

PRINCIPLES OF LANGUAGE TEACHING

In CTET exam 5 questions in 2011, 8 questions in 2012, 2 questions in 2013, 3 questions in 2014, 7 questions in 2015 and 6 questions in 2016 have been asked. This chapter is very important and has great significance in English Pedagogy.

2.1 Language : Definition and Meaning

Language is a medium through which one can express one's ideas, thoughts, feelings etc. Different languages are spoken in the world. It is very difficult to ascertain how these languages originated. It is believed that people started conveying message through signals, postures, gestures etc. So, we can say that language is a human system of communication that uses arbitrary signals such as voice, sounds, gestures and written symbols.

According to Edward Sapir, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols".

2.1.1 Characteristics of a Language

Some of the important characteristics of language are given below

1. **Language is a Vital Part of Growth Process** It is a social act, a means of adjustment to control over other people. Language exists in a society, it is a means of nourishing and developing culture and establishing human relations.
2. **Language is Symbolic** Language consists of various symbols that are employed to denote some objects, occurrences or meaning.
3. **Language is Systematic** Although language is symbolic, yet its symbols are arranged in a particular system. All languages have phonological and grammatical systems and within a system there are several sub-systems.

4. **Language is Arbitrary** There is no inherent relation between the words of a language and their meaning or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, aurat in Urdu, zen in Persian and femine in French. The choice of word is arbitrary but once a word is selected for a particular reference, it comes to stay as such.
5. **Language is a Outcome of Evolution and Convention** No language was created in a day out of a mutually agreed upon formula by a group of humans. Each generation transmits this convention on to the next. Like all human institutions languages also change and die, grow and expand.
6. **Language is Productive and Creative** The structural elements of human language can be combined to produce new utterances, never heard before according to the needs of a society.

2.1.2 Aims of Language Teaching

Various aims of language teaching are as follow

- Ability to understand the speaker's language.
- Ability to read along with understanding.
- Ability to express fluently and diversely using different skills.
- Ability to present or write views in a coherent manner.
- Ability to learn technological language used in teaching of other subjects such as music, computers or sports etc.
- Ability to understand the scientific aspect of a language.
- Development of creative skills.
- Development of a learner's sensitivity towards national issues, cultural heritage and different aspects of contemporary life.

2.1.3 Importance of Language

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Some experts even say that, "Language is what separates human beings from animals". Language is the most important means for acquiring human knowledge.

The three phases of human knowledge **preservation, transmission and advancement** are possible only with the help of a language. Language is also the best source of social and cultural development.

2.1.4 Importance of English Language

Study and use of English language is important in India as it is the most common foreign language. Everyone needs to learn the language in order to get in touch on an international level.

According to University Grants Commission (UGC), "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges, we should give up English language, we would cut ourselves off from the living stream of ever growing knowledge".

Some more reasons of its importance are as follows

- English is also the primary language of press, internet. More books and newspapers are written in English than in any other language.
- English is the only language where maximum resources are available which makes it easier to learn.
- English, being an international language, makes travel and business convenient to others.
- In India, English is regarded as the second language so its importance cannot be undermined.

2.1.5 Principles of Language Teaching

Many psychologists have laid down certain theories regarding language teaching. Some important theories or principles are as follows

