

CTE

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

ASSIGNMENT BOOKLET
Assignments for Courses 1, 2, 3, 4 & 5
(For July 2015 and January 2016 sessions)

2015 -2016



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 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
AS A SECOND LANGUAGE**

**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 mother tongue in language teaching
 - ii Variation due to social class
 - iii Contrastive analysis
 - iv Consequences of bilingualism
 - v The Anglicist – Orientalist debate in the introduction of English in India
 - vi Learner readiness for language acquisition
- 2 Why are the learner characteristics/factors important to consider when designing a language curriculum? Discuss, giving your own experience as well. 20
- 3 Explore the communication system of the animal species and compare it to human language. What are the similarities and differences? 20
- 4a Distinguish between sensory, short-term and long-term memory. 10
- 4b What is aphasia? Describe the different types of aphasia mentioned in CTE-1 Block-2 and the related disabilities that ensue because of it. 10
- 5 Distinguish between the behaviourist and cognitivist view of error. Which view do you think is more useful and why. 20

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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 Speech act
 - ii Cohesion
 - iii Derivational suffixes
 - iv Nature of the predicate
- 2 What are the factors that have led to the process of Indianization of English? Discuss giving illustrations. 20
- 3 What is a standard dialect? What are the implications of calling one dialect the 'standard' variety of the language? Discuss, giving examples. 20
- 4a Identify the types of negation in the following sentences. Justify your choice in a phrase or a sentence: 10
- i They aren't at home.
 - ii Mr. Mittal has misplaced the file.
 - iii None of the singers were up to the mark.
 - iv A little knowledge is a dangerous thing.
 - v Why haven't they been invited?
 - vi She hates dogs because she was once bitten by a mad dog.
 - vii I am afraid I don't remember her address.
 - viii I disagree with her views.
 - ix He rarely helps others.
 - x Shocked at the news of his death, we rushed home.
- 4b What is a relative clause? Convert the following pairs of sentences into structures with a relative clause. 5+5
- i Green apples are grown in Kashmir. They are quite expensive.
 - ii The two girls are shopping. They are my colleagues.
 - iii You should not miss viewing the Chittrakoot falls. They are known as the Niagara of India.
 - iv You have been listening to Mozart. He was one of the world's finest composers.
 - v What was the name of the boy? He came here last night.

5a Mark the stress in the following words: 10

- i illustrate illustration
- ii academy academic
- iii photo photographer
- iv danger dangerous
- v rhetoric rhetorical

5b Explain with examples the uses of Question tags and Rhetorical questions. 10

**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 How to monitor our classes?
 - ii Interactional and transactional functions of language
 - iii Communicative approach to language teaching
 - iv Difference between speaking and writing
- 2 Take any English Reader that is used in schools. Clearly mention the title of the Reader and class it is used for. Look at one lesson from the reader and prepare a lesson plan on it. 20
- 3 As a teacher, when should you organize the class into 20
a) pairs b) groups c) individual work d) whole class work
- Describe **two** activities you could undertake with each type of class arrangement.
- 4 Using the Process based and the Interactive approach to writing, help children of class 7 to write a composition on 'Saving the Environment is my responsibility'. You must go through each stage of the Process approach. 20
- 5 What is meant by the term 'evaluation of materials?' Explain the main features of internal and external evaluation, giving examples. 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 Self-esteem and the young learner
 - ii Teaching English to the underprivileged learner
 - iii Creating opportunities for using the spoken language in the classroom
 - iv Experiential reading
 - v Features of handwriting development

- 2 What do you understand by listening for perception? Prepare two activities each for enhancing auditory perception at the sound level, at the word level and at the sentence level. 20

- 3 What is the difference between didactic method and the discovery method for teaching vowels and consonants? Consult CTE-4 Block-3 Unit 11. 20

- 4 How do you create a writing environment in the classroom? Give four activities which will motivate the young learner. 20

- 5 Why do you think grammar games are necessary especially for young learners? Provide examples of four grammar games that you could use in your class. 20

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

Max. Marks: 100

Answer all questions

1 Write short notes on the following: 20

- i Devices used for textual cohesion
- ii Advantage of grammar games
- iii Scoring procedure for an oral test
- iv Characteristics of a good language learner

2 What are the different kinds of material that can be used to teach listening? Outline the different stages of a listening class. Explain any one stage with examples. 20

OR

What are the features of an effective oral skills lesson? Explain with examples.

3 List some of the teaching objectives for reading at the secondary school level. Illustrate at least two different teaching objectives for reading through tasks/activities. 20

OR

Distinguish between 'dialect' and 'register'. What implications does the notion 'register' have for language teaching?

4 What criteria will you use to select vocabulary items for teaching? Elaborate with examples. 20

OR

How is the Process Approach to Writing an improvement over earlier methods? Explain with an example.

5 What is learner autonomy? Discuss strategies which would help your learner to be autonomous. 20