

**CG TET English Pedagogy Question with Answer**

**Q1.** Which of the following statements is true for multilingualism in school education in India ?

- (a) Multilingualism must be used as a resource in the teaching-learning of languages and content subjects.
- (b) Objective of multilingual classrooms is that all students should learn as many languages as possible.
- (c) In a multilingual classroom every child should learn English and study in an English medium school.
- (d) In a multilingual classroom every child should learn three languages, beginning with mother tongue and progressing to Hindi and English.

**Q2.** In language teaching, the approach which relies on the meaning of the text rather than the individual words is

- (a) Eclectic approach
- (b) Whole language approach
- (c) Structural approach
- (d) Communicative approach

**Q3.** A speech community is a group of people

- (a) who speak a specific variety of languages for a particular purpose
- (b) who share the same norms regarding the use of languages
- (c) with the same speech disorder
- (d) who teach the same language

**Q4.** A teacher of grade-V follows constructivist approach while storytelling in her language classroom. Which of the following strategy should she not follow in her class ?

- (a) Eliciting prior knowledge of the learner and related to the theme of the story
- (b) Giving opportunity to predict the end of the story
- (c) Memorising the story and narrating it in the class
- (d) Giving opportunity to reflect on the characters of the story

**Q5.** Which of the following is an example of overextensions — an early vocabulary error during language acquisition ?

- (a) Children call all flying birds as sparrows.
- (b) Children are unable to speak fluently.
- (c) Children use major content words to express idea, like “Mummy eat apple”.
- (d) Children repeat their utterances.

**Q6.** In language teaching, to emphasise on memorizing patterns of sentences instead of understanding meanings, the teacher uses \_\_\_\_.

- (a) grammar translation method
- (b) communicative approach
- (c) direct method
- (d) structural approach

**Q7.** Intensive reading is \_\_\_\_.

- (a) Skimming
- (b) Critical reading
- (c) Pre-reading
- (d) Choral reading

**Q8.** Which of the following is the symptom of dysarthria ?

- (a) Difficulty in writing
- (b) Repeating or prolonging of sounds, syllables or words
- (c) Difficulty in coordination of tongue and lips to produce sounds due to muscle weakness
- (d) Difficulty in understanding the words that children hear and read

**Q9.** Which one of the following is not a sub-skill of reading ?

- (a) Connecting
- (b) Predicting
- (c) Interacting
- (d) Synthesizing

**Q10.** Read the statements below about reading and choose the correct option.

- (A) Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.
- (B) Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
- (a) Both (A) and (B) are true
- (b) (A) is true but (B) is false
- (c) (B) is true but (A) is false
- (d) Both (A) and (B) are false

**Q11.** A teacher of grade-2 wishes to create a print rich environment in the class. Which of the following tasks can she do to create such an environment ?

- (a) Placing stories and posters on the walls at an appropriate height
- (b) Making children listen to the stories narrated by the teacher
- (c) Pasting cuttings of various flowers and animals on the wall to decorate it.
- (d) Making children learn to write in print script

**Q12.** Given below are some activities for development of language skills. Which one of these can be used for developing listening skills ?

- (a) Teacher describes the physical features of the character in the story and asks the students to draw.
- (b) Students are asked to read a story book.
- (c) Students are asked to narrate a memorable incident.
- (d) Teacher asks the students to illustrate the story they have read.

**Q13.** Humans learn language in the same way as other skills and abilities through imitation of adults and reinforcement. This idea of language acquisition relates to \_\_\_\_\_.

- (a) cognitive approach
- (b) nativist approach
- (c) behaviourist approach
- (d) socio-cultural approach

**Q14.** The idea that humans are born with an innate system for picking up language that needs only to be triggered by verbal input from the environment relates to the presence of \_\_\_\_\_ as suggested by Noam Chomsky.

