

# SHREE H.N.SHUKLA GROUP OF B.ED. COLLEGES

( Affiliated To Saurashtra University & NCTE )

( Vaishali Nagar 2 & 3, Near Amrapali Under Bridge , Rajkot )

## ENGLISH METHOD SEM – 2

### **Unit-1** Lesson planning & procedure

- 1.1 Importance of lesson planning
- 1.2 Stray lesson and unit lesson planning in ELT

### **Unit-2** Resources and problems in ELT

- 2.1 Text book: Importance and various aspect of  
Reviewing a textbook
- 2.2 ELT resources-Dictionary, Thesaurus, Electronic media
- 2.3 Causes and remedies of the following ELT problems
  - (1) Pronunciation
  - (2) Syntax
  - (3) Handwritting
  - (4) Spelling

### **Unit-3** Teaching of composition and Action Research

- 3.1 Teaching of composition
  - Types of composition(oral-written,controlled-guided)
  - Forms of composition(story,paragraph,letter,essay, Report writing)
- 3.2 Action Research: concept and steps

### **Unit-4** Evaluation

- 4.1 Evaluation: concept and types(oral-written)
  - Types of questions and their construction (Essay type, short answer type, objective type)
- 4.2 - Essentials of a good question paper
  - preparing a Blueprint of a question paper

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## UNIT – 1 LESSON PLANNING AND PROCEDURE

### ❖ INTRODUCTION

There is a need of pre-planned lesson for teaching english at the initial stage. It is an advance copy of teaching frame work and blue print. It is a systematic lay out. It has specific intense. The trainee is not familiar to the procedure of teaching learning process. Written lesson plan provides relevant details about selected topic and it also narrates different types of teaching activities which the trainee wants to carry out in the class. It shows aims, objects, methods, techniques, etc.

In short, it presents detailed frame work of the teaching learning process.

### ❖ STEPS OF LESSON PLANNING

There are systematic steps of a lesson plan. They are based on psychological background of the students. They are as follow:

- ✓ First of all the teacher trainee selected the topic for the stray and unit lesson plan.
- ✓ Then he tries to plan a lesson first of all he thinks about following points.
  - Specific objectives for a particular topic.
  - Expected knowledge of the students.
  - Teaching aids and teaching method.
  - References.
  - After these he thinks about the following stages of the lesson plan.

#### **Step: 1**

#### **INTRODUCTION**

This is the initial stage of the lesson. Here the teacher tries to know about expected level of the knowledge of the students. For these, the teacher uses different teaching strategies. Sometimes he asks about short questions, shows,

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picture and charts does some activities and tries to link new knowledge with previous one.

## **Step: 2 STATEMENT OF AIM**

After introduction of the lesson the teacher writes the aim of the topic on the black board.

## **Step: 3 PRESENTATION**

- A. This is the most important part of the lesson here the teacher mentions in detail or he will do to fulfill the objectives of the lesson.
- B. Here the teacher gives information regarding different educational activities which he will perform during the teaching- learning process.
- C. To make teaching effective the teacher should keep in mind the following points.
  - He must have mastery over subject matter. If the subject matter is not clear in the mind of a teacher he will try to pass out wrong information which is an education sin or mistake.
  - The teacher should know his pupils and their needs.
  - All teaching activities should be organized in accordance with the nature of the topic.
  - After teaching the teacher tries to know what extent the students of class have grasped knowledge of the lesson.

## **STEP: 4 EVALUATION**

To fulfill the purpose the teacher puts many types of exercise in the lesson. It may be question-answer, fill in the gapes, match the pair and true or false statement

## **STEP: 5 ASSIGNMENT**

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This is the last stage of lesson planning. The teacher gives clear note of assignment. It may be question-answer, short-notes, description, memorization, preparing of spelling etc.

## MERITS/ADVANTAGES

- i. It saves the time and energy.
- ii. It makes teaching effective
- iii. It makes the teacher free from anxiety.
- iv. It enables the teacher to select or to prepare proper teaching aids and to use them properly.
- v. It makes the teaching learning process interesting and fruitful.
- vi. It improves the study habits of the pupils.
- vii. It increase teacher's confidence.
- viii. It links new information with previous one properly.

### ❖ DIFFERENCES BETWEEN STRAY LESSON PLAN AND UNIT LESSON PLAN

STRAY LESSON	UNIT LESSON
1) It is one period planning	1)It is more than one period planning
2) The teacher selects a small topic for teaching.it may be of 35 or 40 minutes.	2)The teacher plans for entire unit. It may be four to six periods.
3) Objectives are formulated for a singal topic.	3)Objectives are formulated for entire unit.
4) It includes limited materials and activities.	4)It includes enough materials and activities.
5) The teacher gets only 35 minutes(one period) for discussing the content of the topic. So limited learning experiences are provided.	5)The teacher gets four to five periods for discussing the content of the topic.so he can provide good and enough learning experiences.
6) The teacher prepares a separate	6)The teacher prepare a single lesson

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lesson plan for each topic.so teacher does not preserve continuity in his teaching work.	plan for entire unit so he can preserve continuity in his teaching work.
7) The teacher uses limited teaching aids and does limited activities.	7)The teacher uses different types of teaching aids and does enough activities
8) The teacher allots only 3 to 5 minutes for evaluating.	8)The teacher allots a complete period for evaluating.
9) The teacher tries to evaluate the work of the students with the help of a short exercise written on R.B.B.	9)The teacher prepares a blue print and then constuct a question paper of 25 marks.
10) The teacher gets limited experience about the evaluation procedure.	10)The teacher gets a good experiences about evaluation procedure.
11) Pupils get less time for discussion.	11)Pupils get enough time for discussion.
12) Teaching without depth	12)Teaching with depth
13) Knowledge remains in pieces.	13)Entireness can be maintained
14) Less possibility for creating learning atmosphere.	14)More possibility for creating learning atmosphere.
15) Lack of variety of teaching.	15)Full of variety of teaching.

