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Final Examination

BA English

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Ans to the Q no. 1

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## # Principles of teaching reading:-

Reading texts also provide opportunities to study language: vocabulary, grammar, pronunciation and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics stimulate discussion, excite imagination responses and be the springboard for well-rounded, fascinating lessons.

A balance has to be struck between real English on the one hand and the students capabilities and interests on the other. There is some authentic written material which beginner students can understand to.

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Some degree: menus, time tables, signs and basic instructions, for example, and where appropriate, we can use these. But for longer prose, we may want to offer our students texts which, while being like English, are nevertheless written or adapted especially for their level. The important thing is that such texts are as much like real English as possible. A more varied diet is appropriate. Among the things the teacher might want them to read are magazine articles, letters, stories, menus, advertisements, reports, play extracts, recipes, instructions, poems and reference material.



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# Reading skills should students acquire:

\* Scan:-

Students like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. The skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

\* Skim:-

Students need to be able to skim a text - as if they were casting their eyes over the surface - to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and many not be able to get the general idea.

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because they are concentrating too hard on specifics.

## # Principle of teaching reading:-

Principle 1:- Reading is not a passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them.

Principle 2:- Students need to be engaged with what they are reading.

as with everything else in lessons, students who are not engaged with the reading text - not actively interested



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in what they are doing - are less likely to benefit from it.

Principle 3: - students should be encouraged to respond to the content of a reading text, not just to the language.

of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning of the message of the text is just as important and we must give students a chance to respond to that message in some way.

⑥

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 read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

Principle 5:- Match the task to the topic.

We could give students Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to



to list the ingredients alphabetically. (7)

Principle 6:- Good teachers exploit reading texts to the full.

Any reading text is full of sentence words, ideas, descriptions etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion.



⑧ Ans. to the Q no. 2

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

# Do for Handwriting :-

\* Handwriting for elementary students -

1. Making practice as fun. Offer them a special pencil or a rainbow of colors.

2. Encourage drawing and puzzle game.

3. Pinpoint the problem.

4. The Right tools

5. Writing outside the box

\* Handwriting for secondary level :-

1. Strengthen line motor skills.

2. Try a pencil grip

3. Strengthen the upper body

4. Try italic cursive

5. Understand basic cursive rules

6. Frequent breaks

7. Pick your battles

8. Figure a work-around.



## ⑩ Handwriting for Advance levels

1. Developing / Narrowing a topic
2. Integrating research and adding own academic voice.
3. Respond to Opposing viewpoint
4. Analyze rather than summarize
5. Clear, concise and direct writing.
6. Making writing flow.

Like many other aspects of England English language teaching, the type of writing we get students to do will depend on their age, interests and level. We can get beginners to write simple poems, but we probably won't give them an extended report on town

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Planning to do. When we set tasks for elementary students, we will make sure that the students have - or can get - enough language to complete the task. Such students can write a simple story but they are not equipped to create a complex narrative. It's all a question of what can be achieved with this language. As well we shall see with the four examples in this chapter, the models we give students to imitate will be chosen according to their abilities.

# How should teachers correct writing?  
Of course, some pieces of written work are completely full of mistakes, but even in these cases, over-correction can have



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very demotivating effect. As with all types of connection, the teacher has to achieve a balance between being accurate and truthful on the one hand and treating students sensitively and sympathetically on the other.

One way of avoiding the "over-correction" problem is for teachers to tell their students that for a particular piece of work they are only going to correct mistakes of punctuation, or spelling, or grammar etc. This has two advantages: it makes students concentrate on that particular aspect and it cuts down on the connection.

Ans. to the Q no. 3

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## # Different types of Listening Activities:-

Since, as we have said, listening to tapes is a way to bringing different kinds of speaking into the classroom, we will want to play different kind of tape to them. eg. announcements, conversations, telephone exchange lectures, play, news broadcasts, interviews other radio programme stories read aloud etc.

## # Principles of teaching Listening:-

1. The tape recorder is just as important as tape.
2. Preparation is vital.
3. Once will not be enough.



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4. Students could be encouraged to respond to the content of the listening, not just the language.

5. Different listening stage demands different listening tasks.

6. Good teachers exploit listening text to the full

### # Encourage students speaking:-

#### 1. Give Clear Goals and Instructions:-

Inform students with the main goal of speaking and the importance of developing speaking skills.

② Rehearsal:-

getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom.

3. Feedback:-

speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students.

4. Engagement:-

Good speaking activities can and should be highly motivating. If all the students are participating fully -



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and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. Many speaking tasks are intrinsically enjoyable in themselves.

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## Ans to the Q no. 4

# The supplementary books that I will choose to ~~teach~~ teach English 2nd paper for class nine - ten in secondary school :-

There's nothing wrong with omitting lessons from text book. Teachers do it all the time, developing a kind of pick and choose approach to what's in front of them. However, if they omit too many pages, the students may begin to wonder why they are using the book in the first place, especially if they have bought it themselves.



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Grant's second option is to replace the textbook lesson with one of the teacher's own. This has obvious advantages; the teacher's own material probably interests him or her more than the text book and it may well be more appropriate for the students. If the teacher is dealing with the same language or topic, the students can still use the book to revise that particular language/vocabulary. But the same comments apply here as for an example. If too much of the textbook is replaced, both students and teacher may wonder if it is worth bothering with it at all.

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The third option is to add to what is in the book. If the lesson is rather boring, too controlled or if it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities and exercise which extend the students engagement with the language or topic.

The final option is for the teacher to adopt what is in the book. If reading text in the textbook is dealt with in a boring or uncreative way or if the invitation sequence is too predictable or if the teacher simply wants to deal with the material his or her way, he or she can adopt the lesson.

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## # How to decide a good book:-

Analysis:- The teacher can look through the various books on analysing each for answers to the questions on the next page.

Piloting:- by far the best way to find a book's strengths and weakness to try it out with a class, seeing which lessons work and which don't

Consultation:- before choosing a book, teachers should try and find out any of their colleagues have used the book before and how well they go with it.

Gathering Opinions - anyone who might have an opinion on the book worth speaking to, from the publisher and bookshop owners to college colleague and friends. It is also a good idea to let students look through the book see how they react to a first sight of it.

# Rubrics to choose a good book :-

1. How expensive is the text book? Can the students afford it? Will they have to buy an accompanying workbook?

2. Is the course available? Has it been published? Is it available?



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3. Is the book attractive? Does the teacher feel comfortable with it? Do the student like it? How user-friendly is the design?

4. What kind of teaching and learning does the book promote?

5. Does the book cover the four skills (reading, writing, listening and speaking) adequately?

6. Is the syllabus of the book appropriate for your students? Does it cover the language points you would expect?

7. Does the book contain a variety of <sup>(23)</sup> topics? are they likely to engage the students' interests?

8. Does the book represent people and situation in a fair and equal way? are various categories of people treated equally?

9. Is there a good teachers guide? Is it easy to use? Does it have all the answers the teacher might need?