

CTE – 3, 4, 5

**Certificate Programme in the Teaching of English
as a Second Language
for Bachelor Degree Programme (BDP)**

**ASSIGNMENT BOOKLET
Assignments for Courses 3, 4 & 5
(For July 2019 and January 2020 sessions)**

2019 -2020



School of Humanities
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Maidan Garhi, New Delhi-110 068

Certificate Programme in the Teaching of English as a Second Language

Course Code: BDP/CTE/2019-20

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-03: TEACHING STRATEGIES
(ASSIGNMENT)**

Maximum Marks: 100

Answer all Questions:

- 1 Write short notes on *any four* of the following. Supply examples where necessary. 20
 - i. Post-reading tasks
 - ii. The skills of Skimming and Scanning in Reading
 - iii. Difference between spoken and written language
 - iv. Difference between Simulation and Role Play
 - v. Difference between Functional Syllabus and Situational Syllabus

- 2 What are the different phases of a listening lesson in the classroom? Choose a listening activity for class 6 and discuss in detail how you would conduct this activity in your classroom? 20

- 3 Discuss the importance of monitoring in teaching-learning? Give an instance of an action research you devised as a result of self-monitoring. 20

- 4 What is effective writing? Through a writing task you have designed, show how you would take your students through the process of writing to get them to write effectively. (You would need to discuss the process approach to writing). 20

- 5 Answer briefly *any four*: 20
 - a) The need for Course books in the classroom
 - b) Adapting materials to suit learner needs
 - c) Material focusing on the Communicative Approach
 - d) Need for evaluating and revising course materials from time to time
 - e) The role of Supplementary Reader in a language package

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

Maximum Marks: 100

Answer all questions:

- 1 Write short notes on *any four* of the following: 20
 - i. The different stages of learning according to Piaget
 - ii. Component skills for listening
 - iii. Experiential reading
 - iv. Advantages of grammar games
 - v. Features of handwriting development

- 2 Give three reasons why the primary/elementary school teacher should be prepared to tackle an enormously varied set of learners. Ask three primary teachers in your school/neighbourhood their experience of variation in the group of learners whom they teach. Do they make any special effort to tackle this? What do you learn from their responses? 20

- 3 Why is it important to focus on the spoken form of a language at the primary school? Suggest five ways in which spoken English can be developed in the classroom. 20

- 4 Having read the four different views about reading in Block3, Unit 9 which view do you think is the most comprehensive, and why? 20

- 5 What are some of the problems of children learning to write in the second language? What suggestions would you give a new teacher to overcome these problems? 20

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

Maximum Marks: 100

Answer all questions:

1. Write short notes on *any four* of the following: 20
 - i. Dyslexia
 - ii. Psychological preparation of an autonomous learner
 - iii. Retrieval Skills
 - iv. Analytic method of scoring
 - v. Authentic texts

2. If you had to author an English text book for the underprivileged learner, what things would you keep in your mind? Also suggest some themes you would use in the text. 20

3. Plan a speaking activity using all the three phases of a lesson for Class VII students. You may adapt some material from the text books that you are using in your school. 20

4. A young colleague of yours is marking compositions for the first time. What would you advise him/her to do? 20

5. Devise four vocabulary games that can be played in small groups of 4/5 students. These games should be for class 6 children. 20