- (a) Language Acquisition Device
- (b) Language Learning Device
- (c) Grammar Acquisition Device
- (d) Learning Language Device

**Q15.** As part of holiday homework to children, the teacher gives the task of reading 10 stories of their choice. Here the teacher is encouraging

- (a) Intensive reading
- (b) Extensive reading
- (c) Skimming
- (d) Scanning

**Q16.** Which assessment method encourages students to actively participate in evaluating their own learning progress?

- (a) Diagnostic assessment
- (b) Formative assessment
- (c) Summative assessment
- (d) Self-assessment

**Q17.** Which of the following strategies supports the development of critical thinking skills in language learners?

- (a) Providing only closed-ended questions
- (b) Discouraging independent thinking
- (c) Encouraging analysis and evaluation of texts and ideas
- (d) Focusing exclusively on memorization

**Q18.** Which instructional strategy involves presenting language in context before focusing on explicit rules or explanations?

- (a) Deductive instruction
- (b) Inductive instruction
- (c) Rote learning
- (d) Grammar translation method

**Q19.** Which advantage do textbooks offer as teaching learning materials?

- (a) They provide up-to-date information.
- (b) They promote interactive and hands-on learning.
- (c) They facilitate self-paced learning.
- (d) They are easily customizable by teachers.

**Q20.** Which of the following best describes multilingual resources for the classroom?

- (a) Materials that promote cultural diversity in the classroom.
- (b) Resources that facilitate teaching multiple subjects simultaneously.
- (c) Materials designed for students with learning disabilities.
- (d) Resources that support the learning of multiple languages.

**Q21.** Which of the following strategies can be used in remedial teaching for English language learners?

- (a) Providing advanced reading materials to challenge students.
- (b) Encouraging students to work independently without guidance.
- (c) Breaking down complex language concepts into smaller, manageable parts.
- (d) Focusing solely on grammar exercises to improve language proficiency.

**Q22.** Which of the following is a key principle of remedial teaching in English language teaching?

- (a) Assessing students based on their test scores only.
- (b) Providing a one-size-fits-all approach to instruction.
- (c) Using differentiated instruction to meet individual needs.
- (d) Focusing solely on correcting students' errors.

**Q23.** Which principle of language teaching emphasizes the importance of meaningful communication?

- (a) The audio-lingual method
- (b) The grammar-translation method
- (c) The communicative approach
- (d) The direct method

**Q24.** Which principle of language teaching promotes learner autonomy and self-directed learning?

- (a) Task-based learning
- (b) The silent way
- (c) The natural approach
- (d) The humanistic approach

**Q25.** What role does conscious effort play in language acquisition?

- (a) Conscious effort is essential for language acquisition to occur.
- (b) Conscious effort accelerates the pace of language acquisition.
- (c) Conscious effort is not necessary for language acquisition.
- (d) Conscious effort only applies to formal learning, not acquisition.

**Q26.** Which of the following best describes the Critical Period Hypothesis?

- (a) The idea that language acquisition is most effective during adolescence.
- (b) The notion that language acquisition is determined solely by age.
- (c) The theory that there is a specific window of time for optimal language acquisition.
- (d) The belief that language acquisition is solely dependent on innate abilities.

**Q27.** Which language skill involves the interpretation and comprehension of written text?

- (a) Reading
- (b) Writing
- (c) Listening
- (d) Speaking

**Q28.** Which language skill focuses on the production and expression of spoken language?

- (a) Reading
- (b) Writing
- (c) Listening
- (d) Speaking

**Q29.** What is the significance of using group work in English language teaching?

- (a) To encourage competition among learners
- (b) To minimize interaction and collaboration
- (c) To promote communication and collaboration skills
- (d) To focus solely on individual learning

**Q30.** What is the purpose of integrating technology in English language teaching?

- (a) To replace teachers and traditional teaching methods
- (b) To limit learners' access to authentic language resources
- (c) To enhance engagement and interactivity in learning
- (d) To discourage creativity and critical thinking

**S1. Ans.(a)**

**Sol.** Multilingualism must be used as a resource in the teaching-learning of languages and content subjects. Multilingualism is increasingly recognized as a resource rather than a barrier in the educational process. This perspective emphasizes that knowing multiple languages can enhance cognitive abilities and provide students with a richer cultural understanding. In Indian school education, it's particularly relevant due to the country's linguistic diversity. Multilingualism as a resource means leveraging students' existing language knowledge to facilitate learning new languages and content. It supports the idea that languages can be used to reinforce one another, promoting deeper understanding and broader communication skills.

