

CTE

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

ASSIGNMENT BOOKLET
Assignments for Courses 1, 2, 3, 4 & 5
(For July 2017 and January 2018 sessions)

2017 -2018



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 Alexia | |
| | ii Register | |
| | iii Difference between aptitude and attitude | |
| | iv Classical conditioning | |
| 2 | What is the difference between errors, mistakes and lapses? Do you feel that it is important for a teacher to identify them in order to help the students to rectify them? Discuss. | 20 |
| 3 | What are the factors which lead to variability in language? As a teacher how do you cope with variability in the classroom? Discuss. | 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 the role of the English language. | 20 |
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**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 Locutionary, illocutionary and prelocutionary acts | |
| | ii The role of paragraphing in discourse | |
| | iii Cohesion and coherence | |
| | iv Standard Indian English | |

2 What do you mean by “Indianization of English”? What are the factors which have led to the Indianization of English? 20

3(a) Correct the following sentences: 5

- i Although they are very busy, they will refuse to help you.
- ii The doctor referred the case to his friend, he who lives near my office.
- iii I’m understanding the lesson perfectly now.
- iv Is this the book whom you were looking for?
- v Either John or Williams have stolen my book.

3(b) Complete the following sentences with appropriate subordinate clauses, and state what type of clause each is, i.e. noun, adjective/relative or adverb clause. 10

- i I don’t know.....
- ii I don’t like stories.....
- iii, all the people stood up to greet him.
- iv Earth is the only planet.....
- v I reached the station.....

3(c) For each word given below, insert the correct prefix to express the kind of meaning indicated. 5

- i bitter (to make bitter)
- ii blaze (on fire)
- iii firm (weak in health)
- iv associate (reversative)
- v noon (time)

4a Fill in the blanks using the correct form of the adjective underlined: 5

- i The weather wasn’t very good yesterday, but it istoday.
- ii The bag is heavy, but the suitcase is.....
- iii The child is getting from bad to
- iv disasters have happened in my life, don’t trouble me any more.
- v The prices were high enough. With the inflation, they have shot up even.....

4b Starting with the root given, go through the steps indicated, adding the appropriate affix at each step. Look at the example before attempting the question. 5

Example: agree > negative (disagree) > noun (disagreement)

- i regular > negative > noun
- ii compromise > adjective > negative
- iii legal > negative > noun
- iv nation > adjective > noun
- v month > adjective > number prefix

4c Make two sentences with the following words, once as a compound, and the other as a phrase: 10

Black box, green house, white paper, white collar, strong hold

5a Insert appropriate prepositions in the blanks: 5

- i Have you ever beenJapan?
- ii I'm just comingLondon, after spending two expensive weeks there.
- iii I opened the door and went out.....the room.
- iv Mr. Anand's house isthe post office and the church.
- v Our flat isthe second floor of the building.

5b Write a short note on 'Conversion'. 10

5c Form wh-questions from the statements given below, using the question words given in the brackets: 5

- i Rohit is drinking hot chocolate. (what)
- ii The hotel was destroyed by the fire. (how)
- iii She met Renu at the station. (where)
- iv The little child let out the secret. (what)
- v The librarian selected "Black Beauty" for the library. (which)

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

Max. Marks: 100

Answer all questions

- 1 Distinguish between: 20
- i Fluency and Accuracy
 - ii Oral Communication and Written Communication
 - iii Information routines and interaction routines
 - iv Appropriacy and Authenticity
- 2 Define briefly and clearly any 5 of the following. Supply examples where necessary: 20
- i Turn taking
 - ii Ice breakers
 - iii Simulation
 - iv Role play
 - v Pre-communicative activity
 - vi Negotiation skills
 - vii Functional syllabus
- 3 What kind of language activities lend themselves to group work in the class room? How would you organize and monitor group work in your classroom? What are the specific advantages of group work? How would you resolve a few problems that might crop up during group work? 20
- 4 What aspects of teaching learning should you monitor and how? Give an instance of any aspect of teaching - learning that you devised as a result of self monitoring. 20
- 5 What are the objectives of a Reading programme? Discuss the enabling skills that help students to develop efficient reading techniques. 20

**CERTIFICATE PROGRAMME IN THE TEACHING OF ENGLISH
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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 Vocabulary development at class 4 level
 - iii Suggestions for improving articulation
 - iv The importance of music in teaching oral skills
- 2 Write a brief description of the disabilities that some of the children in your class could have. How would you identify children with visual impairment? What would you do to help them in the classroom? What suggestions would you make to the parents? 20
- 3a What is listening comprehension? How would you integrate listening based activities into different areas of the curriculum? 10
- 3b Write a brief note on types of listening on the basis of their functions. 10
- 4 Discuss the difference between reading as a skill, reading as a process and reading as comprehension. 20
- 5 What is writing across the curriculum? Suggest two writing activities that children can integrate with the science lesson. 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 The teacher's role in effective learning of English by the underprivileged learner
 - ii The hazards of organizing group work with inadequate planning
 - iii Listening for listening's sake vs. listening for language development
 - iv We do not speak as we write and we do not write as we speak.
 - v Developing interactional skills for speaking
 - vi Listening perception and ways to develop it

- 2 Based on a portion of your textbook prepare a reading lesson while taking into consideration the three stages i.e. pre-reading, while-reading and post-reading. Write down the activities and the expected responses. 20

- 3 Prepare a plan for a listening lesson based on a news item. Your plan would integrate listening with speaking, reading and writing. 20

- 4 You have to teach your students the skill of reporting. Design a writing lesson complete which the activities you would organize for difference stages of the writing process. 20

- 5 You are addressing English teachers of the old school who firmly believe in the efficacy of rules and drills alone in a grammar class. How would you convince them that grammar games can help to learn the language much more easily and effectively? Provide a few examples. 20