



# REET



## राजस्थान शिक्षक पात्रता परीक्षा

Board of Secondary Education, Rajasthan

### Level – II

(विज्ञान वर्ग)

भाग – 2 (अ)

## अंग्रेजी



# REET LEVEL - 2 (विज्ञान वर्ग)

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## Methods of Learning English Language

- For a proper and easy learning, a teacher has to follow some formulas.
- The important maxims in English languages are as follows –
  1. **Known to Unknown** – ज्ञात से अज्ञात की ओर
  2. **Concrete to Abstract** – According to these maxims, a teacher has to explain the concepts that have a proper physical existence and can be taught with the help of text books and teaching aids and after it has to explain the concepts that are fictional or hypothetical (कल्पनावादी)।
  3. **Indefinite to Definite** – (अनिश्चित से निश्चित की ओर)
 

In this maxim, we have to start the teaching or learning that are indefinite or not sure and after it with the help of study material, we can lead to definite concepts.
  4. **Simple to Complex** – सरल से जटिल की ओर
  5. **Real to Unreal** – (वास्तविक से अवास्तविक)
 

In these maxims, we have to use the concepts that have been proved and after it, we have to study the concepts that have not proved yet.

Decides these facts in this maxim, problems are solved with the help of the proved facts.
  6. **Particular to General** – (विशिष्ट से सामान्य की ओर)
  7. **Induction to Deduction** – (आगमन से निगमन की ओर)

Grammar rules  $\xleftarrow{\text{to}}$  Example  
 Induction

Deduction  $\rightarrow$  Grammar rule  $\rightarrow$  Example

### Induction

- From examples to rule.
- Explanation or proof to generalization.

### Deduction

- Rule to examples.
- Generalization to proof.

8. **Analysis to Synthesis** – (विश्लेषण से संश्लेषण की ओर)
9. **Whole to Part**
10. **Psychological to Logical** (मनोवैज्ञानिक से तार्किक)
11. **Empirical to Rational** (कल्पना से तथ्य की ओर)

## Methods and Approaches of English Teaching

To achieve the goal of teaching and skills, we have to follow some methods and approaches.

The method of English teaching is divided into two types -

### 1. Old Methods/ Classical Method

- (i) Translation cum grammar
- (ii) Direct Method

### 2. New Method

- (i) Bilingual Method
- (ii) Dr. Wests Method
- (iii) Substitutional Method

### Approaches of English Teaching

- (i) Structural approach
- (ii) Situational approach
- (iii) Communicative approach
- (iv) Community approach
- (v) Audio visual approach

### 1. Translation cum Grammar Method – The origin of this method is not fixed but in India this method causes in existence during the reign of Britain.

- According to its names, in this method each word of targeted language is translated into mother tongue of the learner and grammar is taught separately from the textbook teaching.
- This method follows the teaching partwise not whole wise.
- While the gestalt theory of psychology tells the teaching must be whole wise.
- The method uses a lake of mother tongue so listening in target language is not done, so it is called unnatural method.

### Characteristics of T.C.G. Method

- The unit of teaching is word.
  - Mother word is used for each word.
  - Textbook is taught with translation.
  - Grammar is taught separately.
  - Teaching materials are not required in this method.
-

This method is related to three maxims.

1. Simple to Complex
2. Deduction to induction
3. Part to Whole

This method has no psychological background.

Examples are used with the maxims known to unknown and concrete to abstract.

### **Merits/Advantages of T.C.G.**

- Each word of target language is translated into mother tongue so, a learner becomes able to understand the wordology, phraseology of target language in comparison of mother tongue.
- Mother tongue is used so learner feels connected in class.
- This method is economical as no teaching material is used.
- This method saves our time.
- It is suitable for average teacher and student.
- It is suitable for over-crowded classes.
- Student become perfect in grammatical rule as grammar is taught separately.
- This method is energy saving method.
- Students become able to use to language together.