## UNIT – 2 RESOURCES AND PROBLEM IN ELT

### TEXT BOOK: IMPORTANCE AND VARIOUS ASPECTS OF REVIEWING A TEXTBOOK



#### INTRODUCTION

In the words on R.S.Trivedi, “ in the absence of any other instructional material the textbook becomes a potent tool in the

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hands of teacher to teach the skills of a language and the more so of a foreign language. The more planned textbook, the easier is the task of the teacher in making his pupils learn. In view of the elimination of grammar book, the text book assumes greater significance.”

## REPORT OF THE CONFERENCE ON THE TEACHING OF ENGLISH SCHOOLS:

one of the important basic needs of teaching a foreign language is a text book. It is most prominent tool on which the success of our teaching programs mainly depends. It is collection of knowledge, information, language habits and ideas scattered here and there.

The text book is used as a reference guide in the process of learning english.

Generally we can find that varied form of language is used by the teacher in oral form. The learners hardly remember all such conversation throughout the course. They have requirement something that can provide for a standard record of work that has been done in the class. It is text only book.

## IMPORTANCE OF TEXT BOOK:

- It plays a role of guide for teacher.
- It plays a memory tool for learners.
- It is a permanent record or measure of what has been learnt.
- It is definite basis for assignment.
- The text books are the source of motivation for students.
- With the books help of text books students can revise their course at home.
- The text book is essential for new teachers.
- The text books encourage teachers to develop new technique in teaching.

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- It is more useful for development of basic result among the learners.

## VARIOUS ASPECTS OF REVIEWING THE TEXT BOOK:

Reviewing means the criticizing book in the detail:

### TECHNIQUES:

- Findout the name of the book, author or poet, editor, publisher, place of publication, year, edition, number of the book.
- If the book is divided into many chapters, write short summary of the book.
- If possible, the title of the book should be written in every chapter.
- Write some important matter as an example: figures, tables, pictures, slogans, some impotant words and proverbs.
- Write about the content of the book style building and usefulness of book.
- Write the review in your words.

## ESSENTIAL FEATURES OF IDEAS TEXT BOOK:

The following are the main features of ideal text book:

- Suitable subject matter
- Appropriate vocabulary and structure
- Order and proportion
- Exercise and glossary
- Illustrations
- Printing and paper
- Cover, size and binding
- Format
- Reliability and validity

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## SUITABLE SUBJECT MATTER

- The subject matter must be useful for social and moral point of view so all children earn the living from social life.
- The subject matter should be according to the mental age of the pupils.
- The content should be related with pupil's familiar atmosphere.
- The subject matter should be in small lessons.

## APPROPRIATE VOCABULARY AND STRUCTURE:

- The vocabulary should be selected according to the mental age of pupils.
- It should be garded.
- It should be progressive with in the series of readers.
- Bhardwaj and suri says, "a satisfactory total number of words pre page are 20 to 50. It a primer, 50 to 60 in a first reader 75 to 100 in a second reader, rising to 300 in the fifth and sixth reader. The introduction of new words per page should be at the rate of 2 in a primer, 3 in a first, 4 in a second reader, 7 to 8 there after. A new word should occur along with 50 know words. Each new word must be repeated from 5 to 10 times."
- The style should be based on, "easy to difficult" and "simple to complex."

## ORDER AND PROPORTION

- ✓ The content should be in well order and proportion.
- ✓ A lesson should not be very long and lengthy and tried some.
- ✓ The topics of one kind should not be in continuation.
- ✓ Proportion between prose and poetry should be.

## EXERCISES AND GLOSSARY:



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- ✓ There should be sufficient number of exercises at the end of lesson.
- ✓ After finishing the lesson there should be list of difficult words called as glossary.

## ILLUSTRATION

- ✓ Large, clear and colorful picture, figures, maps and tables at suitable place with due to description are included in the text book.
- ✓ Illustration picture should be attractive to arouse the child's interest and make the subject matter attractive, easy and comprehensible.

## PRINTING AND PAPER

- The printing of the books should be attractive.
- This size of the typing should be bold for juniors and small size for seniors.
- It should be 24 points, 18 points and 16 points for the juniors, middle and senior levels.
- Margin and spacing should be appropriate.
- The printed line should be between 3 to 4.5.
- The paper should be white, thick and smooth.

## COVER, SIZE AND BINDING

- The cover of the text book should be thick, strong and attractive.
- The size of book should be book should be quarter for lower classes and crown for the higher classes.
- The binding of text book, should be fine and durable.

## FORMAT

- Format includes heading and their arrangements, margin place of pictures, points-small or big type size. If the about points are taken book will be good in quality.

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## RELIABILITY AND VALIDITY

- Thoughts which are expressed by the writer should be original in the text book. The example and statistic should also be reliable and valid.

## ❖ REFERRING DICTIONARY, THESAURUS AND ELECTRONIC MEDIA

### ➤ INTRODUCTION

Language learning is a skill. The teacher has to combine a variety of skills and present the information in an effective manner. For achieving this objective the teacher has to take up a lot of references work and also make his students take up a search for sources for getting the needed information.

In language learning every child is expected to acquire mastery over some supplementary skills through reference materials. These supplementary otherwise known as 'reference skill'.

- These are so many reference materials like dictionaries and other source materials, encyclopedias, yearbooks, thesaurus , maps, charts and schedules of various kinds.
- The main purpose of these materials is utilitarian in nature.

### a) DICTIONARY

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Dictionary as a book specially prepared to give us a list of words In alphabetical order with their mening, pronunciation, derivatives, usage, etc. learners can master the use of any word with the help of dictionary.

- It is the most important of all reference manuals.
- Among all source of references the dictionary plays important role in the life of an individual both at school and college.
- Learning to use the dictionary is more prominent skill of learning than the other skills of language learning .
- The primary level learners use the bilingual dictionary and than can use standard dictionary.
- Dictionary is generally arranged in alphabetical order.
- Learners can get every information about language from a dictionary as it has three hundred structure words more than five lack content words.

