

English Language Teaching
(One Year P. G. Diploma Course)

Assignment

for Term End Examination, June 2016

Paper - I

Full Marks : 100

Weightage of Marks : 30%

Special credit will be given for accuracy and relevance in the answer. Marks will be deducted for incorrect spelling, untidy work and direct lifting from Study Materials.

The weightage for each question has been indicated in the margin.

Section – A

Answer any **two** of the following questions : 18×2=36

- A.1. Analyze structuralist criticism of Traditional Grammar. What is your view on Fallacies of Traditional Grammar with reference to Latinate Fallacy ? 10+8
- A.2. Define Communication. How far does Information Theory work with reference to English Language Teaching in classroom situation ? 6+12
- A.3. Judge Macaulay's Minutes and show its significance with reference to English Language Teaching in India during British East India Company rule in India. 6+12
- A.4. "Mudaliar Commission did in terms of Secondary Education what Radhakrishnan Commission had done in terms of University Education in Post-independence

P.T.O.

W-1

India." Do you think so ? Justify your answer with reference to a comparative study of both the commissions.

2+16

Section – B

Answer any **three** of the following questions : 12×3=36

- B.1. The year 1854 is a landmark year with reference to English Language Teaching in India. What changes in the education system were effected in the consequence ?
- B.2. Judge the position of English in School Education of India with reference to Kothari Commission and New Policy of Education 1986.
- B.3. Define Computer Aided Language Learning (CALL). How can you apply it in your English Language Teaching classroom situation ?
- B.4. Define Morphology. How would you teach the difference between 'Free Morpheme' and 'Bound Morpheme' in your English Language Teaching class ? Exemplify. 3+6+3
- B.5. Comment on Communicative English Teaching and Learning with reference to its method and application in Indian school education.
- B.6. Comment on 'Method' and 'Application' of Transformational Generative Grammar in classroom situation.

Section – C

Write short notes on any **four** of the following : 7×4=28

- C.1. Network-Based Language Teaching (NBLT).
- C.2. Grammar Translation Method of Teaching English Grammar.

(3)

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- C.3. 'Symbol', Index and Icon as projected in English Literature.
 - C.4. Saussure's concept of 'Langue' and 'Parole'.
 - C.5. Concept of 'Derivation' and 'Inflection' in Morphology.
 - C.6. Hunter Commission and its recommendations for Educational Development in India.
 - C.7. Programme of Action (POA-1992) on National Policy of Education (NPE) - 1986.
 - C.8. Communicative Competence and Communicative Performance.
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English Language Teaching**(One Year P. G. Diploma Course)****Assignment****for Term End Examination, June 2016****Paper - II**

Full Marks : 100

Weightage of Marks : 30%

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Group – AAnswer any **two** of the following questions : 18×2=36

1. Discuss English vowels elaborately. Show their positions drawing the vowel diagram.
2. Discuss in details, about the vowel glide.
3. What do you know about the *Air-stream Mechanism* as used in human speech ?
4. What are the supra-segmental features of phonetics ? Discuss in details.

Group – BAnswer any **three** of the following questions : 12×3=36

1. What are the salient features of Indian English ?
2. What do you mean by *Allophone* ? Is there any difference between *Phoneme* and *Allophone* ?
3. What is C-R (Consciousness-Raising) Grammar ? Who was the proponent of C-R Grammar ? What is its role in as an aid to learning ?

W-2

P.T.O.

4. Classify English consonants on the basis of three term label.
5. What should be the ideal and appropriate syllabus for teaching pronunciation skill ?
6. What is the difference between open and close vowels. Give examples in each case. Show them in the vowel diagram.
7. Write short notes on **any four** of the following : 3×4=12
 - i) Velaric Air Stream Mechanism.
 - ii) Cardinal Vowels.
 - iii) Weak form of Vowels.
 - iv) Glottis.
 - v) Noun Phrase and Verb Phrase.
 - vi) Changing trends of pronunciation teaching from 1940's to 90's.
 - vii) Fricatives.
 - viii) Pulmonic Air Stream Mechanism.

Group – CAnswer any **four** of the following questions : 7×4=28

1. i) Give three-term label of the following sounds :
/ ʒ /, / ʃ /, / θ /, / ʧ /, / L / / p /, / d /
ii) Give phonetic symbols to match the following sounds :
a) Voiceless bilabial plosive, b) Voiced dental fricative,
c) Voiced alveolar lateral, d) Voiced bilabial nasal,
e) Voiceless labiodental fricative.
2. Write three term label of the consonants of the following words :
i) Temple, ii) Rumour, iii) University, iv) Electric, v) Vision,
vi) Garage, vii) Slaughter house.

