



Shrimati Indira Gandhi College

Nationally Accredited at 'A' grade (4th cycle) by NAAC
An ISO 9001:2005 Certified Institution
Tiruchirapalli -620002

DEPARTMENT OF ENGLISH

INSTRUCTIONAL MATERIAL FOR

ENGLISH LANGUAGE TEACHING

22ACCEN15

2025-2026

BY

Ms.N.KALAIVANI

Ms.R.VINITHA FERNANDO

Ms.S.SASIKALA

ASSISTANT PROFESSORS

Third Year

**CORE COURSE-XV Semester-VI
ENGLISH LANGUAGE TEACHING**

Code: 22ACCEN15

(Theory)

CREDITS :5

OBJECTIVES:

- To expose learners to various approaches and methods, aspects and strategies of teaching English
- To help learners understand the essential components and concepts of language teaching

UNIT – I:

Place of English in India – Issues Involved in the Teaching of English- English as Foreign Language, Second Language, and English for Specific Purposes

UNIT – II:

Approaches and Methods – Grammar Translation Method – Audio–lingual Method – Communicative Approach – Natural Approach – Content–based Instruction – Task–based Language Teaching

UNIT– III:

Teaching of Prose, Poetry, Drama, Grammar, Composition - Teaching LSRW Skills

UNIT – IV:

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

UNIT – V:

Use of Audio–Visual Aids – Television and Language Lab in Teaching English

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in ELT – English as a global language – second language acquisition – language teaching in the digital era – role of online platform in language teaching.

BOOKS FOR REFERENCE:

1. Bright, John A., and G. P. McGregor. Teaching English as Second Language. Longmans, 1970.
2. Richards, Jack C, and Theodore S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge UP, 1986.
3. Varghese, Paul. Teaching English as a Second Language. Sterling Publishers, 1990.
4. Tickoo, M. L. Teaching and learning English. Orient Blackswan, 2003.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Analyze the significance of English as a second language in India.
- Describe the various approaches and methods in language teaching.
- Classify the different methods of teaching English and evaluation.
- Explain the principles of testing and evaluation and its types.
- Comment on the contemporary instructional aids used in teaching English.
- Explore the effective use of modern gadgets in language teaching.

CONTENT

S.NO	TITLE	PAGE NO.
1	UNIT - I	5 - 9
2	UNIT - II	10 -16
3	UNIT - III	17 - 21
4	UNIT - IV	22 - 26
5	UNIT - V	27 - 36

UNIT -I

SECTION A – (25× 1= 25)

I. Fill in the blanks:

1. _____percentage of the world's technical journals, newspapers, and periodicals are published in English.
2. When was the three language formula first suggested_____.
3. In which areas should the third language be a modern Indian language other than Hindi_____.
4. What levels of education is the mother tongue or the primary language the medium of instructions_____.
5. Effective curriculum design for English language education must address language skills such as reading, writing, listening, and _____.
6. Many English teachers may not have received adequate training in teaching English as a _____language.
7. Assessing English language proficiency accurately and fairly can be challenging, and there is a need for more dynamic and comprehensive _____ techniques.
8. Leveraging technology can enhance English language teaching and learning, but access to technology and digital resources may be limited in certain _____.
9. Societal attitudes towards English, including perceptions of its importance for social mobility and employment opportunities, can influence learners' _____ and engagement.
10. What does ELF stand for _____.
11. Where does the English language originate_____.
12. What are the three main influences on the English language _____.
13. What is the primary content in which English is learned in EFL setting _____.
14. In which context is ESL commonly taught_____.
15. Which group of learners typically studies English for specific purpose _____.
16. English holds a significant _____ in India, both as a language of administration, education, and commerce.
17. English is often considered a marker of social _____ and educational achievement in India.
18. Access to quality English education varies significantly across regions and socio economic _____ in India.
19. Disparities in resources, infrastructure, and teaching quality often result in unequal _____ for English language acquisition in India.
20. India's linguistic diversity poses challenges in balancing proficiency in English with maintaining and promoting _____ languages and cultures.
21. English language fluency is valued in India's _____ sectors such as IT, finance, and hospitality.
22. English language proficiency is often a requirement for accessing higher

education _____ in India.

23. The demand for English language skills in India has increased due to _____ and globalization.
24. Many educational institutions in India prioritize English-medium instruction to enhance students' _____ opportunities.
25. English language proficiency is often seen as essential for _____ advancement in various fields in India.

SECTION – B (25×2=50)

II. Answer the following questions:

1. What is the status of English in India?
2. Why is English important in India?
3. Which sectors primarily use English in India?
4. What role does English play in Indian education?
5. How does English contribute to India's global presence?
6. What is the impact of English on employment opportunities in India?
7. How has English influenced Indian languages and culture?
8. What challenges does the widespread use of English pose in India?
9. What is the main goal of English for Specific Purposes (ESP) programs?
10. What are some common challenges faced in the teaching of English as a second language (ESL) in multilingual societies?
11. Who founded the Indian National Congress, and what was his nationality?
12. How has the study of English enriched Indian languages and literature?
13. What influence did English literature have on Indian writers ?
14. What was the initial perception of English after India gained independence?
15. Why has English been recognized as a national link language in India?
16. Why is English considered a crucial medium for international communication?
17. What term did the Indian Education Commission 1964-66 use to describe English's role in India, and why is it significant?
18. What proficiency in English did the Commission deem necessary for university degree recipients?
19. Why is English considered important for Indian students, especially in the field of science and technology?
20. What is the three-language formula?
21. Explain the importance of integrating cultural context into language teaching?
22. Describe two technology tools that can enhance language learning ?
23. Define literary analysis ?
24. What is differentiated instruction?
25. Why are competent teachers crucial for effective English language instruction?

