**
- **Subject-verb agreement.**

Example:

Incorrect: She go to school.

Correct: She goes to school.

B. Making Grammar Meaningful and Fun

Grammar should be taught through practical activities rather than only memorising rules.

Methods:

1. **Grammar games.**
2. **Sentence-making activities.**
3. **Role-play.**
4. **Picture description.**
5. **Worksheets.**
6. **Story-based grammar.**
7. **Group activities.**

Example: The teacher shows pictures of a boy, a girl and a dog and asks students to make sentences using He, She and It.

MIND MAP – UNIT 3

TEACHING STRATEGIES

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Textbook

Critical literacy, poems, stories, adaptation

Beyond Textbook

Children's literature, songs, poems

Listening

Stories, instructions, sounds

Speaking

Pair-work, group-work, discussion

Vocabulary

Pictures, word walls, flow charts

Reading

Pre, while, post; guided, shared, independent

Writing

Brainstorm, draft, revise, publish

Grammar

Meaningful and activity-based learning

UNIT 4: Learner Assessment

1. Meaning of Assessment

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Assessment is the systematic process of collecting information about students' knowledge, skills, understanding, progress and learning achievements.

It helps teachers understand whether students are achieving the learning objectives.

Example: A teacher asks students to read a passage and answer questions to assess their reading comprehension.

2. Why Should Children Be Assessed?

Assessment is important for both teachers and students.

Main Objectives:

1. **To understand students' learning progress.**
2. **To identify strengths and weaknesses.**
3. **To identify learning difficulties.**
4. **To improve teaching methods.**
5. **To provide feedback.**
6. **To encourage students.**
7. **To plan remedial teaching.**
8. **To measure achievement of learning objectives.**

Example: If students face difficulty in spelling, the teacher can organise additional spelling activities.

3. Continuous and Comprehensive Assessment (CCA/CCE)

Meaning: Continuous and Comprehensive Evaluation (CCE) is an approach that assesses students regularly and covers different aspects of their development.

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A. Continuous Assessment

Continuous assessment means assessing students throughout the teaching-learning process rather than only at the end of the year.

Features:

- **Regular classroom tests.**
- **Oral questions.**
- **Homework.**
- **Class participation.**
- **Assignments.**
- **Teacher observation.**

Example: A teacher regularly checks students' reading, speaking and writing skills.

B. Comprehensive Assessment

Comprehensive assessment covers different areas of student development.

It includes:

- **Cognitive development (knowledge and thinking).**
- **Affective development (attitude, values and feelings).**
- **Psychomotor development (physical and practical skills).**

Example: Students are assessed through written tests, group activities, classroom behaviour and project work.

4. Methods of Assessment

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A. Individual Assessment

Assessment of one student separately.

Example: Asking one student to read a paragraph.

B. Group Assessment

Assessment of students working together in a group.

Example: Assessing a group presentation in English.

C. Self-Assessment

Students evaluate their own learning and performance.

Example: A student checks their own paragraph for spelling mistakes.

D. Peer Assessment

Students assess the work of their classmates.

Example: Two students exchange notebooks and check each other's grammar.

5. Tools and Techniques of Assessment

A. Observation

Observation means carefully watching students' behaviour, participation and learning activities.

Example: The teacher observes how students participate in group discussions.

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B. Assignments

Assignments are tasks given to students to complete individually or in groups.

Example: Write ten sentences about your family.

C. Projects

Projects are activities in which students collect information and prepare a report or presentation.

Example: Prepare a project on famous English writers.

D. Portfolio

A portfolio is a collection of a student's work showing progress and achievements over time.

It may contain:

- **Essays.**
- **Poems.**
- **Worksheets.**
- **Drawings.**
- **Projects.**
- **Reading records.**

Example: A student maintains a file of English writing activities completed throughout the year.

E. Checklists

A checklist is a list of specific skills or behaviours used to record whether a student has achieved them.

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Example:

Reading Skill	**Yes/No**
Recognises letters	**Yes**
Reads simple words	**Yes**
Reads sentences	**No**
Understands a short story	**Yes**

F. Rating Scales

A rating scale is a tool used to assess the level or quality of student performance.

Example:

Skill	**Excellent**	**Good**	**Needs Improvement**
Pronunciation	✓		
Fluency		✓	
Vocabulary		✓	

G. Anecdotal Records

Anecdotal records are short written descriptions of important incidents or behaviours observed by the teacher.