(3)

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3. Write difference between —
 - i) Plosive and Affricate.
 - ii) Affricate and Fricative.
 - iii) Plosive and Nasal.
4. What is the difference between *Dental* and *Labio-dental Fricatives* ?
5. Give your view regarding *Linguists' Grammar, Teachers' Grammar* and *Learners' Grammar*.
6. Give tree diagram to analyse the followings NPs :
 - i) A never-to-be-forgotten experience.
 - ii) Many of the World's famous artists.
 - iii) Nehru Gold Cup football tournament.
 - iv) All those utterly fruitless afternoon meeting.
 - v) Half of the PGDELT participants.
 - vi) The St. Paul's Church.
 - vii) A very large piece of fish.
7. Give tree-diagram to analyse the following VPs.
 - i) Rina could have been won the Badminton Match.
 - ii) Ram has been residing in this locality since 2000.
 - iii) Dr. Farnandez has been teaching English for the last twenty years.
 - iv) She has written two books of poems.
 - v) Yesterday I met a beggar on road.
 - vi) They had been suffering from acute cough two years ago.
 - vii) He is the Associate Professor of Pune University.
8. Write T/F for each of the following sentences :
 - i) Velum refers to the soft palate.
 - ii) All the vowels are articulated when there is no vibration in vocal cords.

P.T.O.

PGDELT-2A

(4)

- iii) All the nasals are voiced sounds.
- iv) All the plosives are voiceless sounds.
- v) / h / is a glottal sound.
- vi) Teachers' Grammar mainly makes valuable insights of linguistics.
- vii) Sibilants refer to fricatives and affricates both.

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(One Year P. G. Diploma Course)

Assignment

for Term End Examination, June 2016

Paper - III

Full Marks : 100

Weightage of Marks : 30%

Special credit will be given for accuracy and relevance in the answer. Marks will be deducted for incorrect spelling, untidy work and direct lifting from Study Materials.

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Section – A : Reading 20 marks

1. Read the text below and answer the questions that follow :
Silent Spring

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveller's eye through much of the year. Even in winter the roadsides were places

of beauty, where countless birds came to feed on the berries and on the seed heads of dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall, people travelled from great distances to observe them. Others came to fish in the streams which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells and built their barns. Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community : mysterious maladies swept the flocks of chickens: the cattle and sheep sickened and died. Everywhere there was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

There was a strange stillness. The birds, for example — where had they gone ? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. The mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens and scores of other bird voices, there was now no sound; only silence lay over the fields and woods and marsh.

(3)

PGDELT-3A

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs — the litters were small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim spectre has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we shall all know.

P.T.O.

PGDELT-3A

(4)

- a) The author's main purpose in writing this story is— (2)
- to entertain readers
 - to present important information
 - to give a warning
- b) Which paragraph describes the colours of spring ? Which paragraph describes the sounds of spring ? (2)
- c) What happened to — (8)
- the birds ?
 - the farmer's relatives ?
 - the town's children ?
 - the apple blossom ?
- d) The words 'science' and 'technology' are not used in the story. Find a place in the story where the author seems to refer indirectly to science and technology. (2)
- e) List the phrases used by the author to describe the tragedy. (4)
- f) How does the author argue that these are not imaginary sufferings ? (2)

Section – B : Writing

40 marks

2. Write a composition on the skills and qualities of a good English teacher. 20
3. Imagine you are a student at the school you teach in now. Write a letter to a friend saying what you think of the school and how you would like it to change. 10
4. Write a short autobiography of your own. Include information on your home environment, your first memory, your family, etc. 10

(5)

PGDELT-3A

Section – C : Speaking 20 marks

5. Speak for two minutes on any one of the following topics : 10
- Your ideal speaker
 - Challenges in language teaching
 - Using films for improving communication skills in English
6. Group discussion on any one of the following topics : 10
- Open and Distance Learning — the most effective mode of education today.
 - Student politics should be banned in educational institutions.
 - Competitors are not rivals.

Section – D : Listening 20 marks

7. Listen to the text where a British teacher talks about some of her professional relationships. Look at the list of people below and then put a tick next to those she mentions : 10
- Pupils / Children
 - School assistants
 - Classes
 - Friends
 - Educational authorities
 - Colleagues
 - Parents
 - School inspectors
 - Headmaster
 - Administrators

Now copy the ticked answers in your answer booklet.

P.T.O.