### **Demerits of T.C.G. Method**

- Mother tongue is used for each word so thinking in target language is not developed.
  - Teaching aids are not used so it is an uninteresting method.
  - Grammar is taught separately so students do not become able to apply the rules in proper situation.
  - This method is creates muddled due to using two language.
  - This method developed unwanted habit of maxims to language.
  - This method does not improve any skill (LSRW).
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## 2. Direct Method

- According to its name, this method is related to the teaching of target language without using even a single word of mother tongue.
- This method is originated in France around 1901. This method is based on the maxims simple to complex and concrete to abstract. Teaching aids are using in this method to explain the words and problems.

### Characteristics of Direct Method

- English is taught as the second language and target language.
- Listening and speaking skills are emphasized.
- This method starts with listening so it is a natural method.
- Mother tongue is not used in this method.
- Teaching aids are required.
- Teacher may give attention towards the learner as this method is not used in overcrowded classes.
- Question answer technic is used in this method.
- Grammar is taught with textbook teaching.

### Merits of Direct Method

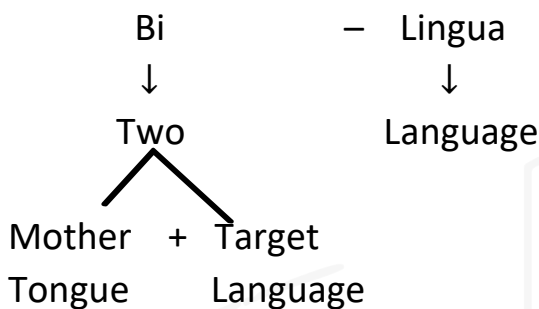
- Mother tongue is not used in this method so it does not create unwanted habits of translation into mother tongue.
- Teaching is done through the target language so learners become able to understand and think in target language.
- The unit of teaching is sentence so this method teaches whole-wise that is important according to the gestalt theory of psychology.
- Listening and speaking skills are improved in this method.
- This method pays stress on aural-oral ability.
- Teaching aids are used in this method so it is an interesting method.
- This method improves the ability of thinking in target language.

### Demerits of Direct Method

- Mother tongue is not used so listeners do not feel connected in class.
  - Reading and writing skills are ignored in this method.
  - This method is an expensive method as a lot of teaching material are used.
  - Explanation of each word and sentence is done in this method so it is a time consuming method.
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- This method is not suitable for Indian classes where over crowded classes are common.
- It is not suitable for lower classes.
- This method does not improve the comprehension ability.
- Grammar is taught only with textbook teaching so all rules of grammar cannot be taught through this method.

## Bilingual Method



- This method is the result of the failure of T.C.G. and Direct Method.
- This method has the varieties of T.C.G. Method, Direct Method and structural approach.
- According to its name, this word bilingual is taken from two words “Bi + lingua” which mean two languages.
- In this method, teaching is done in target language but mother tongue is used only in problematic situation that cannot be explained or taught with the help of target language.
- According to this method if a concept has been explained with the help of mother tongue is repeated again cannot be explained with the use of mother tongue.
- Professor C.J. Dodson of wales (Place of US) invented this method.

## Characteristics of Bilingual Method

- Unit of teaching is sentence in this method.
  - Mother tongue is used whenever situation is not in the control of the target language.
  - Aural-oral aspect is stressed.
  - English is taught as a target language.
  - Word power and vocabulary is enhanced.
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- Word to word explanation is done but in target language.
- Teaching materials are used in limited situation.
- Grammar is taught with textbook teaching but with extra examples.
- Question answer technic is used in this method.
- This method stressed on practice & drill.

### **Merits of Bilingual Method**

- This method leads the teaching of the target language with the suitable use of mother tongue.
- This method improves the quality of speech.
- Listening and speaking skills are fulfilled through this method and it is interesting as teaching materials are used.
- This method enhanced the ability of thinking and understanding in target language.
- This method is suitable for lower classes and average students also.
- This method is less-cost as limited teaching materials are used in this method.
- This method saves times.
- This method creates the ability of linguistics.

