

CTE-01, 02, 03, 04, 05

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

ASSIGNMENT BOOKLET
Assignments for Courses CTE 01, 02, 03, 04 & 05
(2022-2023)



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 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 Discuss the four categories of cognitive style mentioned in your study material. According to your experience in the classroom, which of them best bring about second language learning? 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 Describe the main features of the Procedural Approach. How is it different from Chomsky's approach? 20

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

Maximum Marks: 100

Answer all questions

1. (a) What do you understand by "language community" or "speech community"? 10
(b) In what way is English a language of prestige and power in India? 10

2. Write short notes on any *two* of the following:
10+10=20
 - (a) Implicit Negation
 - (b) Rhetorical Questions
 - (c) Possessive Pronouns

3. (a) Identify the root, prefix and suffix in the following words : 5
 - (i) illegitimately
 - (ii) irresolutely
 - (iii) uneatable
 - (iv) imperfection
 - (v) undistinguished

- (b) Write the comparative and superlative forms of the following words : 5
 - (i) good
 - (ii) wise
 - (iii) ugly
 - (iv) expensive
 - (v) graceful

- (c) Give the plural forms of the following words: 5
 - (i) tomato
 - (ii) aircraft
 - (iii) leaf
 - (iv) businessman
 - (v) city

- (d) Given below are some answers. Form wh-questions corresponding to the italicized parts therein. 5
 - (i) *January* is the coldest month of the year.
 - (ii) I am planning to go to *Mumbai* next month.
 - (iii) My brother is in *New York* these days.
 - (iv) I have *two brothers and one sister*.
 - (v) I went to Lucknow to *attend my friend's marriage*.

4. (a) Discuss **Conversion** as a morphological device. 10

(b) 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.

5. (a) Describe in detail the consonants of English. 10

(b) What are the factors which led to the Indianisation of English? 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: 5X5=20
- i Strategies of reading
 - ii The importance of supplementary readers
 - iii Difference between spoken and written language
 - iv. Difference between Simulation and Role Play
- 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. 20
- 3 What are the different phases of a listening lesson in the classroom? Choose a listening activity for your classroom and discuss in detail how you would conduct this activity? 20
- 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. 20
- 5 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

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

Max. Marks: 100

Answer *all* questions.

- 1 Write short notes on any *four* of the following: 20
 - i. Experiential reading
 - ii. Advantages of grammar games
 - iii. Identifying and helping children with visual impairment
 - iv. Problems of underprivileged learners in learning English
 - v. The phonic method of teaching

- 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' 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 do you understand by the term 'Process Writing'? Explain, with a suitable example, how you, as a teacher, would introduce process writing in a primary classroom. 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. Psychological preparation of an autonomous learner
 - ii. Retrieval Skills
 - iii. Learners with visual disabilities
 - iv. Skimming and scanning in reading comprehension
 - v. Difference between spoken and written language

- 2 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? 20

- 3 What are study skills? Why do learners need training in study skills? Does the English teacher need to be involved in teaching-learning these skills? Discuss. 20

- 4 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

- 5 Prepare a lesson plan to teach your students how to write an argumentative essay, using the process approach. You may choose any topic for your essay. 20