

Fillerform(UGC NET Free Online Class)

Unit-1 Teaching aptitude(english)

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Through the teaching aptitude, the skills and knowledge of the candidate in terms of teaching methods will be determined. This will examine the various knowledge domain of the student such as problem-solving skills, student management, teaching methods, etc.

The objective of Teaching

The major objective of teaching covers different types of intended learning outcomes.

1. Acquisition of knowledge
2. Development of Understanding
3. Development of Conceptual, intellectual and subject-specific skills
4. Development of values values

In general –

- To Change behaviour and conduct of student
- To improve the learning skills of students, including methodological, critical thinking, writing, creativity, hypothesis etc.
- Subject Knowledge
- To provide a social and efficient member of society

Nature and characteristic of Teaching

Teaching is a social and cultural process, which is planned in order to enable an individual to learn something in his life. We can describe the nature and characteristics of teaching in the following way:-

- Teaching is a complete social process- Teaching is undertaken for society and by society. With ever-changing social ideas, it is not possible to describe the exact and permanent nature of teaching.
- Teaching is giving information- Teaching tells students about the things they have to know and students cannot find out themselves. Communication of knowledge is an essential part of teaching.
- Teaching is an interactive process- Teaching is an interactive process between the student and the teaching sources, which is essential for the guidance, progress, and development of students.
- Teaching is a process of development and learning.
- Teaching causes a change in behaviour.
- Teaching is art as well as science.
- Teaching is face to face encounter.
- Teaching is observable, measurable and modifiable.
- Teaching is a skilled occupation:- Every successful teacher is expected to know the general methods of teaching-learning situations.
- Teaching facilitates learning
- Teaching is both a conscious and an unconscious process.
- Teaching is from memory level to reflective level.
- Teaching is a continuum of training, conditioning, instruction, and indoctrination.

Levels of Teaching

The Overall object of teaching is to build the overall personality of the learners and it evolves around the development of learner's capability, thinking and change in the behavior of students.

Different level of Teaching

- Memory Level of Teaching
- Understanding the Level of Teaching
- Reflective Level of Teaching

Important Points on Memory level teaching (MLT)

- Memory level teaching emphasis on presentation of fact and information and it's all about CRAMMING.
- Knowledge or information is gained by the learner through memorization.
- It is the initial stage of teaching and induces the habit of ROTE Learning of facts and subject matters
- It provides students the ability to retain and reproduce the learned subject.
- It covers only the knowledge-based objectives of Bloom's Taxonomy. At this level, the student learns to identify, recall or remembers the objects, events, ideas and retain them in memory.
- The teacher plays a very dominating and authoritarian role while instructing
- The evaluation system mainly includes Oral, Written and easy type-examination as well organized and is simple in nature so that it can be acquired through rote learning.
- The role of the teacher is prominent (Primary & active) and that of the student is secondary (Secondary & Passive).
- Memory level teaching does not improve intelligence and increase student's capability but this is required for other types of teaching levels.

The Herbartian theory of apperception supports that the young children's mind is ready for perceiving themselves and the world around. Their mind is ready for a great mass of factual information including concepts, elements, structures, models and theories. They can acquire and retain information about a large number of things, objects, and material through memorization.

Classification of memory:

- Immediate memory: when a recall is immediate
- Permanent memory: the recalling of material for a longer time.
- Personal memory: while recalling past experiences, we remember our personal past experience.
- Impersonal memory: recalling from books, and companion.
- Active memory: make effort to recall past experiences, recalling answers in exams.
- Passive memory: recall past experience without effort.
- Mechanical memory or physical memory: body becoming habitual of doing any task repeatedly.
- Rote memory: cramming facts without understanding.

- Logical memory: to learn something by using intellect and it's recalling when needed.

Important Points on Understanding level of teaching(ULT)

- Memory level teaching is the prerequisite for the understanding level of teaching as it talks about the generalization of principles, theory and other key important facts.
- This helps to build the thinking level of students to make use of their acquired knowledge on the basis of previously known facts and subjects.
- The teacher explains the student about the relationship between principles and facts and teaches them how these principles can be applied.
- It focusses on mastery of the subject
- It provides more and more opportunity for the students to develop skills of 'Memory + Insight'
- The evaluation system of this level is mainly objective type questions and essays.
- Student and teacher both play an active role in the Understanding level of teaching

Morrison has divided the understanding level of teaching into 5 steps;

- Exploration: testing previous knowledge, analyzing the content.
- Presentation: content is presented, diagnosis, and recapitulation till the students understand.
- Assimilation: generalization, individual activities, working in laboratory and library, the test of content.
- Organization: pupils are provided with the occasions for representation.
- Recitation: The pupil presents the content orally.