### **Demerits of Bilingual Method**

- This method avoids reading and writing skills.
  - This method creates a confusion as mother tongue is used.
  - It is not suitable for higher classes.
  - There is major lack of expert teachers so after some time, this method will transform into T.C.G. Method.
  - It is true that this method has some demerits but this method is most effective and suitable method at present times.
  - It is the base of direct method.
  - If some improvements are done in this method, it will be the perfect method.
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## **Dr. Wests Method**

- This method was named after a famous educationist Michal Philips Wests, who was the principal of in a training collage Dhaka and director of education in Bengal before the partition.
- He realized that there is a lack of reading skill in Indian student so he invented a method that is completely related to reading skill, so this method is called reading method also.

## **Characteristics of Dr. Wests Method**

- This method is related to reading skills.
- Sentence is the unit of teaching.
- This method is depended on teacher's performance.
- This skill is a scientific skill so we have to follow proper concepts and logics during its teaching.
- This method emphasized the ability of fluency in reading.
- This method emphasizes the rules of interaction and punctuation.

## **Merits of Dr. Wests Method**

- This method improves a proper ability of reading.
- This method improves the knowledge of punctuation and rhythm.
- This method is based on student's activity so students remain active in this method.
- This method develops the oral ability of students.
- This method improves the knowledge of comprehension.

## **Demerits of Dr. Wests Method**

- This method does not improve speaking, listening and writing skill.
  - This method does not use teaching materials so it is an uninteresting method.
  - Grammar cannot be taught through this method.
  - This method cannot be used in over-crowded classes.
  - This method is a time conserving because of using various types of reading.
  - This method is not suitable for less-intelligent and more intelligent student.
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## Substitutional Table Method

- This method is used to teach the rule of grammar by substituting in table.
- This method can in existence when other method become fail in teaching grammar.

### Characteristics of Substitutional Table Method

- This method teaches grammatical rules and concepts.
- Unit of teaching is sentence in this method.
- Sentence structures are used in this method.
- Practice and drill are emphasized.
- This method is an action based method.
- Teaching methods are used in a proper manner with the principle of selection.
- This method is based on teachings activity and experience.

### Procedure of Substitution Table Method

- Teacher speaks a modal sentence at least three times.
- He asks the students to repeat the modal sentence.
- Teacher explains the correct pronunciation of the words.
- Teacher asks the students for repeat the modal sentence with correct pronunciation and intonation.
- Teacher substitutes the modal sentence in some parts using a type of tables.
- Teacher explains the head word and ask the student to frame new sentence with the help of the head word.

#### (i) Simple Table

Ram	Is	Playing
He		Singing
She		Dancing
Shyam		Sleeping

#### (ii) Compound Table

Hindi	Is speaking	Germany
English		England
France		India
German		France

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### (iii) Grammatical Table

Ram	Is → playing	Cricket
You	Am → playing	
He	Are → playing	Football
	Has →	
They	Have →	Handball

### Merits of S.T. Method

- It is action based method so students remain active in class.
- Students are able to use grammatical rule without memorization.
- This method improves reading and writing.
- This method is psychological.
- Repetition and drill are stressed in this method so students are able to learn the concepts without any problem.
- This method used mother tongue if required so students feels connected in class.
- Teaching material are used in a limited number so it is interesting and economically.
- The unit of teaching is sentence so students are to think direct in sentence.

### Demerits of S.T. Method

- This method ignore listening and speaking skills.
  - This method is not suitable for upper classes.
  - This method is not suitable for intelligent student.
  - Over practice and drill make this method boring.
  - Prose and poetry and composition can't be taught through this method.
  - The lack of innovative and experienced teachers make this method a failure.
  - This method can't be used in over-crowded classes.
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## Challenges of Teaching English

Following are some challenges faced by teachers when teaching English in a Classroom.

### 1. Disturbed Environment of the Class

- Environment matter most in learning and teaching the English language. Mostly the English teachers faced environmental problems in teaching the English language.
- The disturbing environment of the classroom distracts the teachers and affects the teaching of the English language.
- A suitable and comfortable environment is the basic need of teaching the English language.
- If the environment is not suitable and comfortable for the teachers then it ruins all the teaching and learning process of the English language.
- A positive and comfortable learning environment is very essential for teaching the English language.