**S2. Ans.(b)**

**Sol.** Whole language approach.

In language teaching, the whole language approach relies on the context and meaning of the text rather than focusing on the individual words. This approach is based on the philosophy that language learning should be natural and integrated, much like the way children learn their first language. It emphasizes the importance of understanding whole pieces of text and encourages students to engage with texts in a holistic way, using their prior knowledge and experiences to make sense of what they read. This contrasts with methods that focus more on the mechanics of language, such as phonics or grammar rules.

**S3. Ans.(b)**

**Sol.** who share the same norms regarding the use of languages.

A speech community is a group of people who share the same norms and rules regarding the use of language. Members of a speech community can speak different languages or dialects but are united by shared linguistic habits and social rules about language use. These shared norms help facilitate understanding and social cohesion within the group. They can include aspects like slang, jargon, gestures, and even attitudes about language and communication.

**S4. Ans.(c)**

**Sol.** Memorizing the story and narrating it in the class. In a constructivist approach to language teaching, the teacher encourages students to construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. Therefore, she should not follow the strategy of memorizing the story and narrating it in class, as this does not align with constructivist principles. Constructivism emphasizes active learning, where students engage with the material, ask questions, and explore. Memorization is a more passive form of learning that doesn't encourage the deep understanding or personal connection that constructivism seeks to foster.

**S5. Ans.(a)**

**Sol.** Children call all flying birds as sparrows.

Overextensions in early vocabulary development occur when children apply a word they know to a wider variety of objects or actions than is appropriate. For example, calling all flying birds "sparrows" is a typical overextension. This happens because children are trying to communicate and categorize their world with the limited vocabulary they have. It's a normal part of language acquisition and shows that children are actively learning and trying to apply rules about how language works.

**S6. Ans.(d)**

**Sol.** structural approach.

In language teaching, the structural approach emphasizes the memorization of sentence patterns rather than understanding meanings. This approach is based on the belief that language can be broken down into structures that, when mastered, can lead to the correct construction of sentences. It focuses heavily on repetition and drills, with the idea that habitual response to a particular stimulus will lead to learning. While this approach can be effective for learning the form and structure of a language, it may not always encourage a deep understanding of meaning or the ability to use the language communicatively.

**S7. Ans.(b)**

**Sol.** Critical reading.

Intensive reading refers to a close, analytical style of reading where the reader focuses on understanding and interpreting a specific, often complex, text. It's typically used for shorter texts where the reader is expected to engage deeply with the content, understand nuances, analyze the language, and sometimes critically evaluate the text. Intensive reading is more about quality and depth of understanding than quantity of content covered.

**S8. Ans.(c)**

**Sol.** Difficulty in coordination of tongue and lips to produce sounds due to muscle weakness.

Dysarthria is a motor speech disorder resulting from neurological injury that affects the muscles used in speaking. People with dysarthria often have difficulty articulating words due to the weakness or paralysis of the muscles of the mouth, face, and respiratory system. Symptoms can include slurred speech, slow rate of speech, inability to speak louder than a whisper, or rapid and mumbling speech that is difficult to understand.

**S9. Ans.(c)**

**Sol.** Interacting

Considering "interacting" as not a sub-skill of reading requires a nuanced understanding of what is traditionally defined as a reading sub-skill. Sub-skills of reading generally include cognitive processes directly involved in the act of understanding and interpreting text. These include connecting (linking the text to prior knowledge or other texts), predicting (anticipating what will come next in the text), and synthesizing (combining different ideas within or across texts to form a new understanding).

**S10. Ans.(b)**

**Sol.** (A) is true but (B) is false.

(A) Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.

This statement is considered true and reflects a widely accepted view of reading known as the "interactive model." This model posits that reading is not just a passive absorption of information but an active cognitive process.

(B) Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Decoding is indeed about translating print into speech by rapidly matching a letter or combination of letters with their sounds and recognizing the patterns that make syllables and words.

**S11. Ans.(a)**

**Sol.** Placing stories and posters on the walls at an appropriate height.

To create a print-rich environment, a teacher can place stories and posters on the walls at an appropriate height for grade-2 students. This strategy makes print a constant and accessible part of the children's environment, encouraging them to interact with words, letters, and texts regularly. It can help foster a love for reading, promote literacy skills, and provide constant visual reminders of the language concepts they're learning.