PGDELT-3A

(6)

8. Listen to the text again and choose the correct options : 10
- The British teacher's job was quite a (pleasing / shocking) experience.
- The arrival of the inspectors on (Friday / Thursday) was an (unnerving / amusing) experience.
- She considered education to be a (two-way / three-way) partnership.
- The (pupil/atmosphere) in her classroom is all important.

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Unit 6*2 Listening*

1

My first job was an utterly disastrous experience. I only stayed a week, because the headmaster hated me and I hated him. He came into my room about every ten minutes or so and kept saying, “Why aren’t they writing in ink ? Why aren’t they doing joined-up writing? Why aren’t they doing harder sums ?” And there was I with 40 tough little kids trying to get on top of them. I’m not saying that there weren’t faults on my side, but it was a very unnerving experience. On the Thursday I rang the education office and said that I couldn’t stay there. The head had apparently rung the office too.

So, on Friday, the inspector arrived. It was a very amusing experience. He came into the room and had a few fatherly words with me and said, ‘I’ll show you how to control the class.’ He clapped his hands and started to talk, but the children just called out ribald remarks. They really were tough little kids. So he quickly realised that he wasn’t going to be able to do anything with them, certainly not show off to a younger teacher. As he fled, he turned in the doorway and said, ‘I’ll ring you from the office.’ And sure enough I got a phone call later telling me to report to the office on Monday. I was sent to another school where I settled down happily.

I feel that education is absolutely a three-way partnership, if you can have such a thing, between the child, the parent and the teacher. There’s no valid argument for denying parents the chance to be involved. We send reading books home regularly. I have parents in to hear children read, though not to teach them. And on odd occasions I might have parents in to help with cookery. Considering their expressed concern about their children’s education, not nearly as many parents volunteer as you might think.

The atmosphere in my classroom is all-important to me. I work very hard to create a good relationship between the children and myself, which doesn’t mean that I give in to them. I’m regarded as very strict, but I feel children need that firmness to feel safe. Sometimes I shout at them. I always feel ashamed afterwards. I encourage the class to discuss discipline. If there’s been an epidemic of aggression in the playground, for example, instead of talking to the offender in the corner, I discuss it in front of the class. I think it’s good for the offender to hear what other children think about his behaviour.

My greatest stress is having too little time to achieve what I want. I also find it stressful if colleagues are inadequate because that puts a great strain on everybody else. Some teachers do the absolute minimum and have no real interest in the children at all.

I don’t want to sound terribly pious about myself, but I really do hope every week that I shall reach the children and see some of them grow a bit. Sometimes, however, I just think, ‘Oh, God! Monday! It’s raining.’

(from Teachers : Frank E. Hugget)

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Full Marks : 100

Weightage of Marks : 30%

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The weightage for each question has been indicated in the margin.

Group – AAnswer any **two** of the following : 18×2=36

1. Discuss Pit Corder's view on application of linguistics to language pedagogy.
2. Define cultural relativity. Why is cultural relativity relevant in the study of language ?
3. Discuss the role of age in Child-Adult second language acquisition.
4. What is Psycholinguistics ? Discuss its concerns with reference to ELT.

Group – BAnswer any **three** of the following : 12×3=36

1. What is Bilingualism ? Discuss the general features of Bilingualism found in India.
2. What are the roles of source language in Second Language Acquisition ?

3. What is a syllabus ? Discuss different types of language syllabus.
4. Compare and contrast
 - (i) Total Physical Response and the Natural Approach.
 - (ii) Content and Methodology of language pedagogy.
 - (iii) Aptitude and Attitude in language acquisition. 4+4+4
5. Discuss the process of comprehension as proposed by H.E. Clark. Mention the problems in English language processing with reference to comprehension. 6+6
6. What is theory in language teaching and learning ? Discuss W.F. Mackey's interactional model with reference to English language learning. 7+5

Group – CAnswer any **four** of the following : 7×4=28

1. Inter-language.
2. Non-Verbal Communication.
3. Speech Act Theory and its Application.
4. Social-class dialects.
5. Pidgin.
6. Filter during Acquisition.
7. Interface-position.
8. Functional Approach.

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Full Marks : 100

Weightage of Marks : 30%

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The weightage for each question has been indicated in the margin.