Example: "Ravi participated actively in today's English storytelling activity and used five new English words."

H. Oral Techniques

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Oral assessment evaluates students through spoken responses.

Examples:

- **Conversation.**
- **Storytelling.**
- **Reading aloud.**
- **Speech.**
- **Question-answer sessions.**

I. Written Techniques

Written assessment evaluates students through written tasks.

Examples:

- **Essays.**
- **Grammar exercises.**
- **Paragraph writing.**
- **Comprehension passages.**
- **Tests.**

6. Types of Language Tests

Type	Meaning	Example
Achievement Test	Measures what students have learned	English unit test
Diagnostic Test	Identifies learning difficulties	Spelling test
Proficiency Test	Measures overall language ability	English proficiency examination

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Placement Test	**Determines suitable learning level**	**English level test**
Aptitude Test	**Measures ability to learn a language**	**Language learning ability test**

7. Cloze Procedure

Meaning: The cloze procedure is a reading assessment technique in which selected words are removed from a passage and students fill in the missing words.

Example:

"Ravi goes to ____ every day. He studies in Class ____."

Possible answers: School, Five.

Importance:

- **Tests vocabulary.**
- **Develops reading comprehension.**
- **Tests understanding of grammar.**
- **Checks ability to understand context.**

8. Dictation

Meaning: Dictation is an assessment technique in which the teacher reads words, sentences or passages aloud and students write what they hear.

Example: The teacher says, "The sun rises in the east." Students write the sentence.

Importance:

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- **Improves listening skills.**
- **Develops spelling.**
- **Improves punctuation.**
- **Develops writing accuracy.**

9. Miscue Analysis

Meaning: Miscue analysis is a technique used to study the reading mistakes made by students to understand their reading behaviour and strategies.

It helps teachers identify the difficulties students face while reading.

Examples of Miscues:

- **Replacing one word with another.**
- **Omitting a word.**
- **Adding an extra word.**
- **Repeating a word.**
- **Mispronouncing a word.**

Example: The written sentence is "The boy is playing."

The student reads, "The boy playing."

The teacher records the omission and studies whether the student understood the sentence.

Importance:

1. **Identifies reading difficulties.**
2. **Helps understand reading strategies.**
3. **Supports remedial teaching.**

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4. Improves reading comprehension.

10. Reporting and Communicating Feedback

Meaning: Reporting means communicating information about students' progress, achievements and learning difficulties to parents and students.

A. Importance of Feedback

- **Shows learning progress.**
- **Identifies improvement areas.**
- **Encourages students.**
- **Helps teachers improve teaching.**
- **Supports parents in guiding children.**

B. Sharing Feedback with Children

Feedback should be simple, positive and helpful.

Example: "You have written a good paragraph. Now try to improve your spelling and punctuation."

C. Sharing Feedback with Parents

Teachers should communicate student progress through:

- **Parent-teacher meetings.**
- **Progress reports.**
- **Written remarks.**
- **Personal discussions.**
- **School meetings.**

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Example: The teacher informs parents that their child reads well but needs more practice in paragraph writing.

MIND MAP – UNIT 4

LEARNER ASSESSMENT

Purpose

Progress, strengths, weaknesses

CCE

Continuous and comprehensive

Methods

Individual, group, self, peer

Tools

Observation, projects, portfolio

Tests

Achievement, diagnostic, proficiency

Techniques

Cloze, dictation, miscue analysis

Feedback

Reporting, communication, improvement

UNIT 5: Grammar and Composition

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Grammar provides rules for using words and sentences correctly. Composition helps students express their thoughts and ideas in written form.

1. Subject and Predicate

Meaning: Every complete sentence generally has two main parts: Subject and Predicate.

A. Subject

The subject is the person, animal, place or thing about which something is said.

Examples:

- **Ravi plays cricket.**
- **The teacher teaches English.**
- **Birds fly in the sky.**

Here, Ravi, The teacher and Birds are the subjects.

B. Predicate

The predicate tells us something about the subject. It contains the verb and other information about the subject.

Examples:

Subject	Predicate
Ravi	plays cricket.
The teacher	teaches English.
Birds	fly in the sky.

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My mother cooks food.

Mind Map: Subject and Predicate

SENTENCE

SUBJECT

Who or what the sentence is about.

Example: Ram

PREDICATE

What is said about the subject.

Example: plays football.

