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GUJARAT TET-1
ENGLISH MEDIUM SERIES

BOOK 06

Language Pedagogy

Principles, classroom applications and explained practice

- Shared principles and separate Gujarati and English sections
- Classroom cases, assessment and remedial teaching
- Chapter practice and verified earlier examination questions

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Topic-wise study with explained practice
and solved earlier examination questions.

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Concepts · Worked Examples · Solved Questions

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CHAPTER 01

Language, Learning and Acquisition

Language is a resource for making meaning

Language allows people to communicate, organise experience, imagine, question and participate in social life. A child who explains a game or negotiates a turn is using language purposefully, even before mastering the written form taught at school. Vocabulary and grammar contribute to meaning, but knowing labels for word classes alone does not establish effective communication.

A teacher should distinguish **what a learner wants to express**, **how the learner expresses it**, and **which support the learner needs next**. A hesitant answer can reflect unfamiliar vocabulary, limited opportunity to speak, uncertainty about the topic or anxiety. It is not enough evidence to label the learner incapable.

Learning and acquisition: a useful distinction

Acquisition commonly refers to language development through meaningful participation and exposure. **Learning** can refer to deliberate attention to forms, rules or strategies. These terms help analyse a situation; classroom experiences can involve both. Do not assume that every home experience is unconscious or that every school experience consists only of memorised rules.

Situation	Main opportunity
Following a familiar classroom instruction while seeing its action	Connecting language with meaning.
Comparing two sentences and noticing a verb pattern	Deliberate attention to form.

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Situation	Main opportunity
Asking a partner for a missing detail	Purposeful interaction.
Repeating a definition without using it	Evidence of recall, not necessarily communicative use.

A classroom sequence

The teacher brings a covered basket and invites predictions about its contents. Learners name possibilities, ask questions and revise their guesses after clues. The teacher models useful expressions and gives time for partner talk. Later, the class notices how questions were formed and writes two examples.

This sequence joins meaning, interaction, noticing and written consolidation. The point is not that a basket is compulsory; the material creates a reason to communicate. A picture, story or ordinary school object can serve the same purpose when selected carefully.

Feedback and evidence

Record whether a learner understood a question, supplied relevant information, used a helpful expression and revised an answer after support. One correct repetition is weaker evidence of independent use than a meaningful response to a new but similar situation. An answer should be judged against the task, not against a teacher's impression of the child's family language.

Key points

- Language development involves use, meaning, interaction and attention to form.
- Acquisition and deliberate learning can contribute within the same lesson.

- Assessment should reveal what a learner can do with language.

Questions from earlier examinations

The following questions were asked in earlier examinations on the topics explained above. Wording is adapted; year, medium, set and original number identify each item.

CTET December 2018 · Paper I · Set I · Gujarati language · Q 94. Reworded; final key checked.

1. ભાષા-અર્જનનું યોગ્ય વર્ણન કયું છે?

A. માત્ર જરૂરી શબ્દભંડોળ વાપરવું

B. માત્ર અનુકરણથી પૂરું થતું કાર્ય

C. માત્ર વ્યાકરણનું વિશ્લેષણ

D. સામાજિક અને નૈસર્ગિક ક્ષમતાની મદદથી ભાષા શીખવાની પ્રક્રિયા

Answer: D. અર્જનમાં અર્થસભર સંપર્ક, સમજ અને ભાષાનો ઉપયોગ મહત્વ ધરાવે છે. ભાષા-અર્જનને નિયમો યાદ કરવાની એકમાત્ર પ્રક્રિયા ગણવી યોગ્ય નથી.

Gujarat TET-I 2025 · English · Set A · Q 59. Reworded; translated where needed; final key checked.

2. ભાષાકૌશલ્યોનો પરંપરાગત સ્વાભાવિક ક્રમ કયો દર્શાવાય છે?

A. શ્રવણ, વાચન, કથન, લેખન

B. શ્રવણ, કથન, વાચન, લેખન

C. લેખન, વાચન, શ્રવણ, કથન

D. કથન, લેખન, શ્રવણ, વાચન

Answer: B. પ્રશ્નમાં શ્રવણ–કથન–વાચન–લેખનનો ક્રમ પસંદ થયો છે. આને એવો કઠોર નિયમ ન બનાવવો કે અગાઉનું કૌશલ્ય પૂર્ણ થાય ત્યાં સુધી બીજાનો અર્થપૂર્ણ પરિચય જ ન આપી શકાય.

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Original Practice with Explanations

1. A child repeats a grammar definition accurately. What can the teacher safely conclude?

A. The child recalled that definition.

B. The child can communicate effectively in every context.

C. The child has mastered all writing.

D. No further observation is useful.

Answer: A. Recall alone does not demonstrate independent communicative use.

2. Which task creates a genuine reason to ask a question?

A. Children recite an unrelated list.

B. Partners hold different information needed to complete one task.

C. Everyone copies the same finished answer.

D. Only the teacher speaks throughout.

Answer: B. An information difference gives the question a meaningful purpose.

3. A hesitant oral answer should first lead the teacher to do what?

A. Ban the home language.

B. Remove every speaking opportunity.

C. Observe the difficulty and offer suitable support.

D. Diagnose low intelligence immediately.

Answer: C. Hesitation has several possible causes; diagnosis needs evidence.

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