Collection of Final Term Subjective

EDU516

ZAINEE…

1. Why Aims of Lessons Should Be Targeted by Teachers

Targeting lesson aims helps ensure that teaching is focused and aligned with learning objectives. It provides a clear direction for both teaching and learning, making it easier to measure progress and success. When aims are specific and targeted, students understand what is expected and can work towards achieving those goals, leading to more effective and efficient learning.

2, How is Assessment for learning different from assessment of learning?

Assessment for learning is very different from the assessment that is always considered to be. Grading or giving marks is not assessment for learning. Assessment for learning is different from assessment of learning. Assessment for learning means that the student will be guided on the skills and to do better work, by the guidance and supervision of the teacher. At this stage the teacher will not grade students. It will not be a result oriented activity. It would be a formative assessment which is different from summative assessment. Formative assessment means the formation is taking place, the student is learning, still to make it better. At the same time, the student's strengths are also exposed to the teachers. The teachers can guide a student which are his strong areas and where he needs to work. A good practice is done in the West in most of the universities in the UK USA Australia New Zealand that the students are asked to submit a formative assessment or a formative essay before they submit the summative essay. The teachers have a look at the rough draft which is a formative essay and then find out what are the strengths of the students, after looking at the strengths they guide the student that these were the things that are really having a good impact on the topic that is given to the students. At the same time they also point out which are the weak areas and how they are going to work on it now this is very important they just don’t say that these are the week areas rather they also guide how to improve on those weak areas.

3. Benefits of Assessment

Assessment provides valuable feedback to both students and teachers, helping to identify strengths and areas for improvement. It guides instructional decisions, supports personalized learning, and tracks progress over time. Effective assessment also helps motivate students by showing their growth and providing clear goals for future learning.

4. Advantages of Portfolios

Portfolios offer a comprehensive view of a student's progress and achievements over time. They allow for reflection and self-assessment, showcasing a range of work and skills beyond

traditional tests. Portfolios also encourage students to take ownership of their learning and can provide evidence of growth and development in a more holistic manner.

5. Why "Has" or "Have" Should Be Used

"Has" and "have" are auxiliary verbs used to form the present perfect tense, indicating actions that occurred at an unspecified time before now. "Has" is used with singular subjects (he, she, it), while "have" is used with plural subjects (they, we, you). Proper use of these verbs ensures correct tense formation and clarity in communication.

6. How Can You Teach Past Perfect Tenses

To teach past perfect tenses, start by explaining that it describes an action completed before another past action. Use timelines to visually show the sequence of events. Provide clear examples and practice exercises where students create sentences using the past perfect form, such as "I had finished my homework before the movie started."

7. Why Clear Instructions Are Necessary in Classrooms

Clear instructions are crucial to ensure that students understand tasks and expectations. They help minimize confusion, reduce errors, and streamline classroom activities. Well-defined instructions support effective learning by guiding students on how to complete assignments and participate in class activities, leading to better outcomes.

8. Why Each Subject Should Have Its Own Agreed Set of Rules in Assessment

Each subject has unique content and skills, requiring specific assessment criteria. Agreed-upon rules ensure that assessments are relevant and appropriately measure the intended learning outcomes for each subject. This consistency helps maintain fairness and clarity, making it easier to evaluate and support student achievement in various disciplines.

9. Current Newspapers in Higher Schools for Discussions

Using current newspapers in higher schools engages students with real-world issues and promotes critical thinking. It connects classroom learning with contemporary events, making lessons more relevant and stimulating. Discussing news articles encourages students to analyze and debate current affairs, enhancing their understanding and communication skills.

10. How Surveys Are Helpful in Teaching Methods

Surveys gather feedback from students on teaching effectiveness and learning preferences. They help teachers understand what works well and what needs improvement, allowing for adjustments to instructional methods. Surveys also provide insights into student needs, making it possible to tailor teaching strategies to better support and engage learners.

Planning for Different Groups

1. **Audio Learners**

Audio learners love to listen and learn. Teacher can bring audio tapes. They can register what they listen to and it is printed in their mind. Teacher can make sounds of letter to help pronounce

words. Sounds of animals can also be played and students can name the animal. Audio learners would greatly benefit from this activity. Parents can also be informed about the student's abilities so that they can cooperate. The habit of listening to instructions and paying attention can be a good skill. Other students would also benefit from the responses of the audio learners.

2. **Visual Learners**

Characteristics: Learn best through seeing (diagrams, charts, videos).

Strategies: Use visual aids, color-code notes, create mind maps, watch demonstrations.

3. **Kinesthetic Learners**

Characteristics: Learn best through hands-on activities and movement.

Strategies: Engage in role-playing, use physical objects, take breaks to move, use gestures while learning.