Complete sentence: Ram plays football.

2. The Noun: Number and Gender

A. Noun

Meaning: A noun is the name of a person, place, animal, thing or idea.

Examples:

- **Person: Teacher, Ravi, Doctor.**
- **Place: School, Punjab, Delhi.**
- **Animal: Lion, Dog, Cow.**
- **Thing: Book, Chair, Pen.**
- **Idea: Honesty, Love, Happiness.**

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Types of Nouns

1. Proper Noun: A special name of a person or place.

Example: Ravi, India, Punjab.

2. Common Noun: A general name of a person, place or thing.

Example: Boy, City, School.

3. Collective Noun: The name of a group.

Example: Team, Class, Army.

4. Abstract Noun: The name of a quality, feeling or idea.

Example: Honesty, Kindness, Beauty.

5. Material Noun: The name of a material or substance.

Example: Gold, Silver, Water.

B. Number

Number tells us whether a noun refers to one or more than one person, animal or thing.

There are two types:

1. Singular Number

It refers to only one person, animal or thing.

Examples:

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- **Boy**
- **Girl**
- **Book**
- **Apple**
- **Child**

2. Plural Number

It refers to more than one person, animal or thing.

Examples:

- **Boys**
- **Girls**
- **Books**
- **Apples**
- **Children**

Rules of Changing Singular into Plural

Rule	Singular	Plural
Add -s	Book	Books
Add -es	Box	Boxes
Change y into ies	Baby	Babies
Change f into ves	Leaf	Leaves
Irregular	Man	Men
Irregular	Child	Children

C. Gender

Gender refers to the classification of nouns according to masculine, feminine, common or neuter gender.

There are four types:

1. Masculine Gender: Names of males.

Examples: Boy, King, Father, Brother.

2. Feminine Gender: Names of females.

Examples: Girl, Queen, Mother, Sister.

3. Common Gender: Names that can refer to either male or female.

Examples: Teacher, Student, Doctor, Child.

4. Neuter Gender: Names of non-living things.

Examples: Table, Chair, Book, Pen.

Masculine and Feminine Examples

Masculine	Feminine
King	Queen
Father	Mother
Brother	Sister
Son	Daughter
Uncle	Aunt
Husband	Wife
Lion	Lioness
Actor	Actress

Mind Map: Noun

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NOUN

Types

Proper, Common, Collective, Abstract, Material

Number

Singular and Plural

Gender

Masculine, Feminine, Common, Neuter

3. Auxiliaries and Modals

A. Auxiliary Verbs

Meaning: Auxiliary verbs are helping verbs used with main verbs to form tenses, questions, negative sentences and passive voice.

Main Auxiliary Verbs:

1. **Be – Is, Am, Are, Was, Were, Be, Being, Been.**
2. **Have – Has, Have, Had.**
3. **Do – Do, Does, Did.**

Examples:

- **She is reading a book.**
- **They are playing football.**
- **He has completed his homework.**
- **I have finished my work.**
- **Do you like English?**

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- **She does not sing.**

Uses of Auxiliary Verbs

Auxiliary	Use	Example
Is	Present continuous	He is sleeping.
Am	Present continuous	I am studying.
Are	Present continuous	They are playing.
Was	Past continuous	She was reading.
Have	Perfect tense	I have eaten.
Has	Perfect tense	He has gone.
Do	Questions	Do you play?
Does	Questions	Does he study?
Did	Past questions	Did you go?

B. Modals

Meaning: Modals are special helping verbs that express ability, permission, possibility, necessity, advice and obligation.

Important Modals

Modal	Use	Example
Can	Ability	I can swim.
Could	Past ability/polite request	Could you help me?
May	Permission/possibility	May I come in?
Might	Possibility	It might rain.
Must	Strong necessity	You must follow the

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		rules.
Should	Advice	You should study daily.
Would	Polite request/habit	Would you help me?
Will	Future	I will visit Delhi.
Shall	Suggestion/offer	Shall we begin?
Ought to	Moral duty	We ought to respect elders.

Important Rules:

- **Modals are generally followed by the base form of the main verb.**
- **We do not normally add -s or -es to the verb after a modal.**
- **Modals help express different meanings.**

Correct: He can play cricket.

Incorrect: He can plays cricket.