Key -I

1. More than 60%
2. In National Integration Commission in 1962.
3. In Hindi-speaking areas.
4. Language
5. Speaking
6. Second or foreign
7. Evaluation
8. Areas
9. Motivation
10. English as a foreign language
11. England
12. Greek, Latin and French
13. Non-English Speaking countries
14. English speaking countries
15. Professional in specific fields
16. Place
17. Status
18. Groups
19. Opportunities
20. Regions
21. Professional
22. Institutions
23. Urbanization
24. Employment
25. Career

Key-II

1. English holds the status of associate language in India.
2. English is crucial for communication, education, business, and administration in India.
3. English is predominantly used in sectors such as education, technology, administration, and business in India.
4. English is often the medium of instruction in higher education and is considered essential for accessing global knowledge resources.
5. English proficiency enhances India's participation in the global economy, facilitates international trade, and fosters cultural exchange.
6. Proficiency in English significantly expands job prospects, especially in sectors like IT, outsourcing, and multinational corporations.
7. English has influenced Indian languages and culture through vocabulary enrichment, language blending, and cultural exchange.
8. Challenges include linguistic diversity preservation, disparities in English education accessibility, and concerns regarding cultural hegemony.
9. The main goal of ESP programs is to teach English tailored to meet the specific needs of learners in particular professional or academic domains, such as business, medicine, engineering, or tourism.

10. Some common challenges include addressing linguistic diversity among learners, promoting language proficiency development while maintaining cultural identities, ensuring equitable access to resources and opportunities, and navigating language policy issues in education.
11. The Indian National Congress was founded by Allan Octavian Hume, who was of English nationality.
12. The study of English has enriched Indian languages and literature by introducing new words, phrases, and literary conventions. Indian languages have borrowed from English and coined words and expressions based on English models.
13. English literature deeply influenced Indian writers. Many eminent Indian writers were well-versed in English and drew inspiration from great literary movements in England and elsewhere. This exposure to English literature shaped their writing styles and thematic concerns, contributing to the development of Indian literature.
14. After independence, some Indian leaders viewed English as a symbol of colonial oppression and questioned its privileged position in Indian national life and education.
15. Because in India due to its role in facilitating communication, both official and private, across different parts of the country. Its importance for national integration and higher academic pursuits has been acknowledged by the Indian Education Commission of 1964-66.
16. English is considered crucial for international communication due to its widespread use globally, making it understandable to speakers worldwide. It facilitates interactions among nations in various domains like commerce, diplomacy, and cultural exchange.
17. The Indian Education Commission 1964-66, known as the Kothari Commission, referred to English as a “library language.” This term underscores English’s importance in accessing knowledge and information, highlighting its significant role in education and intellectual pursuits in India.
18. The Commission stated that no student should be awarded a university degree unless they have acquired some proficiency in English.
19. English is regarded as crucial for Indian students, particularly in science and technology, because a significant portion of the world’s technical journals, newspapers, and periodicals are published in English.
20. The three-language formula is a language policy in India that mandates the study of three languages: the mother tongue (or primary language), English, and a regional language or another modern Indian language.
21. Integrating cultural context helps students understand the cultural nuances embedded in language usage, enhancing their comprehension and appreciation of literature and language.
22. Two technology tools that can enhance language learning are language learning apps (e.g., Duolingo, Rosetta Stone) and multimedia resources (e.g., videos, podcasts) that provide authentic language exposure and interactive learning experiences.

23. Literary analysis involves examining literary works to identify themes, Symbolism and literary devices used by the author to convey meaning.
24. It's refers to tailoring teaching methods, materials, and activities to accommodate diverse learning styles, abilities, and interests of students.
25. Competent teachers are essential because they possess the skills and knowledge needed to deliver quality instruction, foster language proficiency and engage students effectively in the learning process.

UNIT -II

SECTION A – (25 × 1= 25)

I. Fill in the blanks:

- 1) The bilingual methods advocates
 A) The use of concept translation
 B) The use of literal translation
 C) The use of only mother tongue
 D) None of the above
- 2) In approach, teaches don't follow any single method that whether the user selection of techniques.
 A) communicative approach
 B) Eclectic approach
 C) Structural approach
 D) Lexical approach
- 3) The principle of teaching English of grammar translation method is
 A) English words and phrases can be best
 B) A strong emphasis on oral work
 C) Interpreted through translation into mother tongue
 D) avoidance of grammatical explanation
- 4) Advantage of direct method of teaching a foreign language is
 A) Fluency in speech
 B) Improved pronunciation
 C) Natural method
 D) All of these
- 5) English communication skills are neglected in
 A) Direct method
 B) Grammar translation method
 C) Audio lingual method
 D) Communication approach
- 6) The objective of Direct Method is
 A) To increase power of comprehension
 B) To increase communication power
 C) to develop a command over the target language
 D) To develop personality
- 7) The method of teaching foreign language without using the Pupil's first language is
 A) Direct method
 B) Old method
 C) Classical method
 D) Grammar Translation Method
- 8) The direct method emphasis the value of training in learning a foreign language
 A) Oral