## EXAMPLES OF DICTIONARY

- Different types of dictionaries are available for various purpose.
- “Advance learner’s dictionary of current english by hornby”. Gives the knowledge about grammar and use of word.
- The oxford dictionary provides us formation of words.
- The random house dictionary of english language provides us the synonyms and antonyms of words.
- English pronunciation dictionary by **daniel jones** provides us the different words in english language.

## PROPER USAGE OF DICTIONARY

- Some of the techniques followed in dictionary are:
- The guide words at the top of each page.

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- Key entries at beginning.
- The alphabetical order of words.
- The abbreviation used for different purpose in the usage.
- The detailed guide at the end.
- The appendices.

## ADVANTAGES OF DICTIONARY:

- An ideal dictionary helps us in spellings, phonetic transcription, syllable division and stress of a word.
- It shows us the differences between British and American spelling.
- It provides us the grammar of word whether a particular word is used as noun, verb, adjective or adverb.
- It shows different meanings connected with a word with differences in the content.
- Now a days there are e-dictionaries witch helps any where
- Its easy to carry due to paperless.

## DISADVANTAGES OF DICTIONARY:

- Learner habited with the dictionary
- Learners will not able to remember words.
- Many dictionaries are not additional; hence it will same witch is not help to learners.
- Many dictionaries are costly.
- Sometimes it becomes time consuming.

## CONCLUSION

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- All these dictionaries provide the spelling, pronunciation and meaning of different words in different contexts.

## THESAURUS

- A thesaurus is a book containing a stock of words, synonyms and antonyms.
- Thesaurus is one of the important reference manuals which a learner can use at an advanced stage.
- It is different from a dictionary in the sense that it does not define a word or give the meaning or usage of word.
- However, it follows the alphabetical order in the arrangement of words and contains abbreviations.
- A thesaurus helps the learner to find the related words when he has one of the meanings of a particular word in mind.
- Since it provides all the synonymies of different words, it helps to increase the vocabulary of the learners.
- A thesaurus and a dictionary are complementary to each other.
- Both the manuals are used at higher level of learning.

## ADVANTAGES OF THESAURUS

- A thesaurus helps learners to know about synonyms of words.
- It helps to know the antonyms of words given.
- It provides help to use the language effectively while writing different articles or essays.
- A thesaurus helps the learners to have glance at different words with the same meaning instantly.
- It helps to select the appropriate word suitable to the context from among those words with similar meaning.

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## DISADVANTAGES OF THESAURUS

- Sometimes we do not find latest information on given subject topic in encyclopedia.
- It generally takes ten to fifteen years to update the editions of encyclopedia.
- Yearbooks that supplement and update take five to six years to come out.

## MECHANICAL AIDS

### AUDIO AIDS

#### RADIO

Radio is a very well known teaching aid in the field of education.

There are many university and educational programs broadcast on radio.

In the words of George Watson, "Radio is not a part of education. Radio is not to be considered greater than education. Radio is by itself education."

According to sayyad Ali Zaheer, "Radio has rendered significant help in the process of teaching and learning. As our means increase, so we will make this material aid for the teacher for every level."

#### **IMPORTANCE OF RADIO:**

- The radio broadcast has significance in those far flung areas where other means can not penetrate or where education facilities are minimal.
- The use of radio increasing from the point so view of educational facilities as related to increasing population.
- Radio helps the teacher in achievement of educational objectives.
- Radio helps the teacher getting new knowledge.
- It is not much expensive so every getting new knowledge.

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- Every student gets a chance to listen, understand and know the famous scholars from the country or abroad.

## TAP RECORDER/LINGUA PHONE RECORD PLAYER

- The liitation of radio can be done away with the help of tape recorder.
- The radio broadcasts or relayed at fixed time.
- We record any subject matter on a type and play it at our convenient time.
- With it we can acquaint the pupils with the latest happenings.

## TEACHING MCHINE

- teaching machine is infect a mechanical or electrical device which is operated by the pupils.
- According to Ed ward B. fry, “teaching machine is an automatic or partly automatic device which presents a questin or stimuli for another, provide k the means to answer and provide knowledge about the correct answer on getting the answer”.

## IMPORTANCE OF TEACHING MACHINE

This is operated by hand or electricity.

- Students remain active in learning by it.
- These machines teach the pupils without the help of a teacher.
- Some machines have facilities of projection on a screen for group education.

## PROJECTOR

- It is also known as magic lantern epidiascope or slide projector.
- It is beneficial for primary classes.
- Being conventionient tool, can be used any where in the class.

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- If the teacher tells about the slide before presentation it, it has a psychological bearing on the students.

## OVERHEAD PROJECTOR

- Build on the basic principle of a periscope where mirror are fitted to reflect the images, the overhead project is perhaps the most versatile visual equipment in the gallery of AV equipment.

## SPECIAL FEATURES OF OHP

There is no need of maintain expect the replacement of fused bulb.

No special training required by the teachers about its operation.

Reasonably price.

Easily available.

Handy and portable.

Compels attention because of bright image on the screen.

Potent motivator arouses and sustains student's interest.

It doesn't require room- dirking because the source of energy is very powerful.

Limited focal length of lens does not permit it to be away from the screen by more than three to four yards, hence limited range.

Act as a projector as well as a board.

## FILM

It encourages the students for self-study.

The pupils are provided opportunities for discussion on particular topic.



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They help in introducing new lessons.

The students are inspired to learn with films.

## TELEVISION

According to Thut and Gerberich, "Television is the most helpful audio-video aid because in it the feature of both radio and film are blended."

In the field of education. It is as useful as films.

A child uses both sense organs of perception and audition enabling him to learn easily.

National programmes are being telecasted with the help of satellites.

It increases the feeling of nationality in students.

It also increases the knowledge of all fields through variety of channels.

It awares to students for present conditions of country present conditions of country and the world.

## CAUSES AND REMEDIES OF THE FOLLOWING ELT PROBLEMS:

### 1. PRONUNCIATION:

Pronunciation is the use of a sound system, stress rhythm, information, fluency and pause in speaking correctly is the pronunciation.

#### CAUSES

##### I. Substitution sound from mother tongue:

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Sound in mother tongue differs from English language. as an example T/TH/D and other letters which are similar but some if them are differ in mother tongue.