Emphatic pronouns

Emphatic pronouns are personal pronouns used with reflexive pronouns to emphasize an action done by the subject, such as in "I myself saw him do it." Unlike reflexive pronouns used as objects, emphatic pronouns highlight that the subject alone performed the action, and the intonation of the sentence reinforces this emphasis. The emphasis is achieved by placing the reflexive pronoun immediately after the personal pronoun, stressing that no one else but the subject performed the action.

some examples of relative clauses:

1. The book **that you lent me** was fascinating.

2. The teacher **who helped me** understand the concept is very knowledgeable.

3. The city **where I was born** is known for its beautiful scenery.

4. The student **whose project won** the award was very excited.

5. The movie **which we watched** last night was thrilling.

what is the purpose of warmer?

the purpose of warmer is to motivate the students that we are going to do something very nice today which you are going to enjoy secondly, the students they become alert because of doing something different. Also there can be an activity with the highest level students and the secondary school level students that the teacher asks them to go to different corners of the class and look at the charts which are on the walls and come to the board and write any word that they looked at on the charts on the wall so this can also create a lot of energy especially for those children are kinesthetic and/or visual learners. They love to go and look at the chart, bring the words, take the marker and go to the board and write something and there is a lot of movement going on.

Why Reflective practice is good?

Reflective practice is good because it:

1. Enhances self-awareness: Helps understand strengths and weaknesses.

2. Promotes continuous learning: Encourages ongoing personal and professional growth.

3. Improves problem-solving: Refines the ability to address and solve challenges.

4. Increases adaptability: Helps adjust approaches based on past experiences.

5. Enhances professional competence: Leads to better skills and performance.

Uses of Auxiliary Verbs "Do" and "Can"

"Do"

1. Forming Questions:

-Do you know him? Correct way to ask questions.

- You know him? Informal and incorrect grammatically.

2. Forming Negatives:

- I do not (don't) understand.

- He does not (doesn't) like spinach.

3. Emphasis:

- You do look pale. Emphasizes that the person looks pale.

- I told him not to go, but he did. Highlights that he went despite instructions.

4. Tag Questions:

- You met him, didn't you? Uses "did" from the auxiliary verb "do."

5. Substitute for Repetition:

- *He eats fish and so do you.

"Can"

1. Ability or Capacity:

- I can swim across the river. Shows ability.

- Can you lift this box? Questions ability.

2. Permission:

- Can I borrow your umbrella? Asking for permission.

- Can you lend me some money? Asking for permission.

3. Affirmative Sentences:

- I can lend you money. Shows capacity or ability.

- You can borrow my umbrella. Indicates ability or permission in a statement.

In summary, auxiliary verbs like "do" and "can" are essential for forming questions, negatives, emphasizing actions, and expressing abilities or permissions. They ensure grammatical correctness and clarity in sentences.

Use of "Ought to"

"Ought to" is an auxiliary verb used to express moral obligation or desirability. It suggests something that is the right thing to do or what is expected based on moral grounds. For example, "We ought to help him" implies a moral duty.

Using "must" instead can make the statement sound like a strict rule rather than a moral suggestion. For instance, "We must help him" sounds more like a regulation, whereas "We ought to help him" emphasizes a moral choice.

"Since" and "for" are both used with time expressions, but they serve different purposes:

1. "Since":

- Use: Indicates the starting point of an action or event that continues to the present.

- Example: "I have been studying English since 2010." (The action started in 2010 and is still ongoing.)

2. "For":

- Use: Specifies the duration of an action or event.

- Example: "I have been studying English for 5 years." (The duration of the action is 5 years, from start to present.)

In summary:

- Use "since" to talk about the starting point (e.g., since 2000).

- Use "for" to talk about the length of time (e.g., for 5 years).

Online resources are important in teaching and learning because:

1. **Wide Information:** They offer lots of different materials, like videos and articles, helping students learn more about any topic.

2. **Flexibility:** Students can learn anytime and anywhere, fitting their studies into their own schedules.
3. **Interactive Learning:** Many online tools have quizzes and games that make learning fun and help with understanding.
4. **Up-to-Date Content:** Online resources can be updated easily, so students get the latest information.
5. **Collaboration:** They allow students to work together on projects and discussions, even if they are not in the same place.
6. In short, online resources make learning more accessible, engaging, and effective.

No mean peasant environment of class matters Teacher's pleasant manner. describe

A pleasant classroom environment is essential for effective learning, and a teacher's friendly and positive attitude helps create this atmosphere. When a teacher is approachable and encouraging, students feel more comfortable and eager to participate. This positive environment makes learning more enjoyable and helps students do better.

What are Visual aids?

Visual aids are tools that help illustrate or enhance the information being presented. They include things like pictures, diagrams, charts, videos, and slideshows. These aids make it easier to understand and remember the information by showing it in a visual way. For example, a teacher might use a graph to explain data trends or a video to demonstrate a concept in science.

Integrative motivation:

is the desire to learn a second language to connect with and become part of a community that speaks that language. It's important because it drives learners to interact with native speakers, understand their culture, and build relationships. This motivation helps learners achieve better language proficiency and integrate into the community where the language is spoken.

Why are clear instructions important in teaching?

Clear instructions are crucial because they help students understand what is expected of them, reduce confusion, and ensure that tasks are completed correctly.

What is the present perfect continuous tense used for?

The present perfect continuous tense is used to describe actions that started in the past and are still ongoing or have recently stopped, with an emphasis on the duration of the activity.