Mind Map: Auxiliaries and Modals

HELPING VERBS

AUXILIARIES

Be: Is, Am, Are

Have: Has, Have, Had

Do: Do, Does, Did

MODALS

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Can, Could, May, Might

Must, Should, Would

Will, Shall, Ought to

4. Same Word as Different Parts of Speech

Meaning: Sometimes the same word is used as different parts of speech depending on its position and function in a sentence.

Examples

Word: Play

- **Noun: I watched a play.**
- **Verb: Children play football.**

Word: Book

- **Noun: This is my book.**
- **Verb: I will book a ticket.**

Word: Fast

- **Adjective: He is a fast runner.**
- **Adverb: He runs fast.**

Word: Water

- **Noun: Water is essential for life.**
- **Verb: Please water the plants.**

Word: Light

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- **Noun: The light is bright.**
- **Adjective: This is a light bag.**
- **Verb: Please light the candle.**

Word: Clean

- **Adjective: This is a clean room.**
- **Verb: Clean your classroom.**

Importance:

- **Develops grammar knowledge.**
- **Improves sentence formation.**
- **Helps understand word meanings.**
- **Improves reading and writing skills.**

5. Spellings

Meaning: Spelling refers to the correct arrangement of letters in a word.

Correct spelling is important for effective written communication.

Importance of Correct Spelling

1. **Makes writing clear.**
2. **Improves communication.**
3. **Develops vocabulary.**
4. **Prevents misunderstanding.**
5. **Improves examination performance.**

Common Spelling Examples

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Incorrect	Correct
Recieve	Receive
Beautifull	Beautiful
Enviroment	Environment
Seperate	Separate
Freind	Friend
Goverment	Government
Tommorow	Tomorrow
Knowlege	Knowledge

Methods of Teaching Spelling

- **Dictation.**
- **Word games.**
- **Reading books.**
- **Flashcards.**
- **Word walls.**
- **Spelling competitions.**
- **Regular writing practice.**

Example: The teacher writes five new words on the board and asks students to use them in sentences.

6. Punctuation

Meaning: Punctuation refers to the marks used in writing to make sentences clear and meaningful.

Important Punctuation Marks

Punctuation	Name	Use	Example

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.	Full Stop	Ends a statement	I am a student.
,	Comma	Separates items	I bought pens, books and pencils.
?	Question Mark	Ends a question	What is your name?
!	Exclamation Mark	Shows strong feeling	What a beautiful flower!
'	Apostrophe	Shows possession/contraction	Ravi's book
" "	Quotation Marks	Shows direct speech	He said, "Hello."
:	Colon	Introduces a list	Bring these items: pen, book and bag.
;	Semicolon	Joins closely related clauses	I was tired; I went home.

Importance of Punctuation

1. **Makes writing meaningful.**
2. **Shows pauses.**

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3. Makes sentences clear.
4. Helps understand emotions.
5. Improves writing quality.

Example:

Without punctuation: Let's eat children.

With punctuation: Let's eat, children.

The comma changes the meaning of the sentence.

7. Composition of Paragraphs

Meaning: Paragraph composition is the process of expressing ideas about a particular topic in a group of connected sentences.

A good paragraph should contain one main idea supported by related sentences.

Parts of a Good Paragraph

1. **Topic Sentence: Introduces the main idea.**
2. **Supporting Sentences: Explain the main idea with details and examples.**
3. **Concluding Sentence: Ends the paragraph.**

Example: My School

My school is a beautiful place of learning. It has many classrooms, a library and a playground. The teachers are helpful and hardworking. Students participate in different

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educational and sports activities. I learn many new things every day. I love my school very much.

Tips for Writing a Good Paragraph

- **Select a clear topic.**
- **Collect relevant ideas.**
- **Use simple sentences.**
- **Maintain proper sequence.**
- **Use correct grammar.**
- **Check spelling and punctuation.**

8. E-mail Writing

Meaning: E-mail stands for Electronic Mail. It is a method of sending messages through the internet.

Main Parts of an E-mail

1. **To – Receiver's email address.**
2. **Subject – Main purpose of the message.**
3. **Greeting – Dear Sir/Madam.**
4. **Body – Main message.**
5. **Closing – Yours sincerely.**
6. **Name – Sender's name.**

Example: E-mail to the Principal for Leave

Respected Sir/Madam,

I am a student of D.El.Ed. 2nd Year. I am unable to attend college due to personal reasons. Therefore, I kindly request you to grant me leave for two days.

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I shall be thankful to you.