## II. Lack of knowledge of sound

Pupils do not have know proper knowledge of sound system, just vowels, consonant, diphthongs. So they speak English words mistakefully. As an example which we pronounce it as 'witch' or 'wich'.

## III. Teacher's defective pronunciation

Mostly Indian teacher when works as an English teacher, does not pronounce correctly and have not sufficient knowledge of English sounds system. Teacher himself does mistake in pronunciations and pupils follow the teacher.

## IV. Mother tongue speech habits:

Mother tongue speech habit does not trained the pupils for the new speech.

## V. Lake of speaking opportunities:

India students do not get enough opportunity to English in real classroom situation or surrounding societies. So they do not pronounce correctly.

## VI. Lack of attention to English pronunciation:

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Many teachers do not give proper attention how to pronounce the new ground or word according to the sound system and therefore pupils do not pronounce the word correctly.

**VII. Physical disability of the child:**

Defective speech organs and teeth causes also affects to the speaking mistakes of pupils.

**VIII. Dearth of book on pronunciation:**

Defective pronunciation because there are no proper books witch show spelling, pronunciation and meaning.

**REMEDIES:**

- i. The following features can be adopted to improve pronunciation of pupils:
- ii. There are the techniques/methods for teaching pronunciation of English language.  
Imitation method  
Phonic method  
Subsidiary method
- iii. The teacher should give the enough knowledge of pronunciation to the students and he has given the knowledge about phonetics.
- iv. The teacher should teach the exact nature of english speech,sounds and the place of articulation.
- v. Through oral drill,the teacher should give the knowledge of pronunciation.
- vi. The teacher should write the long and diffeicult word on black board.

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- vii. The teacher provides the examples of the words pronunciation.
- viii. The teacher should improve their own pronunciation.
- ix. The pupils must be given ample ear training.
- x. Individual attention should be paid to weak students.
- xi. Speaking opportunities should be given to students in the classroom.

## 2. SYNTAX

Syntax is the co-ordination of meaning words in proper order.

### CAUSES:

- i. No information about function grammar.
- ii. No knowledge of English word order.
- iii. Improper and imperfect knowledge of grammatical rules and its application in expression.
- iv. Mistake in using different grammatical aspects like gender, persons.
- v. Mistakes in using different sentence pattern.

### REMEDIES:

- i. Preparing remedies exercises of different words order.
- ii. The teacher should provide practice in using different grammatical aspect like gendars, number, person, etc.
- iii. Checking mistakes in using different sentence pattern.
- iv. Giving practice in writing sentence of different word, order, sentence patterns, structural through substiution tables.

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- v. Preparing practice exercises in writing words and connecting words in a sentence.

### 3. SPELLING:

Spelling means the arrangement of letters in proper order.

“ english spelling is a national misfortune to the rest of the world, yet it can not be denied that the spelling ability is an important acquisition.”

#### CAUSES:

- Method do not emphasis upon spelling.
- Very less time is devoted to reading.
- Students posses less ability of retention.
- Over emphasis on oral work is the main causes of poor spelling.
- There is not even a singal period which is given for spelling writing.

#### REMEDIES:

- Spelling should be grouped on the basis of meaning or pronunciation. Eg. Might-sight, cutting-putting
- Students should be encouraged to use pocket dictionary.
- They should be suggested to note down different words.
- The teacher should pay attention individually.
- The reacher should make alist of words, which most of the students misspell.
- He should use visual aids.
- He should put the list of four or five words on the wall paper or display.

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- He should give extensive reading to the pupils.

## 4. HAND WRITING:

Writing is a tool to express ideas which are in our mind in manner of graphical symbols.

BACON says that,

“ writing makeh an exact man.”

To quote the words of gandhiji, “fair and legible handwriting makes a man perfect in all walks of life.”

### CAUSES

- No proper ways of holding pen or pencil.
- Bad handwriting is due to imitation of bad examples.
- Use of pencil or pen from early stages.
- The quality of ink and paper is not good.
- Hand movement is not peoper.
- Sitting position is not proper.
- The quality or the sitting arrangement is not proper.

### REMEDIES

- Use of four lines note book.
- No proper ways of holding pen or pencils.
- Bad handwritting is due to imitation of bad examples.
- Use of pencil or pen from early stages.
- The quality of link and paper is not good.
- Hand movement is not proper.
- Sitting position is not proper.

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- The quality or the sitting arrangement is not proper.

## UNIT-3 TEACHING OF COMPOSITION AND ACTION RESEARCH

### 3.1: TEACHING OF COMPOSITION

#### INTRODUCTION:

The word ' composition' has been derived from word ' compose'. Which means to put together. Composition means the act of putting together words and sentences.

According to s.s.m. gaudar, " writing has an instrumental values in school and it comes as a form of coposition."

It is very important expect in the teaching of english.

Composition is an art of self expression.

According to bhatia,

" it is the expression of child's thoughts, ideas, feeling and observations."

They should be able to describe the events to narrate accidents, incidents, reports and letters both personal and officials.

#### PRE-REQUISIRES FOR TEACHING COMPOSITION

The students should meet the following requirements before teaching composition.

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- The students should have enough knowlwdge and information of vocabulary structure and sentence patterns.
- So the students should be able to speak, read and write english.
- They should be able to ordering their ideas and facts in logical sequence.
- They must have sufficient ideas.
- They can arrange ideas, thoughts and feelings in a proper squence.
- They should have their mental development of the level.
- The process of writing composition is divided into from stages namely  
Structure  
Copying  
Transcribing  
Composition

## OBJECTIVES OF TEACHING COMPOSITION:

1. To encourage the students to express themselves.
2. To recall appropriate vocabulary and use it properly in sentences.
3. To develop communicative competence in the students.
4. To enable the learners to express information in a way fit for grasp by the reader.
5. To enable students to use the tools of writing which are grammaer, punctuation marks, capitalization spelling etc.