Important Points on Reflective level of teaching(RLT)

Reflecting on something means giving careful thought to something over a period of time. It also means thinking deeply about something.

- It talks about both 'Understanding level' & 'Memory Level' teaching and its problem-centered.
- Its main objective to develop problem-solving, critical and constructive, independent, original thinking.
- At this level, the emphasis is laid on identifying the problem, defining it and finding a solution to it. The student's original thinking and creative-abilities develop at this level.

- A student is Core 'Active & Primary' while the Teacher becomes 'Secondary & passive' in this.
- In Reflective level of teaching (RLT) Hunt is the main Proponent. It includes ULT and MLT. It is problem-centered teaching. The students are assumed to adopt some sort of research approach to solve the problem. The classroom environment is to be sufficiently 'Open and Independent'
- Hunt developed the reflective model of teaching which goes through the various steps including creating a problematic situation. Formulate and verify the hypothesis, data analysis and testing the hypothesis around the problem.
- An essay type test is used to evaluate the learning process.
- The teaching at this level is not teacher-centered or subject-centered, it is learner-centered.

Basic Requirements in Teaching

- a. Three variables in teaching – Includes the Teacher, Student & Environmental factors
- b. Professionalism
- c. Suitable Environment
- d. Teacher Student Relationship
- e. Students Discipline

Learner Characteristics

- i. **Readiness** – Motivation, interest & curiosity to learn
- ii. **Exercise** – Practice what is learnt
- iii. **Effect** – Activities associated with pleasure are preferred over those that lead to pain or punishment
- iv. **Attitudes & Habits** – Must be positive & encouraging
- v. **Absence of anger & jealousy**- They weaken learning abilities
- vi. **Slow beginning followed by gradual development of interests**

Methods of Teaching

Teaching is an exercise of both talent & creativity involving a repertoire of skills, techniques and procedures. The teaching profession has faced many challenges and transformations and has adopted recent and sophisticated technology.

The act of teaching has **three phases** mainly,

- Pre-Active: Planning phase
- Inter-Active: Implementation of what was planned i.e. actual teaching
- Post- Active: Evaluating activities that serve as feedback

There are **five steps** involved in the **process of teaching**:

a. Preparation

- Of both the teacher and student
- Teacher must identify the level of the children
- The teacher can introduce the lesson by asking appropriate questions from a previous chapter to connect it to the new chapter
- Relevant topics/stories can be discussed & narrated in class
- Introduction must be brief and create interest to stimulate curiosity in students

b. Presentation

- Teacher must state the aim of the lesson to be taught so that the students can prepare themselves for what they are expecting
- The teacher then presents the lesson by using different materials, presenting facts and other principles relevant to the lesson
- The teacher can leave some area of the lesson for the student to explore

c. Comparison

- The third step of learning where the student is presented with the opportunity to compare two sets of facts

d. Generalization

- By observation and comparison various conclusions can be drawn
- Teachers must aid the students when they arrive at incorrect generalizations
- The students must understand the law/principle taught by the teacher for this stage to be successful

e. Application

- Knowledge loses half its value unless if used in the discovery of further facts and their application to new situations
- Makes learning meaningful and permanent
- Serves purpose of revision of what has been learnt
- Children can be evaluated through examinations

A. Methods of Teaching According to Different Schools of Philosophy

a. Methods by Idealism

- They speak of the general nature of teaching methods only
- They don't specify any method to be adopted while learning (used during the *Upanishadic* period too in India)
- aka informal dialectic method
- Idealist value use of well prepared & presented lectures
- Socrates – Question method
- Plato – Conversational method
- Aristotle – Inductive and Deductive methods
- Hegel – Logical method
- Pestalozzi – Self activity method
- Herbart – Discussion method
- Froebel's metaphor of 'Kindergarten'

b. Methods by Naturalism

- Rousseau believed education lasts throughout life & is gained everyday through various life experiences
- He believes learning should be based on actual experience & a practical problem must be studied in its natural setting
- Learning can also take place in the spirit & methods of play
- The methods recommended by Rousseau maybe identified with the heuristic method & experimental method advocated by John Dewey

c. Pragmatic Methods

- Focus on child and society and the activities therein
- Learning occurs as a result of an activity
- Children must learn how to discover & method of teaching experimental
- It must develop reflective thinking in children so that they ask 'Why?'