- B) Method
 - C) Physical
 - D) None
- 9) There is a heavy dependence on imitating language models and memorization of dialogues
- A) Grammar Translation
 - B) Audio lingual
 - C) CLL
 - D) CLT
- 10) Charles Berlitz popularized it
- A) Audio-Oral
 - B) Grammar Translation
 - C) The Direct Method
 - D) The silent way
- 11) Stephen Krashen acquisition theory: The need for comprehensible input
- A) The silent way
 - B) The natural approach
 - C) The audio lingual method
 - D) Total Physical Response
- 12) What is the central unit of teaching in Task Based Language
- A) Reading
 - B) Listening
 - C) Writing
 - D) Task
- 13) Which is the earliest method used in the teaching of English
- A) Direct method
 - B) Audio lingual method
 - C) Grammar translation method
 - D) Communicative method
- 14) In content based instruction language teaching is organized around the
- A) Exercise
 - B) Question
 - C) Content
 - D) Grammar rules
- 15) Communicative approach called as
- A) Natural approach
 - B) Direct approach
 - C) Audio-lingualism
 - D) Eclectic approach

SECTION – B (25×2=50)

II. Answer the following questions:

- 1) What is the Communicative Language Teaching (CLT) approach?
- 2) What is the difference between the Direct Method and the Grammar-Translation Method?
- 3) How does Task-Based Language Teaching (TBLT) differ from traditional methods?
- 4) Explain the Audio-Lingual Method.
- 5) What is the role of the teacher in the Natural Approach?
- 6) How does the Lexical Approach differ from traditional approaches?
- 7) What are some key principles of the Task-Based Language Teaching (TBLT) approach?
- 8) Explain the role of technology in modern language teaching methods.
- 9) What is the difference between approach and method?
- 10) What is the direct method of teaching English language?
- 11) What are the latest trends or methods available in the teaching of English language?
- 12) What are the traditional methods of teaching English?
- 13) Why is audio lingual method important?
- 14) What is the main purpose of grammar-translation method?
- 15) Who introduced Audio-lingual Method?
- 16) What is the origin of the Audio-lingual Method?
- 17) What are the 3 models of Content-Based Instruction?
- 18) What are the basic principles of Content-Based Instruction?
- 19) What are the 4 stages of the natural approach?
- 20) What is the natural approach objective?
- 21) What is the application of Grammar Translation Method?
- 22) What is the principle of task-based language teaching?
- 23) Why is communicative language teaching is effective?
- 24) What are the key differences between the communicative approach and the audiolingual method?
- 25) How does the task-based language teaching approach differ from traditional grammar-translation methods?
- 26) Can you explain the principles and characteristics of the Direct Method in ELT?
- 27) What role does technology play in modern language teaching methods?
- 28) How do you integrate the lexical approach into language teaching?
- 29) Compare and contrast the strengths and weaknesses of the PPP (Presentation, Practice, Production) model and the TBL (Task-Based Learning) approach.
- 30) Explain the significance of the silent way in language teaching.
- 31) Discuss the role of the teacher in the student-centered approach.
- 32) How can a teacher incorporate the use of authentic materials in language teaching?
- 33) Provide examples of how the eclectic approach can be applied in the language classroom.
- 34) How does the natural approach contribute to language acquisition, and what are its main principles?

- 35) Discuss the role of scaffolding in the context of the socio-cultural theory of language learning.
- 36) Explain the concept of the affective filter hypothesis and its implications for language teaching.
- 37) Compare and contrast the deductive and inductive approaches in teaching grammar.
- 38) How can the Total Physical Response (TPR) method be effectively integrated into language lessons?
- 39) Discuss the role of motivation in language learning and its impact on selecting teaching methods.
- 40) What are the advantages and disadvantages of using authentic assessment methods in language classrooms?
- 41) Explore the concept of differentiated instruction in language teaching and its practical applications.
- 42) Explain how the content-based language teaching approach integrates language learning with academic content.
- 43) Discuss the importance of cultural awareness in language teaching and share strategies for incorporating it into the curriculum.
- 44) What is the role of the audiolingual method in developing language skills?
- 45) Explain the concept of task-supported language teaching.
- 46) How does the humanistic approach contribute to language education?
- 47) Discuss the role of error correction in language teaching.
- 48) Examine the role of drama and role-play in language classrooms.
- 49) What are the key principles of the Community Language Learning (CLL) method?
- 50) Explain the concept of intercultural competence in language teaching.

Key - I

1. d
2. b
3. c
4. d
5. b
6. c
7. a
8. a
9. b
10. c
11. b
12. d
13. c
14. c
15. d

Key -II

1. CLT emphasizes communication as the primary goal of language learning, focusing on real-life situations and meaningful interactions.

