

Semester Final Examination  
B.A.in English  
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Ans to the Q.no 1

Reading is an open language action, yet not an inactive expertise. There are quite a large number motivations behind why getting students to peruse English texts is a significant piece of the instructor's work. In any case, numerous students need to have the option to peruse texts in English either for their vocations, for concentrate on purposes or basically for delight. Anything we can do to make it simpler for them to do these things should be really smart. While showing reading we ought to notice the accompanying principles,

Principle 1: Encourage students to read as often and as much as possible. The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively.

Principle 2: Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important.

Principle 4: Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students hints so that they also have a chance to predict what is coming.

Principle 5: Match the task to the topic when using intensive reading texts. Once a decision has been taken about what reading text the students are going to read

(based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc. The most useful and interesting text can be undermined by boring and inappropriate tasks; the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.

Principle 6: Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life.

### Ans to the Q.no 2

It's not preposterous to believe that as innovation is slowly mixing increasingly more with our day to day routines, the regular demonstration of composing with a pen is turning out to be fairly out of date. The straightforwardness with which we can compose papers in word processors, as well as the presentation of applications that permit us to match up our notes across various gadgets, has made written by hand archives very antiquated. Be that as it may, don't let this underrate the significance of handwriting, particularly with regards to English handwriting.

What makes handwriting 'a good handwriting'?

1. Efficient: fast yet fatigue-free.
2. Beautiful: pleasant to look at.
3. Aligned: structured and balanced slants and slopes.
4. Legible: maintaining Letters' shape, size, formation and thickness same on average.
5. Distance: between letters and words is measured in millimetres.

To improve handwriting,

1. Use a Decent Pen: The descriptive word "decent" is abstract — you'll need to chase to track down the pen that works for you! My decision of pen for ordinary composing is "the Bullfighter Pin-Point" as a result of the stroke width, the grasp, and the dark black ink. I likewise appreciate that it's so responsive; I don't need to apply a great deal of tension on the pen to guarantee predictable ink stream.

2. Maintain a Relaxed Grip: A nice, relaxed grip is one of the main things that will improve your handwriting as well.

3. Experiment with Paper Rotations: As children, we are by and large educated to keep our paper in an upward position before us. In the event that that works for you, amazing! In the event that not, go ahead and explore different avenues regarding different paper turns. Keeping the paper at a specific point can go far in assisting you with working on your handwriting! Most right-given individuals are fine with the customary vertical paper position ... yet I'm not one of them. I have consistently found it simpler to compose — especially in cursive, which is my style of decision — when my paper is turned 90 degrees.

4. Practice with a Worksheet: An organized method for further developing penmanship, worksheet assumes a significant

ant part! It's spotlights on cursive composition.

Essentially, the worksheet takes you through drills, capital and lowercase letters, words, and sentences.

5. Finally Practice, practice and practice: The Latin saying 'Practice is the best expert' holds the most elevated importance with regards to penmanship. Remember that nobody can dominate penmanship in a solitary day. It will require investment, persistence and persistent practice.

Conclusion: As the majority of our examinations are still completed by hand, handwriting is an important aspect of our educational system. It remains a very useful skill, and students who are unable to write legibly and articulately are at a significant disadvantage to those who can. This means that, despite the use of technology in the classroom, students' capacity to write without the aid of technology should still be emphasized.

Many examinations check for candidates who are good at writing in English. This includes academic exams such as admission assessments, GRE & GMAT, as well as professional recruitment tests. The world, being a global village now requires tremendous competency in English documentation in all sectors including education, business, and corporations. Consequently, good handwriting helps to cut better marks and secure better jobs!

### Ans to the Q.no 3

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentinian might need to be able to cope with a Russian's version.

There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents.

The differences are not only in the pronunciation of sounds ('bath' like 'laugh' vs 'bath' like 'cat') but also in grammar. The same is of course true for American, Indian or West African English.

The different types of listening activities are,

1: The tape recorder is just as important as the tape. However good your tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster or slower. You need to be sure that the tape recorder can be heard all round the classroom. Another vital feature is a tape counter that is easy to see. In both cases, you can find your way back when you want to play the tape for the second or third time - instead of going backwards and forwards all the time trying to find the right place. With longer tapes, you can also note the counter number for each part or section you may need to return to.

2: Preparation is vital. Teachers and students need to be prepared for listening because of the special features we discussed above.

Teachers need to listen to the tape all the way through before they take it into class. That way, they will be prepared for any problems, noise accents etc., that come up.

That way, they can judge whether students be able to cope with the tape and the tasks that go with it.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example to be in a

position to predict what is coming. Teachers will do their best get students Engaged with the topic and the task so that they really want listen.

3: Once will not be enough. There are almost no occasions when the teacher will play a tape only on Students will want to hear it again to pick up the things they missed the first time. You may well want them to have a chance to study some of the language features on the tape.

4: Students should be encouraged to respond to the content of a The first listening is often used just to give students an idea of what the listening material sounds like (see Principle 5) so that subsequent listenings are easier for students. Once students have listened to a tape two or three times, however, they will probably not want to hear it too many times

5. Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text, need to set different tasks for different listening stages. This means that, a first listening, the task needs to be fairly straightforward and general (as almost certainly of the Activate type). That way, the students' general understanding and response can be successful - and the stress associated with listening can be neutralised. Later listenings, however, may focus in on detail - of information language use, pronunciation etc.

6. Good teachers exploit listening texts to the full If teachers ask students to invest time and emotional energy in a listening task - and if they themselves have spent time choosing and preparing listening - then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play of a tape, the teacher play it again for various kinds of Study before using the subject matter situation or transcript for a new activity.

To encourage student's speaking we have to,

1. Eliminate pressure
2. Amp up the competition
3. Write first, speak later
4. Find relevant topics
5. Normalize speaking
6. Mix it up
7. Create opportunities
8. Set goals

After doing all the steps properly we hope the best speaking result from the ESL students.

#### Ans to the Q.no.4

When we think about teaching English 2nd paper for class 9-10 secondary school students it's never be a bad idea to think about a good grammar book. Grammar books are very essential to improve English basics. These grammar books ensure rules of sentences formation, verbs, tense, prepositions and more. Highly recommended for students, it is great if you focus on improving your grammar in the initial years of learning with the help of some good grammar books. Here we have a list of some of the most popular and affordable grammar books available in Bangladesh.

1. Advance English Grammar
2. Panjeree English Second paper special supplement
3. Nonodut English Grammar

4. Applied to the English Grammar and Language
5. The Royal Scientific Publications.
6. Wren and Martin English Grammar etc

You can not be good at grammar without being sound in tense. This is not just a needed to make sentences but is also essential to understand the suitable for school students who are having a hard time in framing and transforming sentences based on tenses. This all books can help the students remember tenses, verbs and more grammatical structures.