Section – A

Attempt any **two** of the following questions : 18×2=36

- A.1. "Listening Skill for English Language can be developed using Scientific Lesson Plan." Do you support this statement ? Draft a Scientific Lesson Plan to teach 'Listening Skill' to class IX Second Language Learners and show its efficacy in classroom situation. 2+10+6
- A.2. Analyze 'Reading Skill' as a receptive skill and design a Lesson Plan to improve any three 'Reading Sub Skills' in a classroom situation. 6+12
- A.3. "Improving 'Writing Skill' of English Language is a Composite, Complex and Higher Order Teaching Skill." Do you believe in this statement ? Give reasons by drafting a lay out plan describing what you like to emphasize upon during teaching writing skill to class XI students of your school. 2+16
- W-5 P.T.O.

- A.4. How many Reading sub skills are there according to Munby? Take up any four sub skills of Reading and prepare a Lesson Plan which is executable in a class room situation. Use authentic Text from Board / Council Syllabus and attach the same with your answer. 2+12+4

Section – B

Attempt any **three** of the following questions : 12×3=36

- B.1. Distinguish between 'Receptive Skills' and 'Productive Skills' with reference to English Language. How would you differ in teaching strategies during development of 'Productive' and 'Receptive' skills of English Language in a Second Language English Class ? 6+6
- B.2. Distinguish between Communicative English Language Teaching Method and Community English Language Learning Strategy. Can you implement Communicative English Language Teaching Method in your class ? How ? 4+2+6
- B.3. Design any two tasks to improve speaking skill for a Second Language English Class. Give account of 'Teacher's Activities' and 'Students' Activities' during the session. 6+6
- B.4. Distinguish between 'Linguistic Competence' and 'Linguistic Performance'. How would you improve 'Linguistic Performance' of your students ? 6+6
- B.5. Define Schema Theory. Discuss the applications of Schema Theory to the teaching of ESL. 4+8
- B.6. Distinguish between 'Intensive' and 'Extensive' Reading. How would you inculcate the habit of 'Intensive Reading' among your students ?

Section – C

Answer **C.1.** and any **three** from the rest : $7 \times 4 = 28$

- C.1. Select any text for teaching Reading Skill to Class XII students of ESL environment. Reproduce the text that you like it to be used. 1+6
- C.2. Give reasons for selecting the text.
- C.3. Suggest the type of activities you like to arrange during Pre-Reading Phase.
- C.4. Suggest the Teacher's Activities during while Reading Stage.
- C.5. Suggest the techniques that you would use for class management.
- C.6. Plan Post-Reading Tasks according to the maturity level of your students.
- C.7. What type of Processing (Bottom up or Top down) would you like to use during the processing of the Reading Text.
- C.8. Write a note on 'Skill Integration' as a classroom technique during different stage of your teaching sessions.
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Full Marks : 100

Weightage of Marks : 30%

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[Frist Half] 50 Marks

1. Answer any **one** of the following questions : 18×1=18
 - (a) "Teaching and Testing are closely inter-related." Do you agree ? Justify the statement with examples.
 - (b) What are the different approaches to language testing for testing Reading / Writing Skills ? Explain with examples.
 - (c) What are the characteristics of an effective questionnaire in ELT.

Section – B

2. Answer any **one** of the following questions : 12×1=12
 - (a) How would you differentiate between analytical and holistic approach of assessing language proficiency ?
 - (b) What are the various factors that lead to the validity of a test in ELT ? What are factors that affect validity ?
 - (c) How would you differentiate between Progress and Proficiency Tests ?

P.T.O.

W-6

Section – C

3. Write short notes on any **four** of the following :

5×4=20

- (a) Communicative grammar testing.
- (b) Parameters of a Speaking Test.
- (c) The sub-skills of Reading Skill.
- (d) Scaffolding in large classes.
- (e) Guidelines for test preparation.
- (f) Testing vocabulary.

[Second Half] 50 Marks**Section – A**

Select any unseen passage of your choice and set a question paper of 30 marks for testing reading skills. Frame test items of the following types to test the various sub skills. 20

- (a) Multiple Choice Question Type.
- (b) Sentence Completion Type.
- (c) True / False and justification.
- (d) Identifying and reference type.
- (e) Information transfer.

Attach a copy of the unseen passage with your answer booklet.

Section – B

Using the same unseen passage as input. Frame three different test items for testing Grammar and two test items for testing Vocabulary; marks allotted is 20. 15

Section – C

Frame a Lesson Plan for the following Speaking Task. Use the format given in your study material. 15

Task : Role play - 'Explaining about computers'

Student A : You are a school teacher, and you have heard that next year your school will be given a micro computer. You are not all sure what that is, or what the school will use it for. Prepare a list of questions to ask your son, who is on holiday from his studies at university.

Student B : You are an engineering student visiting your school teacher father. You expect he will ask you to tell him about computers. Prepare what you can tell him.

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