2. The Direct Method emphasizes teaching vocabulary and grammar inductively through immersion, while Grammar-Translation focuses on explicit grammar rules and translation exercises.
3. TBLT centers around learners completing meaningful tasks, fostering language acquisition through practical use rather than isolated language components.
4. The Audio-Lingual Method emphasizes repetition and drills, aiming to develop automatic language responses through habit formation, often using dialogues and pattern drills.
5. The Natural Approach advocates for a supportive role where the teacher creates a language-rich environment, allowing learners to acquire language naturally, similar to the process of first language acquisition.
6. The Lexical Approach focuses on teaching chunks of language, collocations, and idiomatic expressions, considering vocabulary as a central element in language learning.
7. TBLT emphasizes authentic tasks, learner collaboration, and language use for real-world purposes, promoting meaningful communication and problem-solving.
8. Technology enhances language teaching by providing multimedia resources, interactive activities, and opportunities for online communication, making learning more engaging and accessible.
9. An approach is a general way of thinking about a problem or situation, while a method is the specific way of putting that approach into action.
10. The direct method is also known as the natural method. It was developed as a reaction to the grammar-translation method and is designed to take the learner into the domain of the target language in the most natural manner.
11. The latest trends available in the teaching of English language are:
 - 1) Communicative language teaching (CLT) 2) Activity Based Learning (ABL) 3) Active Learning Method
12. The traditional methods of teaching English are:
 1. The Grammar- Translation Method
 2. The Direct Method
 3. The Bilingual Method
 4. Structural – Oral- Situational Approach (S-O-S Method)
13. This method make the learner understand the second language by memorizing and practice speaking with drilling from the people communication.
14. The main purpose of the Grammar Translation Method is to learn a language in order to read its literature to benefit from mental discipline and intellectual improvement.
15. The founders of the Audio- lingualism Method, Lado, Fries, and others.
16. In 1960, The Audio-lingual Method (ALM) or Audio- lingualism grew out of foreign language teaching approaches developed during World War 2 at the University of Michigan in order to rapidly develop effective oral-aural skills in foreign languages for military personnel.
17. 1) Theme-based 2) Adjunct 3) Sheltered
18. A CBI curriculum is based on a subject matter core, uses authentic language and texts, and is guided by learner needs. This means that the curriculum is based on a certain subject matter and communicative competence is acquired in the context of learning about certain topics in that subject area.

- 19.1) Preproduction (listening and gestures)
 - 2) Early production (short phrases)
 - 3) Speech emergence (long phrases and sentences)
 - 4) Intermediate fluency (conversation)
20. Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand and thereby to acquire".
21. The translation of text and words from the source language to the mother tongue will help the students to grasp the meaning of the words and the idea of the text better.
22. 1) Scaffolding 2) Task dependency 3) Recycling 4) Active learning
5) Integration 6) Reproduction to creation 7) Reflection
23. Communicative language teaching is effective because it focuses on real-life communication scenarios, promotes fluency and confidence, encourages meaningful interactions, and develops learners' problem-solving abilities. This method prepares students for practical communication situations, allowing them to apply their language skills in various contexts.
24. The communicative approach focuses on real-life communication, while the audio-lingual method emphasizes repetition and habit formation through drills.
25. Task-based language teaching prioritizes learning through meaningful tasks, contrasting with the grammar-translation method that emphasizes explicit grammar rules.
26. The Direct Method emphasizes teaching language inductively, avoiding the use of the native language and promoting immersion.
27. Technology enhances language teaching through tools like interactive software, online resources, and multimedia materials, facilitating diverse and engaging learning experiences.
28. The lexical approach emphasizes teaching language in chunks or collocations, recognizing the importance of vocabulary and phrases in communication.
29. Compare and contrast the strengths and weaknesses of the PPP (Presentation, Practice, Production) model and the TBL (Task-Based Learning) approach. PPP involves presenting new language, practicing it, and then producing it, whereas TBL focuses on learning through real-world tasks, encouraging communication and problem-solving.
30. The silent way encourages students to discover language principles independently, with the teacher using silence to promote student initiative.
31. In a student-centered approach, the teacher facilitates learning, allowing students to take an active role in the learning process.
32. Authentic materials, such as newspapers or real-world texts, provide contextually relevant language input, enhancing students' exposure to genuine language use.
33. The eclectic approach combines various methods and techniques based on the learners' needs and the specific language learning context.
34. The natural approach emphasizes language acquisition through exposure, understanding, and meaningful communication without explicit grammar instruction.
35. Scaffolding, in the socio-cultural theory, involves providing support to

learners as they develop language skills, gradually withdrawing assistance as proficiency increases.

36. The affective filter hypothesis suggests that emotional factors, such as motivation and anxiety, can impact the receptivity of learners to language input.
37. Deductive teaching involves presenting grammar rules first, followed by examples, while inductive teaching starts with examples, leading learners to discover the rules.
38. Total Physical Response (TPR) involves incorporating physical movement into language learning, associating actions with vocabulary to enhance understanding.
39. Motivation influences language learning success, with intrinsic motivation often leading to more effective and lasting language acquisition.
40. Authentic assessment methods, reflecting real-world language use, offer a holistic view of learners' abilities but may be challenging to standardize and quantify.
41. Differentiated instruction tailors teaching methods to accommodate diverse learners, addressing individual needs and learning styles within a classroom.
42. Content-based language teaching integrates language learning with subject matter content, fostering language proficiency while exploring academic topics.
43. Cultural awareness in language teaching promotes understanding of cultural nuances, enhancing effective communication and intercultural competence.
44. The audiolingual method emphasizes repetition, drills, and habit formation to develop language skills, focusing on oral proficiency.
45. Task-supported language teaching integrates language learning with tasks, providing a meaningful context for language use and skill development.
46. The humanistic approach prioritizes the learner's personal development and self-expression, fostering a positive and student-centered learning environment.
47. Error correction helps learners improve accuracy but should be balanced to avoid hindering fluency and confidence in communication.
48. Drama and role-play enhance language learning by engaging students in interactive and communicative activities, promoting creativity and language use.
49. Community Language Learning emphasizes a supportive, communal approach where the teacher acts as a facilitator, encouraging students to learn through collaboration and discussion.
50. Intercultural competence involves understanding and navigating cultural differences, promoting effective communication in diverse contexts.

