

**CERTIFICATE PROGRAMME IN
FUNCTIONAL ENGLISH (CFE)**

Term-End Examination

December, 2016

00414

BEG-005 : ENGLISH IN EDUCATION

Time : 3 hours

Maximum Marks : 100

Note : All questions are compulsory.

1. Read the passage given below and answer the questions that follow :

The task-based approach to language teaching has evolved in response to a better understanding of the way languages are learnt. Traditionally, language learning has been regarded as a process of mastering a succession of steps, each one building on the one before. Teachers present the target language in ready-to-assimilate pieces, starting with the easy parts and gradually moving towards the harder parts. Learners must master each part and incorporate it into their knowledge of the target language. The PPP model of language teaching

(‘presentation, practice, performance’) is based on the assumption that a language is best presented to learners as a syllabus of structures, and that through controlled practice a fluent and accurate performance of the ‘structure of the day’ can be achieved. Errors are evidence of poor learning, requiring more PPP treatment.

In contrast, the contemporary view of language learning, based upon research findings in both linguistics and psychology, is that learners do not acquire the target language in the order it is presented to them, no matter how carefully teachers and textbooks organize it. Language learning is a developmental, organic process that follows its own internal agenda. Errors are not necessarily the result of bad learning, but are part of the natural process of interlanguage forms gradually moving towards target forms.

Such a view of language learning has profound implications for language teaching, and has led to the development of various task-based

approaches. These approaches are somewhat disparate, but they share a common idea: giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language learning process. By engaging in meaningful activities, such as problem-solving, discussions, or narratives, the learner's interlanguage system is stretched and encouraged to develop. Interactive tasks are sometimes considered particularly beneficial, especially the information-gap type, in which learners have to transfer information to a partner who does not have it. These tasks rely on a successful transfer of meaning in order to be completed, and are supposed to focus the learners' attention more closely on the comprehensibility of the language they and their partners are using, thus increasing the likelihood that interlanguage forms will be pushed towards target language norms. The danger in a task-based approach to teaching is that learners might be encouraged to prioritize a focus on meaning over a focus on form, and thus be led to use fluent but unchallenging or inaccurate

language. Because language does not have to be well-formed in order to be meaningful, it is easy to see how learners could successfully complete a task using ill-formed or undemanding language, supplemented by gesture and intonation, rather than trying out their 'cutting edge' interlanguage.

The challenge for a task-based pedagogy, therefore, is to choose, sequence, and implement tasks in ways that will combine a focus on meaning with a focus on form. One has to balance the development of fluency with accuracy and interlanguage restructuring. Willis has produced a detailed practical framework for the task-based classroom in which learners are led through cycles of task planning, performance, repetition, and, finally, comparison with native-speaker norms. Other experts have shown that giving learners time to plan before they begin a task significantly increases the complexity, accuracy, and fluency of the language they use, and that these effects increase in relation to the cognitive difficulty of the task.

(a) After reading the passage, complete the sentences given below :

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- (i) The traditionally accepted view on language learning was that _____ .
- (ii) According to _____ if students practice how to use structures, they can have a good control on language.
- (iii) The present day view on how language is learnt is that _____ .
- (iv) The main focus of the task-based approaches is on _____ .
- (v) With the help of activities such as _____ , the learner's interlanguage system is stretched and encouraged to develop.
- (vi) Interactive tasks in which students are paired and focus is on language development and use are quite beneficial as learners are required to _____ .
- (vii) The drawback of task-based approaches is that _____ .
- (viii) In order to achieve success in using the task-based approach it is necessary to _____ .
- (ix) Giving students time to prepare for a task is advantageous because it helps them to _____ .
- (x) Errors are a part of the natural process of learning as they _____ .

(b) State whether the following statements are *True* or *False* :

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- (i) The task-based approach is one of the oldest approaches to language learning.
- (ii) According to the PPP theory, if students make errors it means they are not learning.
- (iii) The student's language learning system develops when he/she participates in interactive tasks.
- (iv) A task becomes more complex and its difficulty level increases if learners are given time to plan before they begin it.
- (v) The task-based approach should try to achieve both – meaning and form.

(c) Fill in the blanks with the most appropriate words from those given below. There are more words than you can use. You may change the form of the word, if required (e.g., assimilate – assimilation).