Teaching aids helps students to improve their skills and make learning fun. There are various kinds of teaching aids.

1. **Chart** - Shows group facts in the form of a diagram, table or graph & includes an outline or word definitions
2. **Flash Cards** - A set of cards that have number, letters, pictures or words on it & are used for facts and enhance memory
3. **Flip Charts** - Useful for teaching large groups at a time and while teaching a lesson which involves stages or a process.
4. **Maps** - Used in social studies so that students can understand spatial relations
5. **Newspapers** - Used to learn about different places, cultures, grammar & current events.
6. **Graphs** - Can be used in any subject. To compare population growth in social studies, numbers & ratios
7. **Surveys** - Can be used by the teacher to gain feedback.

8. **Audio Visual Aids** - Things to remember while using AV aids:

- Select the one suited for the topic
- Use AV to support or reinforce the activity
- Make sure the AV aid can be seen & heard clearly
- Practice using the aids before hand

9. **Hardware** - Radio, TV & Tape recorder

10. **Software** - Board, Cartoons & Models

E. Evaluative Systems

They are a device through which we can gauge what exactly a student achieve from the teaching-learning experience

1. **Examinations**

- Help in testing achievements of students
- Evaluating students interests, aptitude & intelligence
- Helps to classify students and provide them guidance

2. **Psychological Evaluation**

- Helps to know about the physical, mental, emotional and social behavior of the individual
- Aids in guidance of the pupil
- Three methods of personality assessment: Psychometric, Projective & Behavioral

Projective Tests

- Helps to uncover unconscious motives
- An ambiguous stimulus is presented to the client who interprets it as they like thus projecting their personality through their responses.
- Two widely used Projective tests are : Rorschach Test & Thematic Apperception Test

a. **Rorschach Test**

- Developed by Swiss psychiatrist Hermann Rorschach in the 1920's
- Series of 10 cards each displaying different inkblots either colored or black & white
- The subject is asked to look at each card one at a time & report everything seen on the card
- After all 10 cards are done, the examiners goes over every response to ask them what features of the blot gave them that particular impression

b. Thematic Apperception Test (TAT)

- Developed at Harvard University by Henry Murray in 1930's
- Less ambiguous than Rorschach as it consists of actual scenes on 20 cards
- The subject is asked to base a story depending on the picture
- The test is intended to reveal the 'themes' that occur in the persons imaginations
- Apperceptions is perceptions of things in a certain way due to past experience
- If a problem is bothering a particular subject, they may show up in a number of stories.

3. Philosophical Evaluation

- Evaluation based on mastery of subject matter
- Test the memory, mastery and ability to apply the skills learnt

Off-Line and On-Line Learning

ऑफ-लाइन और ऑन-लाइन अधिगम

Off-Line Learning (ऑफ-लाइन अधिगम)

Off-line learning is the traditional learning method. Here the teacher act as a sender and the student act as a receiver. The communication between them is through talking face to face through talk and chalkboard or overhead projectors. This method has been used for decades as an educational strategy.

ऑफ लाइन अधिगम पारंपरिक शिक्षण पद्धति है। यहां शिक्षक एक प्रेषक के रूप में कार्य करता है और छात्र एक रिसीवर के रूप में कार्य करता है। उन दोनों के बीच का संवाद कालक और चॉकबोर्ड या ओवरहेड प्रोजेक्टर के माध्यम से आमने-सामने बात करने के माध्यम से होता है। इस पद्धति का उपयोग दशकों से एक शैक्षिक रणनीति के रूप में किया जाता रहा है

Characteristics of Off-Line Methods (ऑफ-लाइन विधियों की विशेषताएँ)

The Off-Line method is traditional but there are pros and cons of Off-line methods. Here are the following some characteristics of Off-line methods.