1. **Theory of Motivation and Interest** Motivation is an important factor in language learning particularly in learning a second language. English resources and text books should be selected according to the interest and aptitudes of students. The teacher can arouse pupils' interest in a number of ways and language learning can be made increasingly interesting. It can be done with the help of charts, pictures, flash cards, models, black board sketches and other similar visual devices.
2. **Theory of Imitation** According to many psychologists, the child learns a language through imitation. No learner by himself ever invented a language. Good speech is the result of imitating good pronunciation and vocabulary. Imitation followed by intensive practice helps in the mastery of the language system. The teacher should also become a good model for the children.
3. **Theory of Habit Formation** 'Language learning' according to Palmer, "is essentially habit forming process, a process during which we acquire new habits". Teacher can make language pattern as habit through intensive pattern practise in a variety of situations. In language learning habits of speech, listening, reading, writing, correct pronunciation should be formed.
4. **Theory of Exercise (Practise and Drill)** According to BF Skinner, psychological experiments have proved that practising and drilling play an important part in language teaching. Any learning, if it is continuously repeated, gets imprinted in child's mind and he learns it efficiently. Teacher should make sure that repetition of things at proper intervals should be done.
5. **Theory of Individual Differences** Every child is unique and different from others. In language teaching we have to keep in mind that learners possess different abilities, personalities and belong to different backgrounds. So, stimulus needs of every learner will be different. Teaching has to be done keeping in mind the individual differences and problems arising out of it. The teachers should adopt different tacts, strategies and multiple approaches to make learning meaningful.
6. **Theory of Using Mother Tongue** Some linguists are against the use of mother tongue in teaching foreign language. They believe that mother tongue should be sparingly and judiciously used while teaching English. Of course, at an early stage, some explanations will have to be given in pupils' mother tongue but at later stages inputs from the targeted language in a simple graded manner can help in minimising the influence of mother tongue.
7. **Theory of Exposure to the Language** Learners should be provided with language familiar environment so that they could get maximum opportunities to listen and speak. Environment can be created by ample use of language by the teacher, forming of language clubs, displaying charts and using audio visual devices.
8. **Correlation with Life** The subject matter taught in English language should correlate with life. The course material and audio visual aids should be correlated to the child's life. It makes learning easy and comprehensible. So, English should be practised in everyday situations with which children can easily identify. This way meaning will be clarified and reinforced.
9. **Theory of Oral Approach** Speech motivates the learners to learn. Speech must precede reading and writing. Introduction to lessons should begin orally as learning to speak a language is always the shortest way to learning to read and write it.
10. **Theory of Selection and Gradation** Items of learning should be presented according to the order of ease. It should not be too rigid grading. There should be structural and vocabulary grading. Essential vocabulary and basic structures of a language should be taught first. Selection and gradation should depend on their frequency, usefulness, teachability and difficulty level.
11. **Theory of Ratio and Series** Any language has certain basic skills. It is necessary that teaching should be done in such a way that child is able to learn all skills as listening, speaking, reading and writing skills are correlated. Deficiency in any one of the areas will certainly create difficulties in learning a language. So, teaching should be proportionate and all four language skills should be integrated.
12. **Theory of Child Centred Learning** Efforts should be made to have a student centred class as far as possible students should be given priority while teaching. A teacher should not get so absorbed in teaching that he/she may not involve or interact with students. Teacher's focus should be on the child and teaching should be done keeping in mind the child's needs.

2.1.6 Maxims Used While Teaching

Maxims or certain steps to be followed while teaching

1. **Known to the Unknown** Teaching should be carried on what the students know either in their native language or in English. It is considered that old knowledge lays the foundation of new knowledge. e.g. pronoun in English grammar should be taught when the learner has a knowledge of nouns.
2. **Simple to Complex** Simple things and vocabulary should be taught first before proceeding to complex structures or vocabulary items. By learning simple things learners feel motivated and confident. This would certainly help in better understanding of complex things.
3. **Concrete to Abstract** Concrete things are real things which can be seen and felt by our senses. Abstract things can be just imagined. Teaching done with the help of concrete objects lasts for a longer period e.g. a learner can imagine about a golden apple only if he has seen an apple.
4. **Analysis to Synthesis** When teaching is done from detailed teaching to summarising we go from analysis to synthesis e.g. if a learner is taught different tenses with examples, he is able to understand sentence structures easily.
5. **Induction to Deduction** In induction method, we give some examples first then try to reach on a conclusion. In deduction, first of all a rule is explained then some examples are given. Teaching should always precede from induction to deduction. Examples speak louder than language explanation. Such examples can help the students learn much better the complicated concepts.
6. **Psychological to Logical** While teaching, the interests, aptitudes, capacities and difficulty level of the learners should be kept in mind. e.g. vocabulary and sentence structure of a language should be taught keeping in mind the difficulty level of the learners and then they could be arranged and explained in a logical manner.
7. **Relate form to Meaning and Contextualise** All class activities should be meaningful, whatever activity the students are involved in, the students should be able to understand the meaning of what they hear, say, read or write. Teach new vocabulary items in context.