### 2. Limited Teaching Resources

- Not only has the English language, teaching anything mostly depended on the resources.
- Mostly the teachers faced this kind of problem, the resources which essential for delivering the lectures of the English language to the students for effective learning are not provided to them.
- It became very difficult for the teachers to teach without the resources essential for the lectures.
- The resources include speakers, mike, projectors, computer systems, and other kinds of digital devices.
- It makes the overall lecture and environment interesting and effective for the students and helps them in learning the English language.

### 3. A Large Number of Students in the Classroom

- A large number of students in the classroom produce a lot of disturbance and stress for the teachers because teaching a large number of students the teachers have to do more effort and hardworking.
  - The problems caused by a large number of students are given below:
    1. Disturbed the teacher by making noises.
    2. Difficult to manage the class students.
    3. Engaging crowded students in learning is very difficult.
    4. The learning resources are not available for all the students.
  - These are some problems that arise in a crowded class.
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#### **4. Wrong Syllabus to be Teach**

- The syllabus is a kind of content that the teachers follow to teach to the students. The syllabus plays a very important role in teaching the English language and also in other subjects.
- The syllabus helps the teachers to prepare the important factors of the course and organized the overall course to teach to the students step by step.
- Mostly the teachers faced this problem in teaching the English language. The wrong syllabus is given to them to teach the students the English language.
- The teachers teach the wrong syllabus will make negative impressions on the students, and by this, the students cannot learn and speak the English language.

#### **5. Limited Time for Lecture to Teach**

- Time is the most important thing in learning the English language. It takes time for the teachers to observe their students and teach them at their level. The time of the class is very little for the teachers to teach the English language.
- This one of the most difficult tasks for the teachers to teach in less time.
- This is probably not possible for the teachers to complete the topics of their lectures in less time, which is not enough.

#### **6. Students Hijack Lessons**

- Students hijack the lessons. Mostly the students are not interested in learning the English language. They hijack the lessons and do other kinds of activities and the English learning process is defeated.
- The English language teachers always count the students because they cannot go further in the course if the students are missing.

#### **7. Students Disturbed the Class**

- Sometimes the students get bored and try to do other activities during the lectures which disturbed the teachers during teaching the English language.
  - They try to speak to the other students during the lectures which disturbed the teachers a lot.
  - Some students come late for the lecture. They enter the class during the lecture it disturbed the teacher.
  - The disturbance is the biggest problem mostly the teachers faced in teaching the English language. It defeated all the learning process of learning the English language.
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## **8. Using Other Languages in the Classrooms**

- Speaking other languages or speaking in the native language is the most noticeable issue faced by English teachers.
- For the students, it's very easy to speak in their native language or other languages which they can speak easily instead of the English language.
- It's very frustrating for the students trying to speak the language and think the words and sentences to speak which they didn't know.
- It's very easy for them to communicate in their native language or the language they already have experience with.
- This is the most common and big problem faced by the English teachers in teaching the English language to the students in which the English language is not their native language.

## **9. Student Depends on a Teacher**

- Another noticeable problem faced by the teachers is the students completely depend on the teachers. They didn't try to learn and speak themselves.
- Those students every time look to the teachers for helping them in learning and giving them the correct answers.
- They didn't try to make words and correct sentences in speaking the English language.
- By this problem, the students didn't learn the technical terms and conditions of how to use different kinds of tenses and words of the English language in speaking.

## **10. Students Bored and not Interested in Learning the English Language**

- Students getting bored and not interest in learning the English language is also a problem faced by teachers.
- Sometimes the students are not interested in learning and attending the lectures on the English language. Then they try to do other activities.
- Sometimes they disturbed the teachers by talking to the others and doing other non-sense activities during the lecture.

## **11. Difficult to Managed the Class**

- In the English learning academies, it can be found that mostly the students in the English classes belong to different backgrounds.
  - Mostly the students in English learning classes belong to rural areas. Where there is no scope for learning the English language. it's very difficult for them to learn the English language.
  - Mostly they are unable to learn the English language. Some of them have the capabilities of learning the English language.
  - Then it becomes very difficult for the teachers to manage the class and keep all the classes going in the same way.
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