ऑफ-लाइन विधि पारंपरिक है लेकिन ऑफ-लाइन विधियों के फायदे और नुकसान हैं। यहां ऑफ-लाइन विधियों की कुछ विशेषताएं निम्नलिखित हैं

1. Teacher's role is important. शिक्षक की भूमिका महत्वपूर्ण है
2. Students are not active. छात्र सक्रिय नहीं हैं।
3. This approach can give good marks in the examination यह दृष्टिकोण परीक्षा में अच्छे अंक दिला सकता है

Advantages of Off-Line Methods (ऑफ-लाइन विधियों के लाभ)

Here are some advantages regarding the off-line method of learning. सीखने की ऑफ-लाइन पद्धति के बारे में कुछ फायदे यहां दिए गए हैं।

1. Easy approach आसान दृष्टिकोण
2. Popular method. लोकप्रिय विधि
3. Marks oriented. अंक उन्मुख।

Disadvantages of Off-Line Methods (ऑफ-लाइन विधियों का नुकसान) :

1. Marks oriented rather than result-oriented. परिणाम उन्मुख होने के बजाय अंक उन्मुख।
2. Based on memorization but not understanding. संस्मरण पर आधारित लेकिन समझ में नहीं आना।
3. Students depend on teachers. छात्र शिक्षकों पर निर्भर करते हैं।
4. Students are passive listeners. छात्र निष्क्रिय श्रोता हैं।
5. Can not gain extra knowledge. अतिरिक्त ज्ञान प्राप्त नहीं कर सकता

Online Learning (ऑनलाइन अधिगम) :

Online learning is the modern method of learning. It is facilitated by electronic gadgets. It is abbreviated as E-Learning. It includes the services of electronic gadgets, teleconferencing, video conferencing, computer-based conferencing etc

ऑनलाइन अधिगम शिक्षण की आधुनिक विधि है। यह इलेक्ट्रॉनिक गैजेट्स द्वारा सुविधाजनक है। यह ई-लर्निंग के रूप में संक्षिप्त है। इसमें इलेक्ट्रॉनिक गैजेट्स, टेलीकॉन्फ्रेंसिंग, वीडियो कॉन्फ्रेंसिंग, कंप्यूटर-आधारित कॉन्फ्रेंसिंग आदि की सेवाएं शामिल हैं

Pre-requisite for On-Line Learning (ऑन लाइन अधिगम के लिए शर्त)

There are basically two prerequisite for E-Learning. They are ई-लर्निंग के लिए मूल रूप से दो शर्त हैं वो हैं

1. They call for the services of the computers, laptops. इसके लिए कंप्यूटर, लैपटॉप की जरूरत हैं
2. The use of Internet services and Web technology is a must for their functioning. इंटरनेट सेवाओं और वेब प्रौद्योगिकी का उपयोग उनके कामकाज के लिए जरूरी है

Characteristics of On-Line Methods (ऑन-लाइन विधियों की विशेषताएँ)

Online method is traditional but there are pros and cons of On-line methods. Here are the following some characteristics of On-line methods ऑनलाइन विधि पारंपरिक है, लेकिन ऑन-लाइन विधियों के फायदे और नुकसान हैं। यहाँ ऑन-लाइन विधियों की कुछ विशेषताएँ दी गई हैं

1. It is computer-enhanced learning यह कंप्यूटर-वर्धित शिक्षा है
2. Separation of teachers and learners. शिक्षकों और शिक्षार्थियों का पृथक्करण
3. Self-paced learning स्वप्रशिक्षित शिक्षा
4. The use of a computer network is essential. कंप्यूटर नेटवर्क का उपयोग आवश्यक है

Advantages of On-Line Methods (ऑन-लाइन विधियों के लाभ)

Both the sides of the coin are not the same. If there are benefits of something then there might also be disadvantages simultaneously. Here we are going to discuss some benefits regarding On-Line method of learning.

