

CTE-1,2,3,4,5

**Certificate Programme in the Teaching of English
as a Second Language**

ASSIGNMENT BOOKLET
Assignments for Courses CTE 1, 2, 3, 4 & 5
(For July 2024 and January 2025 sessions)

2024 -2025



School of Humanities
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110 068

Certificate Programme in the Teaching of English as a Second Language

Course Code: CTE

Dear Student,

We hope you enjoyed reading this course and found it useful in applying it to your teaching practice.

In order to help you understand the material better and prepare you for the examination later, we have an assignment for each of the courses. All the assignments are Tutor Marked Assignments (TMAs) and carry 100 marks each.

Aims: The TMAs are mainly concerned with your ability to understand the material and apply it meaningfully in your teaching. These assignments are as much a teaching device as a testing tool.

Guidelines: You will be required to answer the questions based on the units and your understanding of the teaching-learning process. Do not reproduce chunks of information from the units.

As in day-to-day life, planning is important in doing the assignments well. Read the assignments carefully; go through the units on which they are based; jot down some points regarding each question and then re-arrange them in a logical order. In an essay-type answer, allot adequate space to your introduction and conclusion. The introduction must tell the evaluator how you interpret the given topic and how you propose to develop it. The conclusion must summarize your views on the topic. **You should write in your own handwriting.**

Make sure that your answer:

- a) is logical;
- b) is written in simple and correct English;
- c) is written neatly and clearly.
- d) reflects your understanding of the teaching-learning situation.

Please remember that it is compulsory to submit your assignments before you can take the Term End Exams. Also remember to keep a copy of your assignments with you and do take a receipt from your Study Centre when you submit the assignments.

Last Date for Submission of Assignment:

For June Exam	31 st March
For December Exam	30 th September

Also remember that only one course can be taken from CTE-04 and CTE-05. In this assignment booklet we are including both of them but you should attempt only the one you have taken.

Good Luck!

Note: *Remember the submission of assignment is a precondition for appearing in the examination. If you do not submit the assignment on time, you will not be allowed to appear in the examination.*

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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**CTE-01: THE LANGUAGE LEARNER
(ASSIGNMENT)**

Maximum Marks: 100

Answer all questions

- 1 How does schooling i.e. formal education differ from the natural process of socialization in which a child acquires his/her L1? Discuss. 20

- 2 Do you agree or disagree with the view that the learner and learner variables/ characteristics like aptitude, intelligence, attitudes, motivation, etc. are significant in second language learning? Give reasons to support your answer. 20

- 3 What is code mixing and code switching? How can the mother tongue of children be gainfully exploited by the teacher in a classroom. Illustrate with suitable examples. 20

- 4 What is the role and status of English in India today? As a (potential) teacher of English, do you think English will assume greater significance in the future in the Indian educational system. 20

- 5 What are the limitations of Behaviourism as a learning theory in explaining the process of language acquisition? Discuss. 20

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**CTE-02: THE STRUCTURE OF ENGLISH
(ASSIGNMENT)**

Maximum Marks: 100

Answer all questions.

- 1 Say whether the following statements are True (T) or False (F). Correct the false statements briefly. 20
- i All native speakers of English are mutually intelligible to each other.
 - ii Overt linguistic devices are not necessary to understand the meaning of a text.
 - iii English in India replaced Persian and other languages from the areas of education, administration, trade and business.
 - iv Like RP, Indian English has 11 pure vowels and 6 glides.
 - v Accent and dialect are terms that can be synonymously used.
 - vi There are about 2 billion non-native speakers of English spread over different parts of the world.
 - vii Skimming and scanning help organize writing efficiently.
 - viii English utterances normally carried new information in the predicate.
 - ix Semantics is an independent branch within language study, which has one foot in grammar and the other in discourse.
 - x Textual context or 'co-text' is essential for meaningful discourse.
- 2a Write down the phonetic symbol for the vowel sounds represented by the underlined letters in the following words according to British R. P. 5
- | | | | |
|-----|------------------|----|------------------|
| i | <u>fe</u> llow | iv | su <u>r</u> face |
| ii | w <u>o</u> men | v | <u>o</u> utside |
| iii | bro <u>th</u> er | | |
- 2b Mark the stressed syllable in each sentence: 5
- i These excellent novels belong to my grandmother.
 - ii Do you have a pen to lend?
 - iii Open your book to page number 165.
 - iv The rain in Spain falls mainly on the plains.
 - v When I reached the station, the train had left.
- 2c Write a short note on Derivational Suffixes, giving examples wherever necessary. 10
- 3a Write a short note on **Conversion** as a morphological device. 10
- 3b Identify the type of negation in the following sentences. Justify your choice in a phrase or sentence. 10
- i They aren't at home.
 - ii Mr. Mittal has misplaced the file.
 - iii None of the singers was up to the mark.