UNIT -III

SECTION A – (25× 1= 25)

I. Fill in the blanks:

1. In teaching Prose _____ is done to allow students to demonstrate their understanding of the text.
2. _____ and _____ are avoided in Poetry class.
3. In teaching Drama, students explore the concept of _____, which refers to the sequence of events or actions in a play.
4. _____ involves examining the dialogue, stage directions and character interactions in a play to understand its deeper meaning.
5. In Composition, _____ refers to the process of generating and organizing ideas before beginning to write.
6. Understanding _____ is the crucial element in teaching Composition.
7. _____ is the best method to teach basic grammatical structures.
8. In _____ method, the rules and definitions are given first, while in _____ method, the examples are placed first.
9. Without _____ skills, the whole foundation of language learning will be defective.
10. Teaching _____ skills often involve activities such as audios, recordings and engaging in spoken interactions.
11. _____ skills development includes activities such as participating in discussions, giving presentations, and engaging in role-plays.
12. _____ is the process of quickly going through a given material, without giving much importance to the details.
13. _____ skills involve accurately interpreting and understanding written language, including texts of varying lengths and complexities.
14. When a student is given with the main points or hints of a topic and is asked to expand on it, it is called _____.
15. The primary objective of Writing skills is effective _____.

II. Choose the right answer:

1. What is a key element in teaching Prose?
 - (a) Rhyme scheme analysis
 - (b) Sentence structure analysis
 - (c) Character perspective analysis
 - (d) Meter and rhythm analysis
2. When teaching Prose, what aspect helps students understand the author's intention?
 - (a) Examining dialogue
 - (b) Identifying rhyme scheme

- (c) Analyzing theme
 - (d) Exploring poetic form
3. What is a common element in teaching Poetry?
 - (a) Analyzing plot development
 - (b) Identifying character motivations
 - (c) Exploring rhyme and meter
 - (d) Understanding dramatic structure
 4. When teaching Poetry, what aspect is focused on in understanding the usage of language by the poet?
 - (a) Dialogue analysis
 - (b) Symbolism interpretation
 - (c) Character development
 - (d) Pacing and timing
 5. What is the significant focus in teaching Drama?
 - (a) Dialogue exploration
 - (b) Theme exploration
 - (c) Stage directions exploration
 - (d) Character exploration
 6. When teaching Composition, what aspect is emphasized in developing coherence?
 - (a) Rhyme scheme analysis
 - (b) Sentence variety
 - (c) Theme exploration
 - (d) Meter and rhyme identification
 7. Which activity is not associated with developing Listening skills?
 - (a) Watching videos
 - (b) Listening to audio recordings
 - (c) Engaging in written exercises
 - (d) Participating in group discussions
 8. What is the main focus of Speaking skills in language learning?
 - (a) Understanding written texts
 - (b) Pronunciation practice
 - (c) Effective communication
 - (d) Grammar accuracies
 9. Which activity is not commonly used to develop Speaking skills?
 - (a) Role plays
 - (b) Writing essays
 - (c) Giving presentations
 - (d) Participating in discussions
 10. What is the goal of Reading skills development in language learning?
 - (a) Improving listening comprehension
 - (b) Enhancing writing proficiency
 - (c) Understanding written texts
 - (d) Expanding speaking vocabulary

SECTION – B (25 x 2 = 50)

Answer all the questions :

1. What types of Prose lessons are prescribing for textbooks?
2. What is meant by Model Reading?
3. What method of teaching Prose was advocated by F.G. French for primary level students?
4. Mention any one basic misconception about teaching Prose.
5. What is the basic purpose of teaching Prose?
6. What are the five steps involved in teaching Prose as suggested by Herbert?
7. What is Recapitulation?
8. Explain the purpose of teaching Poetry.
9. Mention the four steps involved in teaching of Poetry.
10. Mention any two differences between teaching of Prose and teaching of Poetry.
11. What is Drama? Mention its origin.
12. Give any two reasons on why Drama should be used in language classroom.
13. Mention any two problems involved in teaching of Drama.
14. Define grammar.
15. Why is grammar necessary in language learning?
16. Mention the two types of grammar and explain them.
17. Explain the two methods of teaching grammar.
18. What is the purpose of Oral and Written Composition?
19. What are the two types of Composition? Explain.
20. What are Skills in Comprehension and Skills in Expression?
21. Explain any two barriers to effective Speaking.
22. What are the three important components of Reading skills?
23. Explain the two types of Reading.
24. Explain Intensive Reading and Extensive Reading.
25. What are the mechanics of Writing?

Key – I

1. Recapitulation
2. Teaching vocabulary, sentence structure
3. Plot development
4. Dramatic analysis
5. Prewriting/ brainstorming
6. Essay structure
7. Substitution tables
8. Deductive, inductive
9. Listening
10. Listening
11. Speaking
12. Skimming

13. Reading
14. Guided composition
15. Communication

Key - II

1. (b) Sentence structure analysis
2. (c) Analysing theme
3. (c) Exploring rhyme and meter
4. (b) Character development
5. (b) Theme exploration
6. (b) Sentence variety
7. (c) Engaging in written exercises
8. (c) Effective communication
9. (b) Writing essays
10. (c) Understanding written texts