सिक्के के दोनों पहलू समान नहीं हैं। अगर किसी चीज के फायदे हैं तो साथ में नुकसान भी हो सकता है। यहां हम ऑन-लाइन पद्धति सीखने के बारे में कुछ लाभों पर चर्चा करने जा रहे हैं।

1. Content update is easy सामग्री अद्यतन आसान है
2. Saves travel cost. यात्रा लागत बचाता है
3. Saves time. समय बचाता है
4. Internet connections are widely available. इंटरनेट कनेक्शन व्यापक रूप से उपलब्ध हैं।

5. Accessibility and suitability पहुँच और उपयुक्तता

Disadvantages of Online Methods (ऑनलाइन विधियों का नुकसान)

Following are some disadvantages of online learning methods. ऑनलाइन शिक्षण विधियों के कुछ नुकसान निम्नलिखित हैं

1. Feedback is limited प्रतिक्रिया सीमित है
2. Costly method of learning सीखने की महंगी विधि
3. Health issues. स्वास्थ्य के मुद्दे।
4. Slower performance due to limited bandwidth. सीमित बैंडविड्थ के कारण धीमा प्रदर्शन।
5. Lack of personal connections. व्यक्तिगत संबंध का अभाव

Difference between Off-Line Learning and Online Learning

(ऑफ-लाइन अधिगम और ऑनलाइन अधिगम के बीच अंतर)

Off-Line Learning ऑफ-लाइन अधिगम	Online Learning ऑनलाइन अधिगम
Traditional method पारंपरिक विधि	Modern method आधुनिक विधि
No health issues कोई स्वास्थ्य संबंधी समस्या नहीं	Bad health issues खराब स्वास्थ्य मुद्दे
Need to be physically present शारीरिक रूप से उपस्थित होने की आवश्यकता है	No need to be physically present शारीरिक रूप से उपस्थित होने की आवश्यकता नहीं है
Strict rules and guidelines सख्त नियम और दिशानिर्देश	No strict rules and guidelines कोई सख्त नियम और दिशानिर्देश नहीं
No self-paced learning कोई आत्म-अध्ययन नहीं	Self-paced learning आत्म-अध्ययन
Requires more time and money अधिक समय और धन की आवश्यकता है	Do not require more time and money अधिक समय और धन की आवश्यकता नहीं है
Not so costly इतना महंगा नहीं है	Costly method महंगा तरीका

Some trending Online Methods (कुछ प्रचलित ऑनलाइन तरीके)

Here we are providing you with some trending Online methods.

यहां हम आपको कुछ प्रचलित ऑनलाइन तरीके प्रदान कर रहे हैं

1. MOOC

M-Massive : It is massive because it provides access to a very large number of students. The learners self-organized their participation according to their learning goals.

एम- मैसिव: यह बड़े पैमाने पर है क्योंकि यह छात्रों की एक बहुत बड़ी संख्या तक पहुंच प्रदान करता है। शिक्षार्थियों ने अपने सीखने के लक्ष्यों के अनुसार अपनी भागीदारी को स्वयं संगठित किया

O-Open: It means that the course is open to everyone. To participate one should be registered for free. It has no entrance exams or tuition fee for registration.

ओ-ओपन: इसका मतलब है कि पाठ्यक्रम सभी के लिए खुला है। भाग लेने के लिए एक को मुफ्त में पंजीकृत होना चाहिए। इसमें पंजीकरण के लिए कोई प्रवेश परीक्षा या शिक्षण शुल्क नहीं है

O-Online: It means that course is delivered through the Internet only. To study on MOOC, students have a proper Internet connection.

ओ-ऑनलाइन: इसका मतलब है कि पाठ्यक्रम केवल इंटरनेट के माध्यम से दिया जाता है। MOOC पर अध्ययन करने के लिए, छात्रों के पास एक उचित इंटरनेट कनेक्शन है

C-Course : Course refers to the achievement of the outcomes after the study within a given period of time.

सी- कोर्स: कोर्स एक निश्चित अवधि के भीतर अध्ययन के बाद परिणामों की उपलब्धि को संदर्भित करता है

So MOOC is termed as Massive Open Online Course. MOOC is an organized course aimed at large-scale interactive participation and open access via web. MOOC helps to build a community for students, professors and teaching assistants.

इसलिए MOOC को मैसिव ओपन ऑनलाइन कोर्स कहा जाता है। एमओओसी एक संगठित पाठ्यक्रम है जिसका उद्देश्य बड़े पैमाने पर इंटरैक्टिव भागीदारी और वेब के माध्यम से खुली पहुंच है। MOOC छात्रों, प्रोफेसरों और शिक्षण सहायकों के लिए एक समुदाय बनाने में मदद करता है

2. Swayam

SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds) is a programme initiated by Government of India (GOI). It covers school (from class 9th onwards), undergraduate, post-graduate, engineering, law and other professional courses.