CHAPTER EXERCISE

1. Which of the following statement(s) is/are correct?
 - A. Language is one of the most important and characteristic forms of human behaviour.
 - B. Language helps in uniting thoughts and identity of the individual.
 - C. In India, linguistic diversity poses complex challenges.
 - D. In India, linguistic diversity provides a range of opportunities.
 - (1) Only A (2) Both B and C
 - (3) Only D (4) None of these
2. In learning a new language
 - (1) the knowledge of mother tongue is helpful
 - (2) the use of mother tongue interferes rather than facilitates
 - (3) the mother tongue should not be used at all by the learners
 - (4) None of the above
3. Before coming to school children are
 - (1) fully aware of all grammatical rules related to language
 - (2) do not know anything about the second language
 - (3) well equipped in their native language to understand and explain
 - (4) well versed in more than one languages
4. Which of the following is not a language component?
 - (1) sound (2) symbols
 - (3) vocabulary (4) structures
5. If a student is unable to learn a task by a specific method, then as a teacher, you should
 - (1) ignore the student and move to the next topic
 - (2) give some extra time to the students to learn the task
 - (3) explain the situation to the student's parents
 - (4) tell the student that the task is not very important
6. Which of the following is not a characteristic of a language?
 - (1) A vital part of growth process
 - (2) Has its own set of grammatical rules
 - (3) It is productive and creative
 - (4) It is spontaneous, not a result of evolution
7. Which is no longer a position of English language in India?
 - (1) Link language
 - (2) Associate-official language
 - (3) Global language
 - (4) Foreign language
8. Sangeeta, English teacher of class V first explains the different parts of a sentence and then she teaches the synthesis of sentences so that her learners can easily understand the concept. She is following the principle of
 - (1) induction to deduction
 - (2) concrete to abstract
 - (3) known to unknown
 - (4) analysis to synthesis
9. Which is the most effective teaching method in a language class?
 - (1) Laying too much emphasis on correct pronunciation
 - (2) Reading out letters and essays from a book
 - (3) Emphasis on reading with correct intonation and speed.
 - (4) Discussing a topic or idea of learners' interest using simple vocabulary
10. A child in class II will initially learn the language in the most effective manner through which one of the given methods?
 - (1) Play way method
 - (2) Practise and drill
 - (3) Imitation
 - (4) All of the above
11. Smriti, a class II teacher has been assigned the task of teaching English to her students. Which factor she should keep in mind?
 - (1) All students are alike in their attitudes and aptitudes
 - (2) All students come from same type of family backgrounds
 - (3) All students are equally motivated to learn English language
 - (4) All learners possess different abilities, personalities and belong to different backgrounds
12. Which one is not the principle of teaching English?
 - (1) Learning by doing
 - (2) Reading books
 - (3) Seeing the objects in real
 - (4) Creating interest
13. Micro-teaching is a technique used by teacher-educators when trainees
 - (1) watch a live demonstration
 - (2) watch an audio-visual presentation
 - (3) received individualised, programmed instruction
 - (4) use the simulation technique to develop their skills
14. In an English class, Mother tongue influence can be effectively minimised by
 - (1) using the mother tongue more often
 - (2) giving examples from the mother tongue
 - (3) giving a lot of exposure to the target language
 - (4) giving inputs from the target language in a simple graded manner
15. Students are most likely to be intrinsically motivated to learn and master subject matter when they
 - (1) know that they will be tested on their understanding of the content in near future
 - (2) believe that the work they are doing is interesting and relates to their own lives
 - (3) perceive that their performance compares favourably with that of their peers engaged in the same task
 - (4) anticipate that they will receive positive reinforcement for achieving instructional objectives
16. In a language learning class meaningful environment can be created by
 - (1) fun activities
 - (2) dramatisation
 - (3) story telling
 - (4) All of the above

17. A teacher of class III wants learners to know about Diwali festival and write a small paragraph on it. She should

- (1) write about the festival on black board and ask students to copy it
- (2) read out about Diwali from an essay book
- (3) give homework to learners to write 10 lines on Diwali
- (4) ask different students to tell their experiences in their class about celebrating Diwali and then sum up

18. A teacher is training his/her learners in public speaking and debate. Which of the following characteristic, the teacher can not expect to develop?

- (1) Concept
- (2) Control over emotions
- (3) Using language creatively
- (4) Voice modulation

19. As a language teacher, you want to ensure participation of more students in class. Which of the following methods of teaching would you adopt?

- (1) Demonstration
- (2) Discussion
- (3) Recitation
- (4) Role play

20. Suppose you get a Hindi medium student who has not learnt English. He is given five sentences to be translated from Hindi to English. As an evaluator/teacher, which aspect would you try to evaluate in him

- (1) application
- (2) knowledge
- (3) synthesis
- (4) understanding

21. Methods of language teaching should consider which of the following?

- (1) Examination system
- (2) Level, age and ability of learners
- (3) Time limit or time frame
- (4) Target language

22. Teachers must keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils

- (1) intelligence
- (2) potentials
- (3) foresightedness
- (4) memory

23. Principle of selection and grading of words is based on its

- (1) frequency
- (2) teachability
- (3) range
- (4) All of the above

24. Which of the following situations would be the best for maximum transfer of learning?

- (1) Different tasks requiring different responses
- (2) Different tasks requiring same responses
- (3) Similar tasks requiring different responses
- (4) Similar tasks requiring same responses