- iv A little knowledge is a dangerous thing.
v Why haven't they been invited.
- 4a Form questions about those parts of the statements which are in CAPITAL letters. 5
- i NEW DELHI is the capital of India.
ii He goes for a walk EARLY IN THE MORNING.
iii John went for a film WITH HIS COUSIN.
iv He usually goes to the KALKAJI post-office.
v I would like some TOAST AND BUTTER for breakfast.
- 4b Supply question tags to the following statements: 5
- i Anju and Rajni are good friends.
ii You won't forget to give my message.
iii Stop making that noise.
iv He is an athlete.
v Rajeev and his friends hid my slippers.
- 4c Complete the following sentences with appropriate subordinate clauses and state what type of clause each is – i.e. noun, adjective, or adverb clause. 5
- i It is clear that.....
ii If we run
iii My English teacher, who
iv The movie which
v I don't know how
- 4d Fill in the blanks with *a/an* or *the*: 5
- i This house is very nice. Has it got garden?
ii It's a beautiful day. Let's sit in garden.
iii There isn't...airport near where I live.
ivnearest airport is 70 kms away.
v I'm going away for.....week in September.
- 5a Fill in the blanks with appropriate prepositions: 5
- Mother Teresa was born27th August, 1910.....Yugoslavia..... the age of twelve she wanted to become a nun. When she was nineteen, she arrivedIndia. Some months later, she went..... Patna to do a course in nursing.
- 5b Fill in the blanks with the correct form of the verb given in brackets: 5
- Last week, Rahul and Rashid (go) for a film. They not(book)the tickets in advance and (have) to face great difficulties. The film, however, (be) good and they.....(be) glad to have seen it.
- 5c Write a short note on Question Formation in English, giving examples where necessary. 10

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**CTE-03: TEACHING STRATEGIES
(ASSIGNMENT)**

Max. Marks: 100

Answer all questions.

- 1 Write short notes on the following. Give examples wherever necessary: 20
 - i Strategies of reading
 - ii The importance of supplementary readers
 - iii Extensive and intensive listening comprehension
 - iv Grammar for communication

- 2 A collaborative classroom is interactive and creates ways for proactive learning. But in order to organize an effective collaborative class a teacher needs to overcome certain problems. Discuss what problems there might be and how a teacher can overcome them. Provide examples from your experience. 10+10

- 3 In what sense is reading called a psycholinguistic guessing game? Explain, mentioning the knowledge and skills the learner requires to arrive at the meaning of a text. 10+10

- 4 “An efficient speaker of language needs much more than vocabulary, pronunciation and grammar of the language.” Discuss. Provide examples of four activities that you would organize to develop the spoken English of the learners. 5+15

- 5 What does the process-oriented approach to writing comprise? Explain with the help of an example of a writing task. 10+10

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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**CTE-04: TEACHING ENGLISH – ELEMENTARY SCHOOL
(ASSIGNMENT)**

Max. Marks: 100

Answer any five questions.

- 1 Write short notes on any *four* of the following: 20
 - i Analytic Evaluation
 - ii Identifying and helping children with visual impairment
 - iii Problems of underprivileged learners in learning English
 - iv The phonic method of teaching
 - v Critical listening comprehension
 - vi Grammar games and grammar practice activities

- 2 How can the present system of education be adapted to the needs of the underprivileged learners? Discuss. 20

- 3 Discuss the role of the teacher in helping the students master aural-oral skills in the class. Give examples of activities. 20

- 4 What are the similarities and differences in viewing reading as a skill and reading as a process? Discuss. 20

- 5 What is the basic philosophy of the process-based approach to the teaching of writing? How does the writing process help the children to evaluate their writing? 20

- 6 You have been asked by the Principal of your school to assess the spoken skill of the elementary school children. What aspects would you concentrate on? Why? 20

- 7 Do you agree that errors in writing are a natural part of the learning process? Give reasons. 20

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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**CTE-05: TEACHING ENGLISH – SECONDARY SCHOOL
(ASSIGNMENT)**

Max. Marks: 100

Answer all questions.

- 1 Write short notes on *any four* of the following: 20
- i Learners with visual disabilities
 - ii Skimming and scanning in reading comprehension
 - iii Difference between spoken and written language
 - iv Training in study skills is the job of a language teacher
 - v Student participation in Assessment

- 2 Study the poem given below and decide which grade/class (level of learners) would you teach it to. Justify your choice of level of learner by specifying aspects of the poem. Also prepare five questions/activities that you plan to use to teach the poem. 20

The boy was barely five years old. We sent him to the little school And left him there to learn the names Of flowers in jam jars on the sill And learn to do as he was told. He seemed quite happy there until Three weeks afterwards, at night, The darkness whimpered in his room. I went upstairs, switched on his light, And found him wide awake, distraught, Sheets mangled and his eiderdown Untidy carpet on the floor. I said "Why can't you sleep? A pain?"	He snuffled, gave a little moan, And then he spoke a single word: 'Jessica.' The sound was blurred. 'Jessica? What do you mean? 'A girl at school called Jessica, She hurts' – he touched himself between The heart and stomach – 'she has been Aching here and I can see her.' Nothing I read or heard Instructed me in what to do. I covered him and stroked his head. 'The pain will go, in time.' I said. <i>by Vernon Scannell</i>
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- 3 Why is spoken English important in a language curriculum? How would you use discussion and role play for enhancing the speaking skills of your learner? 8+12
- 4 What are the different types of writing? Discuss any four of them. 20
- 5 What are the advantages of grammar games? Discuss their feasibility in your class. How do grammar games and grammar practice activities differ from traditional grammar exercises? Explain with examples of each type. 20