

CTE-1,2,3,4,5

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

ASSIGNMENT BOOKLET
Assignments for Courses 1, 2, 3, 4 & 5
(For July 2019 and January 2020 sessions)

2019 -2020



School of Humanities
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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 Write short notes on any **four** of the following: 20
- i. Age and second language acquisition
 - ii. Short term and long term memory
 - iii. Errors, mistakes and lapses
 - iv. Language Acquisition Device (LAD)
 - v. The notion of Interlanguage
- 2a Human beings have a special ability to learn languages. Give reasons to support your answer. 10
- 2b What is the difference between animal and human communication? Discuss. 10
- 3 There are four categories of cognitive style mentioned in Block 1 Unit 2. What are they? According to your experience in the classroom, what are the cognitive styles that best bring about language learning? You may take up case histories of any two students in answering this question. 20
- 4 Describe the main features of the Procedural Approach. How is it different from Chomsky's approach? 20
- 5 In about 250 words, write a short essay on Language and Power with specific reference to English. 20

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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**CTE-02: THE STRUCTURE OF ENGLISH
ASSIGNMENT**

Maximum Marks: 100

Answer all questions:

- 1 Study the role of English and the regional language in your town/city/state. Write a short report recording your findings about their use in education, business, administration, judiciary, media and social interaction. 20
- 2 Write briefly on *any four* of the following. Illustrate your answers: 20
- i. Standard language
 - ii. Bottom-up and Top-down approach for analysis of text
 - iii. Regular and irregular verbs
 - iv. Pure vowels and diphthongs
 - v. Inflectional paradigm of an adverb
- 3 Describe the factors that led to the Indianization of English. From the English you hear and read around you in India, find some typical examples of Indian English. Your examples should include sounds, phrases, grammatical constructions and lexical items other than those referred to in the lessons. What should your attitude be to Indian English as an English teacher? 20
- 4a What is the sentence pattern of each of the following sentences? The first one is done for you. 10
- i. Ashima ran fast. (Subject+Verb+Adverb)
 - ii. The boy fell on the floor.
 - iii. Alka felt lonely.
 - iv. Aditya believed the girl.
 - v. Meghna sent her mother a letter.
 - vi. Pooja is pretty.
 - vii. Maanik is waiting outside.
 - viii. The teacher scolded the student.
 - ix. They are crazy.
 - x. The children sang well.
- 4b What is the difference between simple, compound and complex sentences? Identify each of the following sentences as simple, compound or complex. 10
- i. He told me that he would be going to Bombay next week.
 - ii. She is very beautiful.

- iii. The girl whom you met last week came here looking for you.
- iv. I am going to the market.
- v. She will go to the party only if her father will drop her.
- vi. I think that you are right.
- vii. Finish your homework and put the notebooks back in your bag.
- viii. Madhu dreamt that she was flying an aeroplane.
- ix. Either you sit properly or you leave the room.
- x. Socrates held the universality of morality.

5a Differentiate between derivational and inflectional affixes. Identify the affixes in each of the following words and categorise them as derivational or inflectional.

10

- i. misinterpreted
- ii. unmanageable
- iii. civilizations
- iv. misdeeds
- v. decentralized

5b How are consonants described? Describe the consonants in the following English words. One is done for you.

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- mob
/m/
/b/ - voiced bilabial stop/plosive
- give
/g/
/v/
- sick
/s/
/k/

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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**CTE-03: TEACHING STRATEGIES
(ASSIGNMENT)**

Maximum Marks: 100

Answer all Questions:

- 1 Write short notes on *any four* of the following. Supply examples where necessary. 20
 - i. Post-reading tasks
 - ii. The skills of Skimming and Scanning in Reading
 - iii. Difference between spoken and written language
 - iv. Difference between Simulation and Role Play
 - v. Difference between Functional Syllabus and Situational Syllabus

- 2 What are the different phases of a listening lesson in the classroom? Choose a listening activity for class 6 and discuss in detail how you would conduct this activity in your classroom? 20

- 3 Discuss the importance of monitoring in teaching-learning? Give an instance of an action research you devised as a result of self-monitoring. 20

- 4 What is effective writing? Through a writing task you have designed, show how you would take your students through the process of writing to get them to write effectively. (You would need to discuss the process approach to writing). 20

- 5 Answer briefly *any four*: 20
 - a) The need for Course books in the classroom
 - b) Adapting materials to suit learner needs
 - c) Material focusing on the Communicative Approach
 - d) Need for evaluating and revising course materials from time to time
 - e) The role of Supplementary Reader in a language package

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**CTE-04: TEACHING ENGLISH – ELEMENTARY SCHOOL
(ASSIGNMENT)**

Maximum Marks: 100

Answer all questions:

- 1 Write short notes on *any four* of the following: 20
 - i. The different stages of learning according to Piaget
 - ii. Component skills for listening
 - iii. Experiential reading
 - iv. Advantages of grammar games
 - v. Features of handwriting development

- 2 Give three reasons why the primary/elementary school teacher should be prepared to tackle an enormously varied set of learners. Ask three primary teachers in your school/neighbourhood their experience of variation in the group of learners whom they teach. Do they make any special effort to tackle this? What do you learn from their responses? 20

- 3 Why is it important to focus on the spoken form of a language at the primary school? Suggest five ways in which spoken English can be developed in the classroom. 20

- 4 Having read the four different views about reading in Block3, Unit 9 which view do you think is the most comprehensive, and why? 20

- 5 What are some of the problems of children learning to write in the second language? What suggestions would you give a new teacher to overcome these problems? 20

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**CTE-05: TEACHING ENGLISH – SECONDARY SCHOOL
(ASSIGNMENT)**

Maximum Marks: 100

Answer all questions:

1. Write short notes on *any four* of the following: 20
 - i. Dyslexia
 - ii. Psychological preparation of an autonomous learner
 - iii. Retrieval Skills
 - iv. Analytic method of scoring
 - v. Authentic texts

2. If you had to author an English text book for the underprivileged learner, what things would you keep in your mind? Also suggest some themes you would use in the text. 20

3. Plan a speaking activity using all the three phases of a lesson for Class VII students. You may adapt some material from the text books that you are using in your school. 20

4. A young colleague of yours is marking compositions for the first time. What would you advise him/her to do? 20

5. Devise four vocabulary games that can be played in small groups of 4/5 students. These games should be for class 6 children. 20