Previous Years' Questions

25. The aim of mechanical drills is to [CTET June 2011]

- (1) strengthen the rote learning capacity of the learners
- (2) encourage creative use of language among the learners
- (3) improve the fluency of the learners
- (4) improve the accuracy of the learners

26. Learners are involved in individual activities, pair work, group work and whole-class work because these [CTET June 2011]

- (1) provide the learners enough opportunities to relax in a language classroom
- (2) have the sole aim of introducing variety in a language classroom
- (3) enable the already over-worked teacher to preserve her energy thereby becoming more effective
- (4) afford the learners opportunities to use the language in a focused manner for real-life interaction

27. When young learners seem to lose interest in the lesson, the teacher should [CTET June 2011]

- (1) tell a story or conduct an interesting activity
- (2) ask them to sit quietly for some time
- (3) allow them to go out and play
- (4) ask them to sleep for a while

28. Group project work helps in developing [CTET June 2011]

- (1) a high level of ambition to achieve
- (2) collaboration, critical thinking and problem solving

- (3) competition among learners to excel in academics
- (4) good memory in the young learners

29. What type of questions promote thinking skills in children? [CTET June 2011]

- (1) Factual questions
- (2) Questions based purely on the reading text
- (3) Personal response questions
- (4) Closed ended questions

30. Instead of asking questions and getting answers from her learners, a teacher gives some short texts and asks her learners to frame questions. Her primary objective is to [CTET Jan 2012]

- (1) take their help during examinations
- (2) make the learners realise the difficulties faced by teacher in preparing question papers
- (3) enhance the learners analytical and critical thinking
- (4) train the learners as good question paper setters

31. Substitution table drill helps teachers in [CTET Jan 2012]

- (1) developing free writing skills
- (2) improving the fluency of learners
- (3) evaluating the listening skills
- (4) giving controlled language practice

32. After a story-telling session, the learners are asked to change the ending of the story. This will help the learners [CTET Jan 2012]

- (1) understand grammar better
- (2) develop library reference skills
- (3) evaluate the teacher's originality
- (4) become imaginative and creative

33. Under Constructivist Approach to language learning, learners are encouraged to [CTET Jan 2012]

- (1) discover the rules of grammar from examples
- (2) avoid errors completely
- (3) practice language drills mechanically
- (4) learn the grammar rules by rote

34. Young learners will enjoy a play included in the text book when they [CTET Jan 2012]

- (1) listen to the teacher reading the play
- (2) enact the play
- (3) get detailed explanations about the play from the teacher
- (4) read the play silently

- 35. The primary objective of using role play is** [CTET Jan 2012]
 (1) to evaluate dialogue writing skill
 (2) to promote the reading habit
 (3) to improve the communicative competence
 (4) to develop acting talent
- 36. Student A and Student B ask and answer questions to complete a worksheet. This is** [CTET Nov 2012]
 (1) an information transfer activity
 (2) a role play
 (3) an information gap activity
 (4) a controlled interview
- 37. A rhetorical question is asked** [CTET Nov 2012]
 (1) to gather personal information
 (2) to clarify a concept
 (3) for the sake of effect with no answer needed
 (4) to get feedback about what others think about your speech/writing
- 38. The 'bottom up model' of curriculum is one where** [CTET July 2013]
 (1) a need-based distance education with indirect influence on students
 (2) learning is based on a set of software to make curriculum more learner friendly
 (3) the curriculum allows freedom for student mobility with increased choice of curricular activity and encourages learning by doing
 (4) the learning process is geared towards career orientation
- 39. To inculcate a 'Never Give Up Attitude', a suitable activity is the one when students** [CTET July 2013]
 (1) managed to get the Principal's permission to go out and play during the English period
 (2) sang two popular songs and exhibited some of their art and craft works during the parent-teacher meet
 (3) made modifications to their paper planes and tested them again, experimented with the best way to get them to go the distance and shared their finding
 (4) in groups created graphs about the difficult situations that students have to face in life
- 40. Students who do not have the opportunities to use the target language outside the classroom, demonstrate much lower levels of language competency. This can be overcome by** [CTET Feb 2014]
 (1) conducting tests periodically to motivate them to learn
 (2) giving them a set of commonly used sentences and vocabulary which they are expected to use
 (3) setting separate tasks which are easier, with more time to complete them
 (4) engaging them in specific language-focused tasks which are indirectly monitored by their group leaders
- 41. A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant, unmotivated learners. This can be helped by** [CTET Feb 2014]
 (1) using methods and strategies to motivate and make learning more challenging in the class
 (2) taking the help of an academic counsellor who will address the class
 (3) identifying the students who are 'unmotivated' and taking a special class for them
 (4) encouraging learners to take their own time to complete assignments
- 42. Selection of language items while determining the second language syllabus should take into account** [CTET Sept 2014]
 (1) the minimal disruption of school schedule
 (2) how easy it is to learn/use the item
 (3) how easy it is to teach the concept
 (4) the frequency and range of use of the items
- 43. Of the following which one is the most important pre-requisite for language learning, whether first or second?** [CTET Feb 2015]
 (1) A structural-situational approach
 (2) Skills-based instruction
 (3) A multi-lingual approach
 (4) An input-rich communicational environment
- 44. Here is a list of tasks commonly included in a language classroom. Which of these see children as active learners?** [CTET Feb 2015]
 (1) Children work in groups to generate interpretations of a poem
 (2) Children carefully memorise correct answer to questions on a poem
 (3) Children write answer to questions given at the end of a poem
 (4) Children carefully note down answers from the blackboard
- 45. Before students start reading a story titled, 'Brave Bitto', the teacher initiates a discussion with them on 'Bravery'. What is the teacher trying to achieve through this activity?** [CTET Feb 2015]
 (1) Activate the previous knowledge of students
 (2) Activate the intellectual stance of students
 (3) Activate enthusiasm in students
 (4) Activate the efferent stance in students
- 46. Which approach emphasises, interaction as the means and the goal of learning a language?** [CTET Sept 2015]
 (1) Communicative (2) Oral-aural
 (3) Immersion (4) Silent way
- 47. Maximum participation of students during teaching in a language class room is possible through** [CTET Sept 2015]
 (1) lecture method
 (2) translation method
 (3) inductive method
 (4) discussion and demonstration methods
- 48. Which of the following helps in learning the second language without using the printed text?** [CTET Sept 2015]
 (1) Situations approach
 (2) Natural approach
 (3) Language immersion
 (4) Grammar-translation method
- 49. The structural approach advocates** [CTET Sept 2015]
 (1) resorting to fluency
 (2) selection and gradation of material
 (3) assessing learners' performance using mother tongue
 (4) using mother tongue