**S12. Ans.(a)**

**Sol.** Teacher describes the physical features of the character in the story and asks the students to draw.

This activity can be used for developing listening skills as it requires students to carefully listen to the descriptions provided by the teacher and then use that information to draw. It's an interactive and engaging way to practice listening comprehension, ensuring students understand and can visualize what's being described, which in turn can help solidify their understanding and retention of the information.

**S13. Ans.(c)**

**Sol.** behaviourist approach.

The idea that humans learn language through imitation of adults and reinforcement aligns with the behaviourist approach to language acquisition. This approach posits that language learning is a result of habit formation through a system of rewards and punishments, much like any other learned behavior. It emphasizes the role of the environment and external stimuli in shaping one's language abilities.

**S14. Ans.(a)**

**Sol.** Language Acquisition Device.

The idea that humans are born with an innate system for picking up language that needs only to be triggered by verbal input from the environment relates to the presence of the Language Acquisition Device (LAD), as



suggested by Noam Chomsky. The LAD is a hypothetical module of the human mind posited to account for children's innate predisposition for language acquisition. According to Chomsky, the LAD is what allows children to rapidly learn and understand language based on limited input.

**S15. Ans.(b)**

**Sol.** Extensive reading.

When the teacher assigns the task of reading 10 stories of their choice as holiday homework, she is encouraging extensive reading. This type of reading is characterized by large quantities of material, usually for pleasure and general understanding. It's less about the detailed analysis of the text (as in intensive reading) and more about enjoying reading and gaining fluency by encountering a wide range of vocabulary and structures.

**S16. Ans.(d)**

**Sol.** Self-assessment. Self-assessment involves students reflecting on their learning and evaluating their own progress. It promotes metacognition, and self-regulation, and helps students become independent learners.

**Information Booster**

**Diagnostic assessment:** Diagnostic assessment is conducted at the beginning of the learning process to gather information about the student's prior knowledge, skills, and strengths and identify areas that may require further instruction. It helps teachers understand students' baseline abilities and tailor their instruction accordingly.

**Formative assessment:** Formative assessment is an ongoing process that takes place during instruction to monitor students' progress and provide timely feedback. It encourages students to actively participate in evaluating their own learning progress by involving them in self-assessment and reflection. Through formative assessment, students can assess their understanding, identify areas of improvement, and set goals for further learning.

**Summative assessment:** Summative assessment is conducted at the end of a learning period to evaluate students' overall achievement and understanding of the content covered. While summative assessment typically does not directly encourage student participation in evaluating their own learning progress, it does provide an opportunity for students to reflect on their performance and understand their strengths and weaknesses.

**S17. Ans.(c)**

**Sol.** Encouraging analysis and evaluation of texts and ideas. Encouraging analysis and evaluation of texts and ideas promotes critical thinking skills in language learners. It involves asking open-ended questions, fostering reflection, and engaging learners in higher-order thinking processes.

**Information Booster**

**Providing only closed-ended questions-** Providing only closed-ended questions does not support the development of critical thinking skills in language learners. Closed-ended questions typically have one correct answer and do not require students to think deeply or engage in analysis, evaluation, or independent thinking.

**Discouraging independent thinking-** Discouraging independent thinking also hinders the development of critical thinking skills in language learners. Critical thinking involves questioning, analyzing, and evaluating information independently. When students are discouraged from thinking independently or expressing their own ideas, they may not have the opportunity to engage in higher-order thinking or develop critical thinking skills.

**Encouraging analysis and evaluation of texts and ideas-** Encouraging analysis and evaluation of texts and ideas is a strategy that strongly supports the development of critical thinking skills in language learners. By providing students with opportunities to analyze and evaluate texts, arguments, and ideas, they are encouraged to think critically, assess the validity of information, consider multiple perspectives, and make reasoned judgments.

**S18. Ans.(b)**

**Sol.** Inductive instruction. Inductive instruction presents language in context first, allowing learners to notice patterns, make observations, and develop their understanding of grammar rules and structures. It encourages active engagement and the discovery of language patterns.

**Information Booster**

**Deductive instruction:** Deductive instruction is an instructional strategy that involves presenting learners with explicit rules or explanations of language structures or grammar before engaging in practice activities. In deductive instruction, learners are provided with general rules and then apply those rules to specific examples or exercises. This approach assumes that learners will be able to understand and internalize the rules before applying them in practice.

