

CTE – 3, 4, 5

**Certificate Programme in the Teaching of English
as a Second Language
for Bachelor Degree Programme (BDP)**

ASSIGNMENT BOOKLET
Assignments for Courses 3, 4 & 5
(For July 2018 and January 2019 Sessions)

2018 -2019



School of Humanities
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Maidan Garhi, New Delhi-110 068

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE**

**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
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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

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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
- | | |
|---|--|
| <p>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?</p> | <p>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></p> |
|---|--|
- 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