50. Constructivism in language learning focuses on [CTET Feb 2016]

- (1) the dominant role of the teacher in the classroom
- (2) engaging learners in exploring new knowledge
- (3) the role of imitation
- (4) memorising grammar rules

51. While teaching English, a teacher is not able to draw attention of some students sitting at the back. She should [CTET Feb 2016]

- (1) engage them by asking questions and evaluating her teaching method
- (2) stop explaining the concept and start dictating the notes to students
- (3) scold them for not paying attention
- (4) ignore them and carry on

52. In learning a language, students talking time should be increased because [CTET Feb 2016]

- (1) they use the target language for various purposes

- (2) teachers feel relaxed while students are talking
- (3) they enjoy spending time talking with their friends
- (4) they can learn the correct pronunciation from each other

53. The communicative approach to teach English focuses on

[CTET Feb 2016]

- (1) the structural accuracy of the sentences
- (2) correct pronunciation of words
- (3) linguistic competence plus an ability to use the language appropriately
- (4) the practice of selected and graded structure patterns

54. Language is not [CTET Sept 2016]

- (1) instinctive
- (2) social
- (3) arbitrary
- (4) symbolic

55. What is the 'task' in task-based language learning? [CTET Sept 2016]

- (1) A piece of work which enables learners to do an activity
- (2) A piece of work for the parents to do their children's homework
- (3) A piece of activity for teachers to do in the classroom
- (4) A piece of work which exposes learners to language

Answers

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|---------|---------|---------|---------|---------|
| 1. (4) | 2. (1) | 3. (3) | 4. (1) | 5. (2) |
| 6. (4) | 7. (4) | 8. (4) | 9. (4) | 10. (4) |
| 11. (4) | 12. (3) | 13. (4) | 14. (4) | 15. (2) |
| 16. (4) | 17. (4) | 18. (2) | 19. (2) | 20. (4) |
| 21. (3) | 22. (2) | 23. (4) | 24. (2) | 25. (2) |
| 26. (4) | 27. (1) | 28. (2) | 29. (3) | 30. (3) |
| 31. (4) | 32. (4) | 33. (1) | 34. (2) | 35. (3) |
| 36. (1) | 37. (3) | 38. (3) | 39. (3) | 40. (4) |
| 41. (1) | 42. (4) | 43. (4) | 44. (1) | 45. (1) |
| 46. (1) | 47. (4) | 48. (2) | 49. (2) | 50. (2) |
| 51. (1) | 52. (1) | 53. (3) | 54. (4) | 55. (4) |