Key –III

1. Literary texts, abridged classics, modern prose essays, biographical and autobiographical narratives, descriptive or narrative pieces
2. Teachers must read the lesson aloud in the class
3. Model reading- but it doesn't teach pronunciation and listening skills
4. Reading aloud- it doesn't help with pronunciation
Testing and assessment
5. Introducing new words, sentence structures, reading and writing skills
6. Aim, preparation, presentation, recapitulation and assignment
7. Students are asked to recollect what they've learnt in the class.
8. Educates our emotions, increases creativity, imparts pleasure to students, good antidote against boredom
9. Introduction, presentation, recapitulation and follow up
10. Regarding words, information, rhythm, aim, purpose, etc.
11. An attempt to portray human condition through acting. Greek origin meaning 'to do' or 'to act'
12. Realistic communication, cohesive groupwork, enhances speaking skills, body language, gestures and facial expressions
13. Mother tongue interference, not enough confidence, lot of errors
14. "Study of language by specialists made in order to establish the rules and principles which underline the correct speech and writing principles that are followed more or less unconsciously by native speakers"- Chapman
15. To learn consolidated forms and structures, improves writing skills, helps distinguish between what is right and wrong
16. Formal- rules are mentioned and supposed to be followed exactly
Functional- how language is actually used by native speakers
17. Deductive- rules are taught first
Inductive- examples are given first
18. Oral- immediate practice and error correction
Written- to test student's command in English, improves coherence

19. Controlled/ guided- structure and vocabulary, developing the hints
Free- students form their own topic and content
20. Skills in comprehension- listening and reading
Skills in expression- speaking and writing
21. Lack of exposure, lack of qualified teachers, lack of audio-visual aids, lack of supervision, mother tongue interference
22. Recognition of graphic marks, correlation with formal linguistic elements, correlation with meaning
23. Reading aloud- good for improving pronunciation'
Silent reading- quick and efficient
24. Intensive- to go through everything carefully
Extensive- only to get the over-all meaning
25. Print script, cursive, copy writing, substitution.

.

UNIT - IV

SECTION A (25 x 1 = 25)

Fill in the blanks:

1. A good test should be _____ and _____.
2. Types of tests include _____ and _____.
3. Essay questions are examples of _____ tests.
4. True or False questions are a type of _____ test.
5. Reliability refers to the _____ of a test's results.
6. Clear and unambiguous instructions are essential for _____ of a good test.
7. A well-structured test should have _____ questions.
8. The preparation of questions should be based on the _____ objectives.
9. A _____ diagnoses the students' specific strengths and weakness.
10. Open-ended questions encourage _____ thinking.
11. Closed questions are more suitable for assessing _____ knowledge.
12. Fill-in-the-blank questions assess _____ recall.
13. True or False questions are effective for _____ concepts.
14. _____ tests assess the ability to apply knowledge in practical situations.
15. A good test should measure what it is intended to measure, which is known as _____.

Choose the right answer:

1. A well-designed test should provide _____ results.
a) consistent, b) random, c) sporadic, d) variable
2. A characteristic of a good test is _____.
a) reliability, b) ambiguity, c) complexity, d) subjectivity
3. _____ tests assess the ability to apply knowledge in practical situations.
a) Descriptive, b) Performance-based, c) Analytical, d) Predictive
4. Essay questions assess _____ skills.
a) speaking, b) reading, c) listening, d) writing
5. Constructing good test questions requires _____ of the subject matter.
a) ignorance, b) confusion, c) mastery, d) ambiguity
6. Open-ended questions allow for _____ responses.
a) diverse, b) limited, c) specific, d) predetermined
7. When preparing test questions, it's essential to consider the _____ of the assessment.
a) purpose, b) format, c) content, d) audience
8. One way to improve test reliability is to use _____ scoring criteria.
a) subjective, b) standardized, c) ambiguous, d) inconsistent
9. What is a primary objective of critical thinking?
a) Memorization, b) Analyzing information, c) Following instructions blindly, d) Reproducing facts

10. In critical thinking, what is the significance of skepticism?
 a) Accepting information uncritically, b) Questioning and examining evidence, c) Believing everything at face value, d) Avoiding inquiry and investigation

SECTION –B (25 x 2 = 50)

Answer all the question:

1. Name the tools used in evaluation.
2. How can the quality of a test be assessed?
3. What term do educators often use instead of “test” or “examination” to describe assessing student learning in various ways?
4. Name the major two types of tests.
5. Name the classification of tests depending upon the length of the answer.
6. What is objective type tests?
7. Write a note on essay type tests.
8. What is the defect of essay type tests?
9. What is short answer type tests?
10. Write the classification of tests.
11. What is aptitude test?
12. What is the use of general proficiency tests?
13. What purpose do achievement tests serve in education?
14. What are the principal language teaching techniques?
15. What is dictation?
16. Name few characteristics of a good test.
17. How a question paper should be framed?
18. Name the types of questions in framing the question paper.
19. What is the difficulty in oral test?
20. How can the writing ability of the students be measured?
21. How do English tests ensure they measure writing skills accurately, and what makes a writing test valid?
22. How the effectiveness of instruction be evaluated?
23. What are the disadvantages of objective type tests?
24. What are the different kinds of validity?
25. Define face validity.