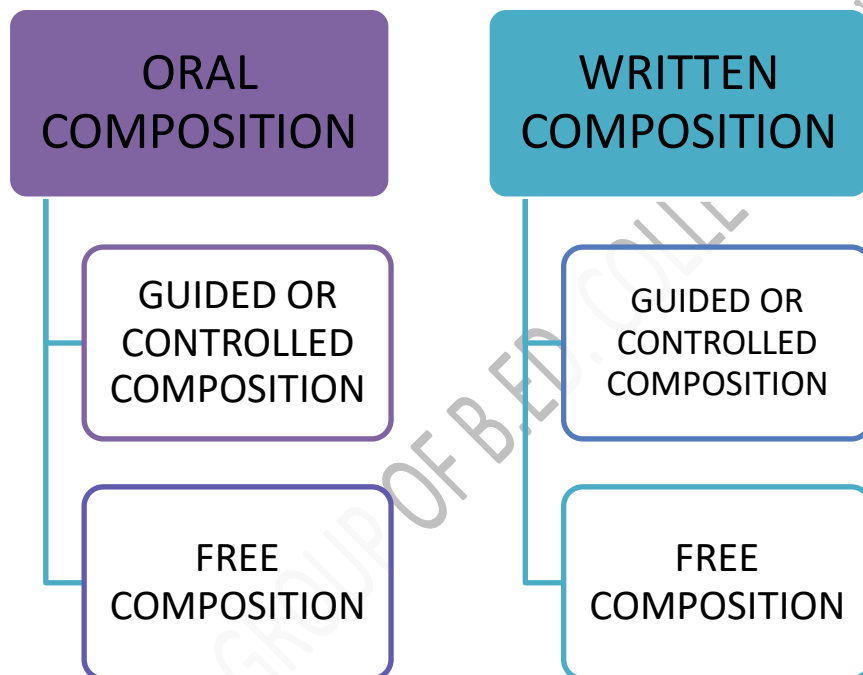
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3.2

## TYPES OF COMPOSITION



There are two of composition (1) oral (2) written.

There are two types of each (1) guided or controlled composition (2) free composition.

### **ORAL COMPOSITION**

Oral language activities such as dramatic play, dialogue, discussion, debates, question and answer can help children to understand how pronunciation, intonation can helpful to convey the correct meaning in oral expression. The oral composition may be developed through picture.

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For example, the teacher can show his students a scene of the railway station and ask them to write their oral description.

Oral composition is of immense importance. It is cleared by lourié's remark, "the habit of oral composition should be kept up during the whole school period."

## AIM OF ORAL COMPOSITION

- ❖ To give practice to the students about using the language.
- ❖ To make the students expressing their interest, feeling, needs, ideas of english language.
- ❖ To enable the learners have clear thinking and understanding of the subject.

## IMPORTANCE OF ORAL WORK

- ❖ it is more economical than reading and writing.
- ❖ Oral work paves the way to written composition.
- ❖ To develops freedom, spontaneity and naturalness of speech.
- ❖ It develops pronunciation.
- ❖ It serves as means of recreation.
- ❖ It serves as a means of simulation.

## ORAL EXERCISE IN ORAL COMPOSITION

### 1. EARLY STAGE

- Simple conversation by pupils on simple topics.
- Pupil's questions on a familiar object or picture.
- Teacher's questions on the lesson of the reader and pupil's answers to them.

### 2. MIDDLE STAGE

- Conversation, dialogue, recitation, debate and dramatization.

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- Short speeches by the pupils of their experience.
- Telling a story with the help of a picture or questions and answers on it.

### 3. HIGHER SECONDARY STAGE

- All the exercises as in the middle stage in accordance with the linguistic attainment of the learners.
- Description of interesting events pleasant scenes and imaginary incidents.

#### TEACHING OF ORAL COMPOSITION:

- a. Repetition
- b. Asking questions
- c. Giving orders
- d. Asking to read
- e. Making conversation
- f. Reproduction comprehension

#### WRITTEN COMPOSITION

Written composition is an art of self expression.

It is known as expressive aspect of language.

“ it is considered as an art of self expression. It is the expression of child’s thought and ideas, feelings and observation.

It includes the process of collecting thoughts, arranging them in a rational sequence and ultimately expressing them in accordance with recognized standards of merely expressing them in accordance with recognized standards of form.

The product may take the shape of letter, application a paragraph essay etc.

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## AIMS OF WRITTEN COMPOSITION

- To enable pupils to write correct, clearly and legibly.
- To enable them to express in writing what they, speaks, feel, wish and understand.
- To enlarge their working as well as recognition of vocabulary.

## PREPARATION FOR WRITTEN

- i. Oral questioning
- ii. Use of pictures
- iii. Reading aloud
- iv. Short speeches and lectures
- v. Out of school preparation

## WRITTEN EXERCISES IN WRITTEN COMPOSITION:

We are giving below some exercises in written composition suitable for different stage:

### 1. EARLY STAGE:

- Transcription and phrases in sentences.
- Writing answers to simple questions and questions to given answers.

### 2. MIDDLE STAGE

- Writing answers based on lessons.
- Writing a story with the help of picture.
- Writing short and simple personal letters.

### 3. HIGHER SECONDARY STAGE

- Explaining a stanza or a paragraph.
- Use of idioms and phrases in sentences.

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- Writing, personal, business and official letters.

## GUIDED OR CONTROLLED COMPOSITION:

At the early stage, the composition whether oral or written, should be strictly guided or controlled because pupils learn by imitation, reception and reproduction.

Oral or written composition are guided when:

- (1) The topic for the composition is carefully selected by the teachers.
- (2) The vocabulary and structures to be used are thought over by the teacher.
- (3) The various details of the selected topic are given to students by the teachers.
- (4) The teachers also decide the procedure for the practical completion of the topic.
- (5) The teacher is always ready to guide students in the composition work.

## PROCEDURE OF TEACHING GUIDED COMPOSITION:

The following steps to be taken to teach the guided composition.

