

CTE

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

ASSIGNMENT BOOKLET
Assignments for Courses 1, 2, 3, 4 & 5
(For July 2016 and January 2017 sessions)

2016 -2017



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
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**CTE-01: THE LANGUAGE LEARNER
(ASSIGNMENT)**

Maximum Marks: 100

Answer all questions

- 1 Write short notes on the following: 20
 - i Instrumental and Integrative motivation
 - ii Language Acquisition Device (LAD)
 - iii Language and Power in society
 - iv Short-term and long-term memory
- 2 Comment on the use of the mother tongue in the English class. Give examples from your class room situation. 20
- 3 What are some of the factors that affect second language acquisition? Discuss the role of age, sex, aptitude and attitude. 20
- 4 Explain the two different views to learner's errors. What implications do the two views have for the teaching learning process? 20
- 5 What is a Standard language? Explain the process of standardization with examples. 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, giving examples where necessary: 20
- i Top-Down approach for analyzing a text
 - ii Stress and Rhythm in connected speech
 - iii Determinants of 'register'
 - iv Structure of open questions
- 2a Briefly discuss the process of Indianization of English. 10
- 2b As an English teacher, do you feel that there is a need for 'Standard Indian English'? Justify your answer with the help of illustrative examples. 10
- 3a Identify 'free' and 'bound' morphemes in the following words: 05
- symbolic, carefree, outside, untidy, glasses
- 3b Transcribe the following words using phonetic symbols: 05
- English, familiar, though, multiply, ice
- 3c Identify the number of syllables in the following words and mark the stress: 10
- docile, precise, celebrate, ago, determine
- 4 Discuss with examples the differences between the given pairs: 4x5=20
- i Second language and Foreign language learning
 - ii Inflectional and Derivational affixes
 - iii Semantically negative and Structurally negative sentences
 - iv Relative clauses and Appositive clauses
- 5a Supply questions tags to the following statements: 5
- i You will post this letter today,.....?
 - ii He went to the hospital for an X-ray,.....?
 - iii They can't break the rules,.....?
 - iv You are coming to the function,.....?
 - v We keep our house clean, ,.....?

- 5b Identify the sentences as Simple, Complex and Compound: 5
- i The new earthen pot broke while Mamta was watering the plants.
 - ii I like to read novels but my children do not.
 - iii The most commonly used reference book is the dictionary.
 - iv The fumes which come out of the cigarette contain a number of chemical substances.
 - v My friend wants to be a pilot.
- 5c Divide the following words into morphemes. Indicate the order in which they are added. (for example in the word 'impossibility' the morphemes are added in the following order : 5
- Possible → impossible → impossibility
- Unfortunate, discolouration, reduction, indirect, unthinkable
- 5d How many different vowel sounds does the letter **a** have in the following words? 5
- cast, band, rate, raw, aunt

**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 The phases of a listening lesson
 - ii Differences between spoken and written language
 - iii Problems in teaching writing
 - iv The Direct and Indirect approach to teaching conversation

- 2 What do you mean by “monitoring instruction”? How can self-monitoring be of help in the professional growth of teachers who are already experienced? 20

- 3 Why is teaching of Grammar important? What are the current trends in teaching Grammar? 20

- 4 Process-based research on writing has revolutionized its teaching”. Refer to your experience of being a teacher and learner to comment on this statement. 20

- 5 What are some of the reading problems that students face? Suggest ways of rectifying two of the problems. 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 Underprivileged learners' problems in learning English
 - ii The Piagetian stages of learning
 - iii Experiential reading
 - iv Writing across the curriculum

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

- 3 Prepare four activities for an integrated listening-speaking test for students of class 5. The test should be for 30 minutes. 20

- 4 What is the teacher's role in helping a child develop good handwriting? Give examples from your own experience. 20

- 5 What is the difference between process writing with beginners and with more advanced learners? 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 A teacher is a facilitator of learning
 - ii Scoring procedure for an oral test
 - iii Difference between dialect and register
 - iv Impressionistic and analytical method of grading writing
- 2 Why do you think it is important for learners to learn on their own? What are the teaching strategies you need to use in order to help students become good language learners? 20
- 3 Choose a short lesson from a school textbook. How would you use it to teach reading comprehension to Class ix students? You may write about the following: 20
- i Any pre-reading activity?
 - ii Whether the class reads silently or whether individual children are asked to read aloud.
 - iii Mode and type of questions asked
 - iv Classroom arrangement
 - v Learner participation
 - vi Post-reading activities
 - vii Project work
- 4 What is new about the teaching of grammar today? Prepare four activities of your own using the new approach to Grammar teaching. 20
- 5 Speaking and listening are neglected areas in second language acquisition/learning. You want to propose that they should be included in the formal syllabus of classes 6 to 8. Write a proposal to your principal in about 250 words. Your Proposal should include: 20
- i Rationale for inclusion
 - ii What should be the course content?
 - iii How should the skills be taught? (Pre, While, Post phase)

Refer to the relevant units when you answer the question.