Key -I

1. reliable, valid
2. objective tests and subjective tests
3. subjective
4. objective
5. consistency
6. characteristics
7. organised
8. learning
9. diagnostic tests
10. critical
11. Factual

12. Rote
13. Verifying
14. Performance-based
15. Validity

Key - II

1. a) consistent
2. a) reliability
3. b) Performance-based
4. d) writing
5. c) mastery
6. a) diverse
7. a) purpose
8. b) standardized
9. b) Analysing information
10. b) Questioning and examining evidence

Key - III

1. Test and examinations are the most widely used tools of evaluation.
2. The quality of a test is judged on the basics of objectivity, validity, reliability and administrability.
3. In modern educational practice the term evaluation is used in place of 'text or examination'.
4. oral and written tests are the two major types of tests.
5. Depending upon the length of the answer and the Objectivity in scoring, the tests are generally placed in four major types namely, objective type, very short answer type, short answer type and essay type.
6. The objective type test derives its name from the objectivity in scoring. As there is only one correct answer to such a test and since in most cases the answer is given along with the text and the candidate is required to indicate the correct answer simply with a tick or a number.
7. Essay type tests are indispensable. Essay type tests appear to be the only valid tests of communicative competence in writing.
8. Subjectivity in scoring is the major defect of the essay type tests.
9. These tests require short answers. Unlike multiple-choice questions, short answer questions demand a more detailed answer, typically a few sentences or a paragraph, depending on the complexity of the question.
10. Another classification of tests is aptitude, general proficiency tests and achievement tests.
11. Aptitude tests are given to find out whether one has the potential to study a new language.
12. General proficiency tests are used to determine readiness for instructional programme. They are used for finding out whether a student is ready to take up training
13. To measure the achievement of the instructional objectives. Such achievements tests are administered to find the students progress towards the objectives.
14. The principal language testing techniques are (a) translation (b) dictation (c)

- composition (d) interview (e) multiple choice items (f) short answer questions.
15. Dictation as a test of auditory skills has an important place in testing listening. It has been used to test spelling.
 16. validity, reliability, face validity, preparation of model exercises and questions are the few characteristics of a good test.
 17. A question paper should contain a judicious selection of all three kinds of items to enable the teacher to sort out the poor, the average and the bright pupils in the class. The items should also be arranged from easy to difficult so as to motivate the students to go on either the test.
 18. essay, short answer and objective type questions should be contained in a question paper.
 19. oral tests are difficult to administer successfully. There are no specific criteria available and it takes a lot of time to assess the oral skill on large classrooms.
 20. The writing ability of the student is measures through the composition tests. Students are expected to compose their own free and extended responses to questions.
 21. In English, proficiency in skills is evaluated. A test in written English must test the writing ability of the student and the test scores in the test must correlate highly with actual ability in the writing skill. Then the test may be said to have validity.
 22. To evaluate the effectiveness of instruction, Achievement tests are conducted.
 23. The disadvantages of the objective type are that they can evaluate only certain limited aspects of language skills and at their worst, they can be harmful, encouraging blind guessing and fragmentary learning of important items.
 24. validity is of different kinds: content validity, empirical validity.
 25. Face validity is the way the test looks to the examinees, test administrators

UNIT - V

SECTION A – (25 × 1 = 25)

Fill in the Blanks.

1. Which of the following types of learning materials are in the form of real objects or ideals that make the concepts very clear?
2. Which of the following teacher learning aid is a projected aid used by a teacher in the Teaching - learning process?
3. Most effective teaching aid is.
4. Audio-visual aids save.
5. Black Board is the aids for teaching.
6. Audio –visual aids save.
7. Televison is.
8. What equipment is often used in corporate presentations and meetings to display images, graphs, or text written on a transparent plastic sheet onto a projection screen?
9. Which of the following is not considered a project aid?
10. Visual representation of numerical data is done through the?
11. What key by audiovisual aid is emphasized in the passage, particularly for teaching English as a Second Language?
13. What is the purpose of the soundproof booths described in the first stage of language laboratory development?
14. To select media to teach a lesson to class, teacher should consider objectives of the lesson, age group of students, knowledge about media to be used and .
15. A child takes a favorite book and retells the “Story” often by using pictures as clues. At what Process / stage/ component does she/he demonstrate?
16. Which of the following teacher learning aid is a projected aid used by teacher in the teaching-learning process?

17. Instruction device through which message can be seen but not heard.
18. Television is.
19. Chalk Board is king of aid.
20. Which of the following is not considered a project aid?
21. A method of teaching English grammar in which the language is taught not by rules but by usage is .
22. A single printed sheet of paper which contains information is called.
23. Is the most important and least expensive visual aids.
24. Which one is used to teach spelling, pronunciation, and vocabulary?
25. Provide adequate opportunity to practice oral language skills.

SECTION – B ($25 \times 2 = 50$)

Answer the following questions.

1. What is the characteristics of Good Audio-Visual Aids?
2. What are the principles of Audio-Visual Aids?
3. What is the use of Audio-Visual Aids?
4. What are general principles of using Audio-Visual Aids?
5. What is the advantages of Audio-Visual Aids?
6. How does the opaque projector described in the passage differ from other visual aids mentioned, and what versatility does it offer in presenting materials?
7. Explain the importance of qualified, trained teachers in the success of the audio- lingual approach?
8. What is three dimensional aids?
9. What is display aid?
10. What is the graphic aid?
11. What is the projected teaching aid?
12. What is the non projected teaching aid?
13. Define teaching aids?

14. What is meant by audio visual aids?
15. What is the difference between teaching aids and teaching methods?
16. What is meant by relia?
17. What is a language laboratory?
18. Mention any two uses of using language laboratory?
19. What are the uses of television in teaching of English?
20. How are audio visual aids useful in teaching in English?
21. What is meant by education films?
22. What is importance of audio visual aids in teaching in learning?
23. What is the use of audio visual aids television and language laboratory in teaching English?
24. What is gramophone?
25. Why is it important to use audio visual aids in teaching in English language?