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| traditional, accurately, psychology, system, priority, implement |
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- (i) There are many social and _____ factors that affect children's learning and performance in school and must not be overlooked.
- (ii) To be successful in completing a project satisfactorily, one must approach it _____.
- (iii) _____ of government policies on child labour requires grit and determination.
- (iv) Language has to be used _____ to convey meaning and be intelligible.
- (v) Schools and colleges have decided to give top _____ to the Prime Minister's Swachh Bharat Abhiyan.

2. Fill in the blanks with the adverbs chosen from the ones given below. You may use an adverb more than once.

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speedily, slowly, reluctantly, never, firmly, hastily, carefully, always, repeatedly, slowly

Ramu began his daily trip to the wholesale market by getting on to National Highway 75. He drove quite _____ (a) for half an hour. Soon he realised that he was driving very _____ (b) whereas other vehicles were driving past him _____ (c). The speed limit

was 60 kilometres an hour and they were driving at 10. He decided to speed up.

He overtook a car that was moving _____ (d), though he was in a 'no overtaking' zone. In a few seconds, he saw a light flashing _____ (e) behind him, signalling him to stop. He knew it was the traffic police. He pulled up on the side quite _____ (f). He was upset with himself for being so careless for he was normally one who _____ (g) broke traffic rules. The policeman spoke to him very gently but _____ (h) and asked him for his driving license. _____ (i), Ramu started looking for it in his wallet. But, the license that was _____ (j) kept in the wallet wasn't there !

3. Use the correct degree of adjectives given in the brackets :

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- (a) This is the _____ (good) class I've ever attended.
- (b) The _____ (important) thing we should remember about life is that there will always be ups and downs.
- (c) The _____ (long) you wait for your result, the more nervous you get.
- (d) Eve teasing is a _____ (serious) crime.

- (e) Rashmi is _____ (helpful) than her sister Rohini.
- (f) The bag I had to carry was _____ (heavy) than the one Ashok was carrying.
- (g) The red dress is _____ (attractive) than the green one.
- (h) Ten thousand rupees is a _____ (big) amount to lose.
- (i) Sometimes old people can be _____ (troublesome) than children when it comes to eating food.
- (j) The roses blooming in my garden are _____ (pretty) than those in the rose garden.

4. Identify the main clause in the sentences given below. Write the main clause only in your answer book.

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- (a) My roommate is a girl from Rajasthan who is studying to be a Chartered Accountant.
- (b) When I looked at my watch, I realised I was very late for the meeting.
- (c) I must return the book, which I borrowed from my teacher last week, to her today.
- (d) I know that Roopali is a very good singer.
- (e) We sat down to rest as we were tired of walking.

5. Use linkers to join the phrases or sentences given below :

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- (a) I love reading her poems. They are so reflective.
- (b) Why did you decide to leave your village ?
Life is so peaceful there.
- (c) I am planning to visit Goa. Its beaches are heavenly.
- (d) You want to get good marks. You must work hard.
- (e) Are you good at Maths ? Are you good at English ?

6. Fill in the blanks with the correct prepositions. You may choose a preposition more than once. Choose from the box.

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| above, through, upon, at, before, in, on, for, after, within |
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- (a) The thieves succeeded _____ escaping from the clutches of the police.
- (b) I waited _____ a long time for the bus. When it did not come I started walking home.

- (c) Dr. Tyagi checked his phone for any messages _____ leaving the hospital.
- (d) As soon as the team arrived _____ the venue it had to play its first match.
- (e) When the train was passing _____ the tunnel it became pitch dark inside.
- (f) What happened in Anil's life _____ he reached the age of fifteen is amazing.
- (g) The aircraft is now moving _____ the snow clad Himalayas.
- (h) The little pup sat _____ its mother's back.
- (i) I live _____ the first floor of a multistoried housing complex.
- (j) The mountaineer was welcomed warmly when she returned home _____ conquering Mt. Everest.

7. Rural Employment Schemes are in principle very good. However, many people living in rural areas complain that neither training nor the benefit of a job is available to most. Write arguments for and against the schemes. Suggest other schemes that could uplift people living in villages.

(200 words) 20

8. Imagine you are the Secretary of the college 'Swachch Bharat' Society. Recently the college held a cleanliness drive in the colonies around the college in which a large number of residents also participated. Write a report of the event for your college magazine mentioning how the drive benefitted everyone.

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