1. Selection of the topic
2. Preparation
3. Oral practice
4. Writing composition
5. Correction of mistake
6. Follow up work

## EXERCISES FOR THE GUIDED OR CONTROLLED COMPOSITION:

Guided composition can be done by the following exercises:

- i. Substitution table

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- ii. Transcription
- iii. Dictation
- iv. Transformation of sentences
- v. Framing the stories
- vi. Composition of incomplete sentence.
- vii. Organizing dialogue, debate and discussion.
- viii. Reporting a picture description.

## MERITS OF GUIDED COMPOSITION:

- i. Guided composition paves the way for free composition.
- ii. Guided composition correct grammatical mistakes simultaneously.
- iii. The teacher correct the mistakes of the students at the very beginning.
- iv. It emphasizes on the guidance of the teacher.
- v. It is an interesting technique of teaching composition.
- vi. Students learn structure too.

## FREE COMPOSITION

H. champion says,

“The ultimate aims of composition is to enable the pupil to arrange his own ideas in his own way to choose his own words, to express his own ideas, freely.

Hence the term ‘free composition’ is to enable the students to express themselves correctly and creatively on the topic, within their experience independently.

A free composition is in which:

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- There are no restriction on pupils for use of vocabulary and structure.
- Pupils are forced to think freely.
- There is no restrictions on the length of the composition.
- Pupils are free to tackle the topic set for them.

## Types of free composition:

There are five types of free composition manely:

- a. Narrative
- b. Story type
- c. Reflective
- d. Imagination
- e. Literary writing

## MERITS OR ADVANTAGES OF FREE COMPOSITION:

- A. Students are free to express their ideas, thoughts and feeling.
- B. Free composition paves the way of higher learning for logical thinking.
- C. It encourages higher mental thinking and creative writing.
- D. It also develops the translation ability.

## FORMS OF COMPOSITION

1. Essay writing
2. Letter writing
3. Story writing
4. Report writing
5. Paragraph

## ESSAY WRITING

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In essay the students have the liberty to express their own feelings, personal ideas, thought and experience on a topic.

They should know the clear and natural style, using of subject matter, order of arranging the subject matter etc.

Following steps should be followed for the essay writing:

1. The selection of the topic should be proper.
2. Oral discussion about the context relating to the topic.
3. To develop learner's own ideas in thoughts when they write essays.
4. Each paragraph in essay should express and elaborate one idea.
5. All paragraph should be clear, nearly and logically linked to form a readable essay.
6. An essay should be not too long , its style may be easy, natural and familiar.
7. The language should simple direct and natural.
8. An essay should have unity and proper order.

## LETTER WRITING

- Letter writing is an essential activity in the of an educate person.
- Everyone should learn letters-personal, social and official or business.
- Students should learn how to write clear readable letters to local civil authorities and newspapers.
- Following steps should be followed for the letter writing: the selection of the topic.
- Introduction may be introduced by ask questions in regard to letter writing.



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- Each of letters has its own particular form. matters of form which apply to all letters.
- The heading is the date and address.
- Polite greeting or salutation.
- The body of letter containing the message or communication.
- The subscription or the courteous leave taking.
- The signature.
- Divide the body of the letters into small paragraphs.
- Official and business letters may be formal and begin as 'dearsir', 'dear sirs' and end as 'yours trully', ;yours faithfully'.

## PARAGRAPH WRITING

- ❖ Paragraph writing is very necessary for the students.
- ❖ Asked to write a paragraph on any given topic.
- ❖ To express their ideas in own ways.
- ❖ Paragraph writing needs specific training of knitting thoughts meaningfully.
- ❖ The use of lexical and structural elements should being order.
- ❖ There must be single theme or idea expressed in a expressed paragraph.
- ❖ They must be simple, lucid and to the topic of paragraph writing may be as under:
  1. **For elementary classes:** it should be on their own experiences.  
Ex. The cow, the dog, my classroom
  2. **For secondary and higher secondary classes:** it should be based on external experience in which they have to observe the world around them. Ex railway station, a festival, zoo.

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3. **For advance classes:** it should be little narrative and combining own experience with the world.

## STORY WRITING:

the following can be the steps of teaching the lesson of story writing:

- i. The selection of a story with the main points.
- ii. The lesson may be introduced by telling another story having similar theme or by asking related questions.
- iii. Statement of aim.
- iv. Writing main points logically without title.
- v. Preparing and asking questions in regard to the story to be compose.
- vi. After oral discussion of the story the evaluation can be made through questions or asking students to narrate the story in brief.
- vii. Assignment.

## REPOR WRITING:

Following steps should be followed for the report writing:

- The selection of the topic.
- Introduction may be introduced by ask questions in regard to letter writing.
- Statement of aim.
- The teacher will write the main points of oral discussion of the report writing in the black board and at the same time ask the pupils to note down those points.

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- The teacher will evaluate the pupils by asking to describe orally the report content.

## Unit: 4 EVALUATIONS

### EVALUATION: CONCEPT AND TYPES (ORAL AND WRITTEN)

#### CONCEPT:

Evaluation is a technique to measure change in behavior according to the teaching by the teacher in real classroom situation. There are two types of evaluation

**Oral test:** Oral test includes following areas of the English language when the teacher wants to evaluate the pupils by orally:  
Reading aloud Comprehension: silent reading and listening Expression: speech, conversation, describing, narration, dialogues and recitation of paragraph and poetry rhymes.