Key - I

1. Tactile material
2. Epidiascope
3. Direct experience
4. Easy and interesting
5. Cheapest
6. Verbal input
7. Audio visual aids
8. Overheat projector
9. Black board
10. Graphs
11. Make teaching interesting
12. Television

13. By providing realism in teaching
14. To enable individual practice without disturbance
15. Teaching aids
16. Emergent reading
17. Epidiascope
18. Visual aids
19. Audio visual aids
20. Projector
21. Black board
22. Informal method
23. Leaflet
24. Word charts
25. Language laboratory.

Key – I

1. Characteristics of Good Audio-Visual Aids (Teaching aids)
 - They should be meaningful and purposeful.
 - They should be accurate in every respect.
 - They should be simple.
 - They should be cheap.
 - As far as possible, they should be improvised.
 - They should be large enough to be properly seen by the students for whom they are meant.
2. Audio-visual material should be carefully located to eliminate duplications, have easy accessibility, and convenient use.
3. Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting.
4. -Using audio visual aids should not be considered as a substitute for teaching. it is only meant

to supplement oral and written presentation.

- Use of aids in the classroom should not be confused with providing entertainment. The aim of using aids should be to make learning more interesting and effective.
- Aids must be suited to the age and intellectual level of the pupils and to the nature and extent of their previous experiences.
- Aids should be realistic in nature. The use of actual specimen should be preferred to showing a photograph or slide.

5. Advantages of audio visual aids

- Help to learn more and remember for long
- Give reality and vividness to learning situations
- Motivate the learner.
- Give clarity to learning
- Make the abstract concrete
- Reduce verbalism
- Develop deeper understanding
- Can brighten up the classroom and bring variety and interest into the lessons
- Provide variety in the method of teaching and learning.
- Makes learning interesting, meaningful and permanent.

6. The opaque projector described in the passage differs from other visual aids in its ability to project images of both opaque and transparent objects onto a screen. Unlike slides and film strips, which primarily focus on displaying pre-prepared images, the opaque projector can reflect any page in a book or sheet onto a screen in a darkened room, offering versatility in presenting various materials for educational purposes.

7. Qualified, trained teachers are essential for the success of the audio-lingual approach as they play a central role in its implementation and effectiveness. They provide guidance, feedback, and structure to language learning activities, ensuring students receive appropriate instruction and practice to develop their language skills effectively.

8. Actual object or their scale down or blown up replicas as an aid for instruction.

9. A board shaped material that is rigid and strong enough to stand on its own, and generally

assed paper or other material affixed to it.

10. Any images or visual representation that assist the reader in understanding the text which accompanies the visual aid.
11. They are picture shown upon a screen by use of a certain type of medicine.
12. Teaching aids which are used without any projection.
13. Any device which supports, supplements or rein forces the teaching methods adopted by a certain teacher to effectively communicate certain items of information to student is know as teaching aids.
14. Audio-visual aids refer to tools and materials used in teaching that combine both auditory and visual elements to enhance learning. These aids can include multimedia presentations, slides, videos, pictures, charts, graphs, models, and diagrams. They are used to make abstract , concepts more concrete, stimulate interest, aid comprehension, and improve retention of information in educational settings.
15. Any device which supports, supplements or rein forces the teaching methods adopted by a certain teacher to effectively communicate certain items of information to student is know as teaching aids. Whereas the style of presentation of content in classroom is know as teaching methods.
16. Realia is making use of real object to teach vocabulary or structure to students. Object such as eatable, clothings, coins etc are examples
17. Language laboratory another aid, if used effectively will provide the students with adequate opportunites for practicing oral-aural skills. The successful use of the language laboratory and aid depends on the availability of teachers who know how to handle the equipment, employ the new techniques and at the same time handle the class.
18. There are many uses/advantages for using a language laboratory.
 Some of the important uses are:
 - All students can practice simultaneously and individually.
 - It provides untiring and unvarying models of authentic speech of imitation and drill
 - It also facilities the testing of listening comprehension.
19. The same process occurs when teachers use TV shows in a language classroom. It can be

beneficial in many ways. It provides authentic listening comprehension materials which are aided by visual prompts thus helping the students comprehend the situation even if they do not have sufficient vocabulary knowledge.

20. The use of audiovisual aids can help students understand concepts and ideas better. Here are some ways we can achieve this. Audiovisual materials such as documentary videos and images can help students gain a broader view of a subject, enabling them to understand concepts around the subject holistically.

21. Education films based on literary classics, available in cassettes can be shown to the students through the tv. These films will bring to the classroom a realism in teaching of English that cannot be attained otherwise.

22. The use of audiovisual aids makes the students to remember the concept for longer period of time. They convey the same meaning as words but it gives clear concepts thus help to bring effectiveness in learning. Integrating technology into the classroom help students to experience things virtually or vicariously.

23. Audio visual aids like television and radio makes the lessons to be simple, clear and more understandable. Audio visual enables the students to perform well in examination. Audio – visual aids reduce the complex nature of teaching English language. It helps the students to recall lessons in English language.

24. Gramophone: The tape recorder are handy audio aids. They can be used to play records of tables, stories, plays, poems, etc..

25. Audio visual materials is a technique and which involves the sense of vision as well as hearing. It is usually used in presentation prepared by the businessman to show graphs on the study of the company, students to their reports and especially the teacher show use audio visual materials to clearly explain the lesson to the students.