Yours sincerely,
A Student
D.El.Ed. 2nd Year

Note: The recipient address above is an illustrative placeholder.

Advantages of E-mail

- **Fast communication.**
- **Low cost.**
- **Easy to use.**
- **Can send documents and photographs.**
- **Useful for educational and professional communication.**

9. Classified Advertisements

Meaning: Classified advertisements are short advertisements published in newspapers or online platforms under specific categories.

They are used to provide information about jobs, houses, sales, education and other services.

Types of Classified Advertisements

1. **Situation Vacant – Job advertisements.**
2. **Situation Wanted – People looking for jobs.**
3. **To Let – Houses or rooms available for rent.**
4. **For Sale – Items available for sale.**
5. **Matrimonial – Marriage-related advertisements.**
6. **Lost and Found – Missing and found items.**

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7. Educational – Coaching and admission advertisements.

Features of Classified Advertisements

- **Short and simple language.**
- **Clear heading.**
- **Important information.**
- **Contact details.**
- **No unnecessary explanation.**
- **Attractive presentation.**

Example 1: Situation Vacant

CLASSIFIED ADVERTISEMENT

SITUATION VACANT

Required an English Teacher for a reputed school in Jalalabad. Candidate should have a B.Ed. degree and good communication skills. Experienced candidates will be preferred.

Contact: School Office, Jalalabad.

Example 2: To Let

CLASSIFIED ADVERTISEMENT

TO LET

A well-maintained two-bedroom house is available for rent in a good residential area. Suitable for a small family. Interested persons may contact the owner.

Contact: 98XXXXXX10

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Example 3: For Sale

CLASSIFIED ADVERTISEMENT

FOR SALE

A second-hand bicycle in good condition is available for sale at a reasonable price. Interested buyers may contact the seller.

Contact: 98XXXXXX10

Example 4: Lost and Found

CLASSIFIED ADVERTISEMENT

LOST AND FOUND

A school identity card has been found in the college library. The owner may collect it from the college office after identification.

MIND MAP – UNIT 5

GRAMMAR AND COMPOSITION

Sentence

Subject and Predicate

Noun

Types, Number and Gender

Helping Verbs

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Auxiliaries and Modals

Parts of Speech

Same word, different functions

Writing Accuracy

Spelling and Punctuation

Composition

Paragraph writing

Communication

E-mail writing

Advertisements

Vacant, To Let, For Sale, Lost and Found

Complete Subject Revision Mind Map

ENGLISH LANGUAGE TEACHING

D.El.Ed – 2nd Year

1. **UNIT 1 – Issues of Teaching English**

   Medium of instruction, multilingualism, accent, L1, L2, foreign language and learning factors.

2. **UNIT 2 – Approaches**

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Behaviouristic, Structural, Grammar-Translation, Audio-Lingual, Constructivist and Communicative approaches.

3. **UNIT 3 – Teaching Strategies**

   Textbooks, children's literature, listening, speaking, vocabulary, reading, writing and grammar.

4. **UNIT 4 – Learner Assessment**

   CCE, assessment methods, observation, assignments, projects, portfolio, language tests and feedback.

5. **UNIT 5 – Grammar and Composition**

   Subject-predicate, nouns, auxiliaries, modals, parts of speech, spelling, punctuation, paragraphs, e-mail and advertisements.

GOAL: Effective English Language Teaching and Learning

Important Questions for Examination

Unit	Important Questions
Unit 1	Explain the issues of teaching English in a multilingual society.
Unit 1	Differentiate between first, second and foreign language.
Unit 1	Explain the factors affecting second language acquisition.
Unit 2	Explain the Constructivist Approach with examples.

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Unit 2	**Describe Communicative Language Teaching.**
Unit 2	**Explain Grammar-Translation and Audio-Lingual methods.**
Unit 3	**Explain the three stages of reading.**
Unit 3	**Differentiate between guided, shared and independent reading.**
Unit 3	**Explain writing as a process.**
Unit 3	**Discuss the importance of listening and speaking skills.**
Unit 4	**Explain Continuous and Comprehensive Evaluation.**
Unit 4	**Describe different tools and techniques of assessment.**
Unit 4	**Explain cloze procedure and miscue analysis.**
Unit 5	**Explain subject and predicate with examples.**
Unit 5	**Explain nouns, number and gender.**
Unit 5	**Explain auxiliaries and modals.**
Unit 5	**Write an e-mail and classified advertisement.**

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