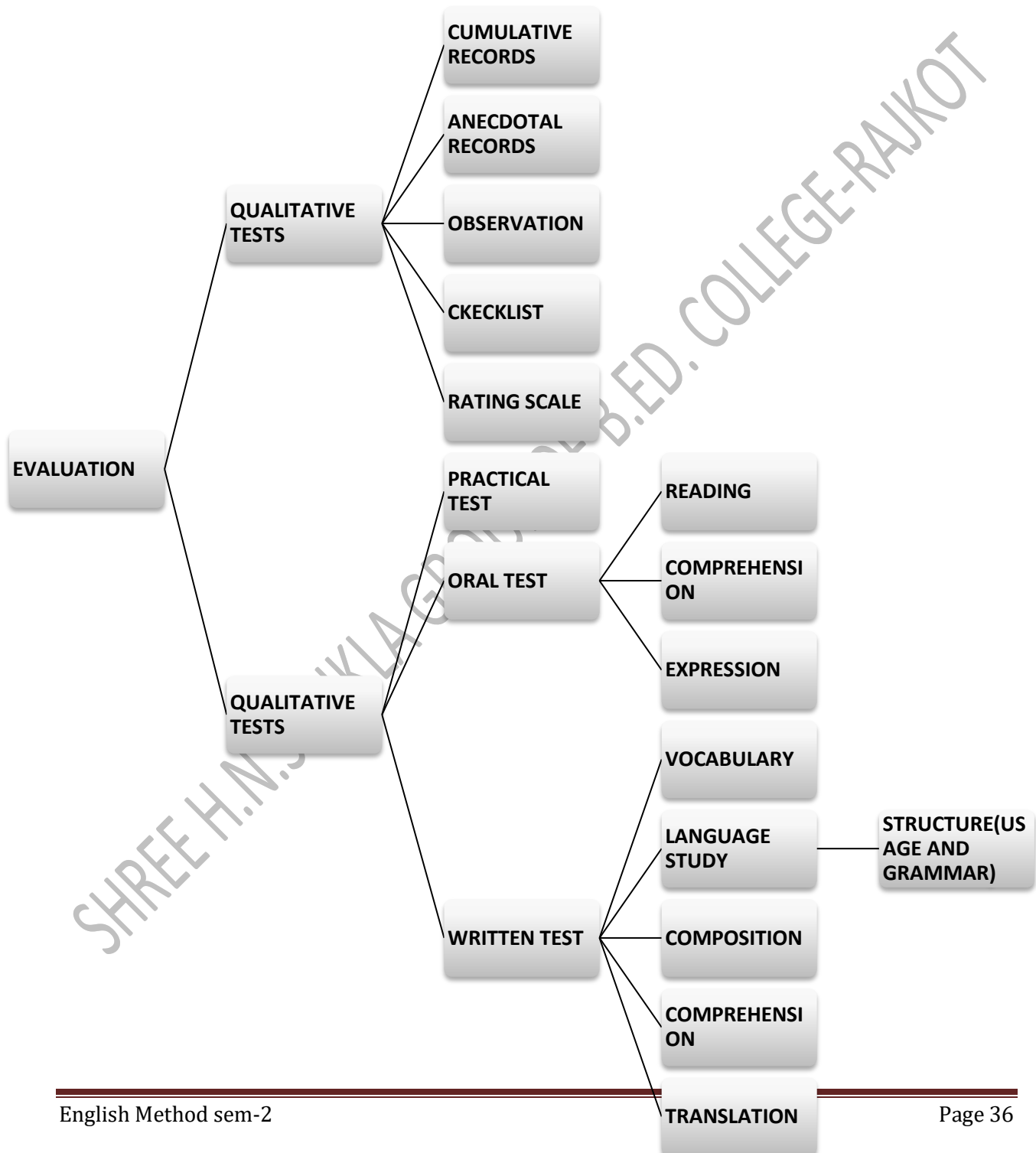
**Written test:** When the teacher wants to evaluate the pupils by writing it become written evaluation. It includes following areas:  
Writing skill, comprehension, usage: meaning and usage of the words and phrases, spellings and punctuation word building sentence pattern, passages of comprehension, composition and translation.

## Types of evaluation

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## Types of questions and their construction

### 1. ESSAY TYPE QUESTIONS

- Essay type questions are traditional technique.
- It was the prominence of subjective element under it, the students have to give the answer of certain questions within a specified time in the form of an essay.
- The form of this question is factual and narrative.

### MERITS:

- The questions asked in essay types examination are related with the whole curriculum.
- The students have freedom of expression and its successful testing.
- The construction of exam papers for essay type questions is easy with satisfactory knowledge of teacher.
- Faculties of the students are tested beside their memory power.
- The essay type questions are suitable for all subjects.
- The essay type examinations beget ample opportunities to use the known facts in narratives, analytic and critical style.
- It helps to develop writing abilities in the students.
- It can be tested how much the writing is organized, ordered, pure, fluent, original, clear, flowing etc.
- Essay type papers can be made easily and time, labor and money are saved on their making.
- Personality of the students can be gauged by this type questions.
- It enables the students to organize their thoughts.

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## DEMERITS:

- It emphasizes on cramming.
- It cannot know how they can use the book knowledge in practical life.
- It fails to evaluate real education objectives.
- Insufficient representation of curriculum.
- Much time and money has to be devoted for checking the answers.
- Difficult in suitable and unprejudiced evaluation.
- The effect of language style and writing speed can be seen in the essay type questions.
- There is no definite standard of writing answers in this technique of examination.
- Impediment in physical and mental health.
- The students do not get proper stimuli to gain permanent knowledge.
- They have very low reliability.
- They emphasis more on long answers than on correct answers.
- There is individuality in giving marks to the answers.
- They are more vague to understanding what the examiner really wants.

## (2) SHORT TYPE QUESTIONS:

This type of questions is asked with a view to answering into three or four sentences.

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This type of questions overcomes some limitation of the essay questions must be simple to understand.

Assessment of questions must be authentic.

**(3) Completion Test:** 'Complete the following statement' is common instruction found in such test items, some of the examples of such items are as under:

- (1) Maya cannot work hard because
- (2) The doctor advised him to take rest because

**(4) Alternate Response Test:** The 'true or false', 'agree or disagree', 'given or not given', etc. are the common forms of this kind of test.

**(5) Multiple Choice Tests:** Almost all kinds of objective tests can be multiple-choice test as learners are asked to select any of the given responses. The teacher provides stimuli and the learners have to identify correct response from the given responses. The fill in the gaps by selecting the correct word from the bracket or completion of the sentence from the responses given below are very common instructions found in this kind of test.

**The porter refused to carry the bags as \_\_\_\_\_**

- (a) the bags were very heavy.
- (b) he was not well that day.
- (c) the traveller bargained heavily.
- (d) here was strike called upon by their union. This test may be based on content or linguistic items.

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**(6) Matching Test:** In this test the learners are asked to match A from B.

