

CTE

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

ASSIGNMENT BOOKLET
Assignments for Courses 1, 2, 3, 4 & 5
(For July 2014 and January 2015 sessions)

2014 -2015



School of Humanities
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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 classroom.

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 The role of Ethnocentrism and Authoritarianism in second language learning
 - ii Three Stages Model of Human Memory
 - iii Classical conditioning and Operant conditioning
 - iv Standard Dialect
 - v Code Switching and Code Mixing
 - vi Language and Power

- 2 What do you understand by cognitive style? Discuss the four categories of cognitive styles that affect second language learning. **20**

- 3 What do you understand by bilingualism? Distinguish between co-ordinate, compound and subordinate bilinguals. Give examples to support your answer. **20**

- 4 What do you understand by error analysis? Discuss the causes which lead to errors in second language learning. **20**

- 5 What do you think of the Three Language Formula? Do you think it is useful and successful in the context of school teaching in your context? **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 Write short notes on the following: **20**
- i English as a language of prestige and power
 - ii Variation due to register
 - iii Speech Act
 - iv Grice's conversational maxims
- 2a Identify the number of syllables in the following words and mark the stress: **5**
- i Painter
 - ii Contain
 - iii Capital
 - iv Magnify
 - v Magnificent
- 2b Transcribe the following words using phonetic symbols: **5**
- fine, crowd, three, tolerate, peace
- 2c Describe the vowels of English. How are they different from consonants? **10**
- 3a Write short notes on the following: **10**
- i Conversion as a device of word formation in English
 - ii Compounds in English
- 3b Identify the type of prefix attached to each word given below: **5**
- i Costar
 - ii Inter-caste
 - iii Minibus
 - iv Ex-chief minister
 - v Disqualify
- 3c Identify free and bound morphemes in the following words: **5**
- Unreserved, creatively, frequently, pointless, imperfection

- 4a What are the factors that have led to the process of Indianization of English? Discuss giving examples. **10**
- 4b What is the difference between coherence and cohesion? Discuss the role of both in a text. **10**
- 5a Write short notes on the following: **10**
- i Types of negation in English
 - ii Question formation in English
- 5b Supply question tags to the following statements: **5**
- i She wasn't a student here,.....?
 - ii He did not lose the match,.....?
 - iii She is quite angry,.....?
 - iv Sheela work in a private company,.....?
 - v Let's do this work now,?
- 5c Make the *passive* sentences *active*. **5**
- i Plastic bags are sometimes eaten by turtles, because they look like jellyfish.
 - ii In some countries, turtles are caught by fishermen for food.
 - iii In some countries, dead turtles are sold to tourists by souvenir shop owners.
 - iv Live turtles are imported illegally by some rich countries.
 - v Turtles are poisoned by chemical waste in the sea.

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

Max. Marks: 100

Answer all questions

- 1 Write short notes on the following: **20**
- i Skimming and Scanning
 - ii What is Practitioner Research?
 - iii The Direct and Indirect approach to teaching conversation
 - iv Problems in teaching writing
- 2a Why is it generally said that teaching based on “Teacher Talk” should not be the predominant mode in the language class? Discuss. **10**
- 2b Why is it necessary to have pair work and group work as an important component of the teaching-learning process? What is the role of a teacher in an interactive class? **10**
- 3 Discuss some of the enabling skills which are common to both the development of reading and listening. **20**
- 4 Why is teaching of Grammar important? What are the current trends in teaching Grammar? **20**
- 5 Process-based research of writing has revolutionized its teaching. Refer to your experience of being a teacher and learner to comment on this statement. **20**

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

Max. Marks: 100

Answer all questions

- 1 Write short notes on the following: **20**
 - i Assessing listening comprehension
 - ii Your role as a primary school teacher
 - iii Grammar games – their advantages
 - iv Teaching English to underprivileged learners

- 2 Speaking is fun and useful. Form a small English-speaking club in your School or neighbourhood for children between 6 to 10 years of age. Design a programme for five sessions of one hour each. Include activities for spoken English and listening comprehension. **20**

- 3 You must have come across children with some disability or the other in your experience as a teacher/teacher aspirant. How did you help these children? In the light of Unit 3, Block 1, how would you now help these children? **20**

- 4 Select any theme that you think is suitable and design a whole writing programme based on it. Use topics from different subjects. Make it practical and feasible considering the constraints of the timetable and available resources. Suggest ideas for visual display as well as ideas for presenting the writings of your students. Think of a range of connected writing. Write a report in about 300 words of your plan and how you would conduct it in your classroom. **20**

- 5 Design reading games based on the ideas suggested in Block-3. Compile 6 games/activities for developing reading skills. It would be useful to categorize these at 3 level – i.e. games for initial learners, games for beginners, games for advanced readers. Mention the specific objective of each game as well as tips for classroom procedures and management. Suggest ideas which are enjoyable and yet help children develop some reading skill. Report. **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 Discrete and integrated items in grammar testing
 - ii Study skills – ‘Storing skills’
 - iii Teacher as a facilitator of learning
 - iv The underprivileged learners’ problems in learning English
 - v Reading in mother tongue and in a second/foreign language similarities and differences

- 2 What are the various sub-skills involved in Reading Comprehension? What tasks/activities will you set up for practicing these skills? Explain with examples. **20**

- 3 You have children of mixed abilities in your class, both gifted and handicapped. How do you react to them and deal with the challenges they present? **20**

- 4 Describe five types of writing tasks that are appropriate at the secondary level. Why do you think they are appropriate? **20**

- 5 Discuss ways in which you would improve and increase the vocabulary of the students in your class. Give two activities to illustrate your answer. **20**