**Rote learning:** Rote learning is a learning strategy that involves memorization through repetition without necessarily focusing on understanding or meaning. In the context of language learning, rote learning typically involves memorizing vocabulary lists, grammatical rules, or phrases without actively engaging in deeper comprehension or application.

**Grammar translation method:** The grammar translation method is an instructional strategy that focuses on the explicit teaching of grammar rules and the translation of sentences between the target language and the native language. This traditional method places heavy emphasis on reading and writing, often neglecting speaking and listening skills.

**S19. Ans.(c)**

**Sol.** Textbooks offer the advantage of facilitating self-paced learning. Students can refer to textbooks at their own pace, revisit sections for clarification, and progress through the content according to their individual learning needs. While options a), b), and d) may have their own merits, they do not accurately represent the main advantage of textbooks in terms of self-paced learning.

**S20. Ans.(d)**

**Sol.** Multilingual resources for the classroom are materials that support the learning of multiple languages. They provide content, exercises, and activities in different languages to enhance language acquisition and proficiency among students. Options a), b), and c) touch on other aspects of classroom resources but do not specifically address the purpose of multilingual resources.

**S21. Ans.(c)**

**Sol.** In remedial teaching for English language learners, one effective strategy is breaking down complex language concepts into smaller, manageable parts. This helps students understand the language more easily and builds a strong foundation for further learning. By providing step-by-step guidance and support, teachers can address the specific difficulties students face and gradually help them overcome language barriers.

**S22. Ans.(c)**

**Sol.** A key principle of remedial teaching in English language teaching is using differentiated instruction to meet individual needs. This means recognizing that

students have different learning styles, abilities, and challenges, and adapting teaching methods accordingly. By tailoring instruction to address specific difficulties and providing personalized support, remedial teaching helps students achieve their full potential in English language learning.

**S23. Ans.(c)**

**Sol.** The communicative approach is a principle of language teaching that emphasizes the importance of meaningful communication. It focuses on developing students' ability to use language in real-life situations, encouraging interactive and authentic communication.

**S24. Ans.(d)**

The humanistic approach is a principle of language teaching that promotes learner autonomy and self-directed learning. It recognizes the individuality of learners and encourages them to take responsibility for their own language learning process.

**S25. Ans.(c)**

**Sol.** Conscious effort is not necessary for language acquisition. In fact, language acquisition is primarily a subconscious process that occurs naturally through exposure and immersion in a language-rich environment. Individuals acquire language without actively focusing on grammar rules or consciously studying vocabulary. While conscious effort can support language learning, acquisition happens effortlessly and automatically as individuals interact with others and use the language in meaningful contexts.

**S26. Ans.(c)**

**Sol.** The Critical Period Hypothesis suggests that there is a specific window of time, often during early childhood, when optimal language acquisition occurs. According to this hypothesis, individuals are more likely to acquire language effortlessly and achieve native-like proficiency if exposed to it within this critical period. While age is a significant factor, other factors like exposure, social interaction, and individual motivation also influence language acquisition.

**S27. Ans.(a)**

**Sol.** Reading is the language skill that involves the interpretation and comprehension of written text. It requires the ability to decode written words, understand their meanings, and extract information and knowledge from written materials.

**S28. Ans.(d)**

**Sol.** Speaking is the language skill that focuses on the production and expression of spoken language. It involves using verbal communication to convey thoughts, ideas, and messages to others.

**S29. Ans.(c)**

**Sol.** To promote communication and collaboration skills. Group work fosters an interactive and communicative environment where learners engage in discussions, problem-solving, and collaboration

with their peers. It enhances their speaking and listening skills, promotes cultural exchange, and encourages critical thinking. Group work also provides opportunities for learners to practice authentic language use, negotiate meaning, and develop teamwork and interpersonal skills.

**S30. Ans.(c)**

**Sol.** To enhance engagement and interactivity in learning. Integrating technology, such as educational apps, online platforms, and interactive whiteboards, enriches the language learning experience. It provides learners with access to a wide range of authentic language resources, interactive exercises, and multimedia materials. Technology facilitates self-paced learning, promotes learner autonomy, and encourages engagement and interactivity through gamification and interactive features.