Match exact meaning of the words given in A from B.

A	B
1. Ancient	a. creature
2. Battle	b. old
3. Basis	c. foundation
	d. fight

**Analogy Test:** Below are given three words in each line. Understand the relation between the first two words in each and add a fourth word therein to make a pair with the third word.

a. Go - went: come - \_\_\_\_\_

b. Lion - lioness: tiger - \_\_\_\_\_

**Unsuitability Test:** 'Find the odd one out' is the common instruction in this kind of test. The learners have to find out the word not suitable in a group of the words looking at the common characteristic observed in them.

Example: Textbook, note-books, pen, compass, bicycle.

a. Oranges, wheat, apples, grapes,

b. Steamer, truck, train, bus.

**One-word Answer and Recall Test:** In this kind of test the answer to the question is one word and can be used in oral tests.



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**Oral Test:** In testing speaking or oral capabilities of learners the teacher have to make them using language in different situations and can conduct the test having following features in it.

**The learners are asked to**

read aloud,

speak on different topics,

converse with others in given situation,

follow directions, commands, requests and instructions,

tell story or narrate situations.

**Written Test:** This test is drawn on the basis of evaluating writing skills of learners. Some of the means of writing exercises are given as under.

writing of formal or informal letters,

picking out the main ideas of paragraphs,

writing down a summary of a passage,

writing an essay.

In a formal examination, the best and most comprehensive written test is a composition on a particular subject. The main aim of written tests is to test language, grammar, vocabulary, punctuation and handwriting.

- **Essential Characteristic of a good question paper :**

Important need of present English teacher is to prepare suitable tests for measuring our pupil's achievement in English. The base of these tests must be on principles of foreign language teaching.

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Our aim is therefore, to know how to prepare linguistically sound tests and which principles should be applied in it?

According to the book of Nelson Brooks, "Language and Language learning"

**There are four skills:**

- (1) Skills of learning or listening
- (2) Skills of speaking
- (3) Skills of reading
- (4) Skills of writing

So, question paper is basic tool to measure the scholastic achievement of pupils. It should be designed properly. In designing it, the following features should be kept in mind.

It should not be very short or lengthy.

It should be valid and reliable.

It should not be very easy and difficult.

The answers of questions should be definite.

Instruction or questions should be clear.

Questions should be arranged in a proper order.

It should helpful to measure the higher mental ability, imagination and reasoning.

It should be discriminate between the intelli- gent and dull students.

The scoring should be fair.

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It is prepared according to the aims and objectives of syllabus.

Every type of questions should be included in a question paper.

- **Blue print of a question paper:**

While preparing test items for an achievement test the teacher should see that due weight age is given to different types of test items-the objectives, different areas of content and various forms of questions and then prepare a comprehensive weightage table known as :blue print.” They should follow the blue print scrupulously while preparing test items for the test. The question paper should be supplemented with the scoring key and marking scheme to facilitate the examiner value the script objectively. The test can be conducted for a maximum of 25 marks with duration of 4-5 minutes for completing the test.

**Weightage according to objectives:**

While preparing test, the teacher should give clue weightage to all the objectives – knowledge, comprehension. Expression and appreciation.

Sr. No.	Objectives	No. of questions	No. of Marks	Percentage
1	Knowledge	4	4	16
2	Comprehensive	9	8	32
3	Expression	8	10	40
4	Appreciation	3	3	12
	Total	24	25	100

**Weighrage according to content:**

The teacher has to provide due weightage to different areas of content-the element if language, subject matter in prose and subject matter in poetry.

Sr. No.	Content	No. of questions	No. of Marks	Percentage
I	Element of			

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A	language			
	Vocabulary	2	2	36
B	Structures	3	3	
C	Pronuncaion	2	2	
D	Spelling	2	2	
II	Subject matter			
	Prose	11	11	52
	Poetry	5	5	12
	Total	25	25	100

## Wieghtage according to form of questions:

While preparing test items in different areas of content keeping in view different objectives, the teacher should also use different forms of questions rather than using the traditional type of essay questions alone in the test.

The test should include both subjective and objective type questions like essay, short answers and objective type.

Sr. No.	Objectives	No. of questions	No. of Marks	Percentage
1	Essay	1	5	16
2	Short Answer	10	10	44
3	Objective	14	10	40
		25	25	100

## Wieghtage according to form of questions:

The test items included in the test papers should fulfill the needs of all the pupils with different levels of achievement. The high achievers, the average achievers

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and low achievers. So, all the test items in a test paper should be neither easy nor difficult completely.

Hence, the teacher should include in test paper some easy items, some difficult items and rest average items in the test paper.

Sr. No.	Objectives	No. of questions	No. of Marks	Percentage
1	Difficult	4	4	16
2	Average	16	16	64
3	Easy	5	5	20
		25	25	100

## Blue Print:

Keeping in view of the weightage to the above four aspects-the objectives, the content, areas, the form of questions and the levels of difficulty, the teacher should prepare an integrated weightage table known as "blue print". The blue print is a document that gives a complete functional picture of the test. It shows the distribution of the questions to different objectives, areas of content and forms of questions and also the distribution of marks to the each question.

Blue print,

## Principle for construction of a good question paper:

Proper selection of material

Particularity in objectives

Coverage of content area

Variety in questions

Difficulty level

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Fixing of scoring marks

Originality of letters

Sr. No.	Objectives Form of questions	Knowledge			Comprehension			Expression			Appreciation			Total
		E	SA	O	E	SA	O	E	SA	O	E	SA	O	
	(i) content													
	Element of the language													
	(A) structure								(2) 3					
	(B) Vocabulary					(2)2								
	(C) Spelling			(2)1			(2)1							
	(D) pronunciation						(1)1			(1)1				(10)9
	(ii) subject matter													
	(A) prose		(2) 3				(4)4	(1) 4	(4) 2					(11)13
	(B) poetry											(3) 3		(3)3
	Total		(4) 4						(8) 9			(3) 3		(24)25

Note: no. of questions are given in brackets ( ) and

Marks are given outside of brackets.

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