How do prefixes and suffixes change the meaning of a word?

Prefixes are added to the beginning of a word to alter its meaning (e.g., "unhappy" with the prefix "un-" means "not happy"), while suffixes are added to the end to modify the word's form or function (e.g., "careful" with the suffix "-ful" means "full of care").

What is the purpose of setting learning goals?

Learning goals provide clear objectives for what students should achieve, guide instruction, and help measure progress and success.

What is differentiated learning?

Differentiated learning involves adjusting teaching methods and materials to accommodate the diverse needs, abilities, and interests of students.

Why do teachers give different levels of questions to students?

Teachers give difficult questions to advanced students to challenge and stimulate their higher-level thinking, while easier questions support average students in understanding and mastering the material.

How can a teacher effectively teach the past perfect tense?

A teacher can effectively teach the past perfect tense by using timelines to show the sequence of past events and providing practice exercises that illustrate actions completed before another past action.

Importance of Body language of a teacher:

A teacher's body language is crucial for effective teaching. It enhances communication by conveying emotions and intentions, making messages clearer. Positive body language, such as eye contact and gestures, keeps students engaged and makes the classroom atmosphere more interactive. It also helps build positive relationships, fostering a supportive and trusting environment. Non-verbal cues like nodding or leaning in show understanding and encouragement, boosting student confidence and motivation. Additionally, body language helps manage classroom behavior, allowing teachers to maintain control and authority without raising their voice.

How to check learner type?

1**. Observation:** Watch how students engage with different types of activities. Visual learners might prefer diagrams and charts, auditory learners may excel with discussions and lectures, and kinesthetic learners often benefit from hands-on activities.

2. **Questionnaires and Surveys:** Use learning style inventories or questionnaires to gather information about students' preferences. These tools can help identify whether they lean towards visual, auditory, or kinesthetic learning.

3. Feedback and Self-Assessment: Encourage students to reflect on their learning experiences and preferences. Self-assessment tools can provide insights into how they perceive their own learning styles.

4. Performance Analysis: Analyze how students perform with different types of content and teaching methods. This can help determine which approaches are most effective for them.

Difference in interpersonal and intrapersonal?

Interpersonal relates to interactions and relationships with other people, focusing on communication, collaboration, and understanding others. For example, it involves teamwork, social skills, and empathy.

In contrast, **intrapersonal** pertains to self-awareness and internal processes, focusing on self-reflection, personal thoughts, and understanding one's own emotions and motivations. Examples include self-reflection, personal goal-setting, and self-regulation. In essence, interpersonal skills are about dealing with others, while intrapersonal skills are about understanding oneself.

PRINT RESOURCES

Write Print Resources.

- Use of Materials
- Newspapers
- Magazines
- Reading Maps
- Charts/Leaflets

Print Resources - Use of Materials

Teachers need not purchase expensive materials. They can use recyclable materials like newspapers. Print resources are very inexpensive and easily available. It is a good practice to collect materials in the homes of students. Teachers can make valuable resources in this way. School library can also be consulted. Old books, letters and old magazines can be useful. Students should be encouraged to collect their own resources. They can find relevant material in the print media. They can paste it on the wall for everyone to read in the class. These authentic materials can be useful in analyzing original scripts.

Print Resources - Newspapers

Print resources have a lot of presence of newspapers. They are easily available. Current newspapers can be used for discussion purposes at higher level. A pyramid discussion can be done; one pair can give new information to another pair. In the end we have all the information in a pyramid form. A final discussion can take place among all the pairs. Then they can write down the gist of the article. Primary students can be asked to pick three lettered words. They can paste them on the board. It would boost their confidence. Teacher can use headlines to replace others words. It can be fun learning. In some cases newspaper cuttings can be used.

Print Resources - Magazines

Magazines are of various types. Fashion magazines can be used to identify informal writing. Educational magazines can be used for academic writing examples and formal writing. Magazines can be labeled accordingly for the ease of the students. Magazines are helpful for visual learners. They can talk about the pictures to their partners. Teacher can encourage talking in a funny, serious or creative manner. Teacher must monitor them to make sure they are not getting off the track. Teacher needs to make sure only permissible content of magazines should be discussed in the class.

Print Resources - Reading Maps

The online maps like Google Maps are very commonly used nowadays. Students must be trained to read maps. They can be given maps on leaflets. It can be done on a primary level. The teacher can make a map of the school. In this way students would not depend on anyone to reach a destination. Teacher can make the students do an actual activity where they go out of the classroom and find a certain place. They can tick off the place they reach at.

Print Resources - Charts/Leaflets

Charts, leaflets and cards can be used after recycling from the school store. Students can also bring their materials to use. They can be used in so many ways. Secondary school students can help the teacher make resources. It will be a good learning activity. They can cut words from them and past them on new charts. These resources can be displayed on the walls. They would appreciate the idea of doing things themselves, own their work and take care of what they have created. Such activities not only engage the students to positive activities but they also make learning fun. It is not necessary for the teacher to talk all the time. The classroom must be learner-centered.