SWAYAM (स्टडी वेब्स ऑफ एक्टिव-लर्निंग फॉर यंग एस्पारिंग माइंड्स) भारत सरकार (GOI) द्वारा शुरू किया गया एक कार्यक्रम है। इसमें स्कूल (कक्षा 9 वीं से आगे), स्नातक, स्नातकोत्तर, इंजीनियरिंग, कानून और अन्य व्यावसायिक पाठ्यक्रम शामिल हैं।

The courses on SWAYAM are divided into 4 quadrants. These are

SWAYAM के पाठ्यक्रम को 4 चतुर्थांशों में विभाजित किया गया है। ये हैं

- Video lectures वीडियो व्याख्यान
- Specially prepared reading material that can be downloaded/printed विशेष रूप से तैयार पठन सामग्री जिसे डाउनलोड / मुद्रित किया जा सकता है
- Self-assessment tests through tests and quizzes परीक्षण और क्विज़ के माध्यम से स्व-मूल्यांकन परीक्षण और
- An online discussion forum for clearing the doubts. संदेह को दूर करने के लिए एक ऑनलाइन चर्चा मंच

There will be an assessment of the student at the end of each course through examination and the marks/grades.

परीक्षा और अंक / ग्रेड के माध्यम से प्रत्येक पाठ्यक्रम के अंत में छात्र का मूल्यांकन होगा

3. SWAYAM PRABHA (SWAYAM प्रभा)

SWAYAM Prabha is an initiative of the Ministry of Human Resources Development. It provides 32 High-Quality Educational Channels through DTH (Direct to Home) across the length and breadth of the country on a 24X7 basis.

SWAYAM प्रभा मानव संसाधन विकास मंत्रालय की एक पहल है। यह 24 × 7 के आधार पर देश की लंबाई और चौड़ाई में डीटीएच (डायरेक्ट टू होम) के माध्यम से 32 उच्च गुणवत्ता वाले शैक्षिक चैनल प्रदान करता है।

It has a curriculum-based course. It covers diverse disciplines. This is primarily aimed at making quality learning resources accessible to remote areas where internet availability is still a challenge. It publishes new content every day. Every content is repeated 5 times a day. So that student can choose their convenient time slot.

इसका पाठ्यक्रम आधारित है। इसमें विविध विषयों को शामिल किया गया है। यह मुख्य रूप से दूरस्थ क्षेत्रों में जहां इंटरनेट की उपलब्धता अभी भी एक चुनौती है, गुणवत्तापूर्ण शिक्षा संसाधनों को सुलभ बनाना है। यह हर दिन नई सामग्री प्रकाशित करता है। हर सामग्री को दिन में 5 बार दोहराया जाता है। ताकि छात्र अपना सुविधाजनक समय स्लॉट चुन सकें

Teaching support system Traditional, Modern and ICT based.

Teaching support system Traditional, Modern and ICT based.:- जो शिक्षक को पढ़ाने में साधन साहयता करते हैं उसको शिक्षण सहायक system बोलते हैं।
ये System तीन हैं।

- 1- Traditional system.
- 2- Modern system.
- 3- ICT based system.

Traditional Education system:-

Traditional Education system को कई नामों से जाना जाता है।
1- Back to basics.
2- Chalk to talk.
3- Conventional education.
4- Customary education.

Traditional Education system के संबंधित अन्य बातें:-

- 1- Traditional system का समाज में पहले प्रयोग होता था।
- 2- Traditional system teacher center education थी।
- 3- Traditional system rote learning और memorialization पर आधारित थी।

Traditional Education system के method:-

- 1- Direct Instructions and lecture.
- 2- Seat work.
- 3- Students learning through listening and observation.
- 4- Instructions based of note book.
- 5- Lectures.
- 6- Learning by writing.
- 7- Tasks of assignment.

Used of tools in Traditional Education system:-

1-		Black		board.
2-		Text		book.
3-				Chart.
4-				Picture.
5-				Poster.
6-				Map.
7-				Atlas.
8-				Global.
9-	Cards.	10-	Flip	cards.
11-		Work		sheet.
12-		Science		Lab.
13-				Models.
14-	Cross		words	puzzle.
15-				Question.
16-		Story		talking.
17-				Dramatizations.
18-		Play		role.
19-		by		Dictionary.
20-	Learning		with	toys.
21-	Oral test.			