

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

**Assignment**

**for Term End Examination, June 2017**

**(Theory)**

**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** : 18×2=36

- A.1. Define ‘Information’ and ‘Classroom Communication’. How would you like to apply ‘Information Theory’ to improve classroom communication ? 4+4+10
- A.2. “Macaulay’s Minutes (1835) had set up the foundation stone of modern education in India.” Explain with reference to the provisions of Macaulay’s Minutes.
- A.3. Define ‘Traditional Grammar’. Do you find any problem associated with ‘Traditional Grammar Teaching’ ? Explain with reference to ‘Fallacies associated with Traditional Grammar’.

P.T.O.

W-1

- A.4. “Mudaliar Commission’ provided ample scope to formulate English Language Teaching in India.” Do you think so ? Give reasons with reference to relevant provisions of Mudaliar Commission.

**Section – B**

Answer any **three** : 12×3=36

- B.1. Judge the significance of ‘Hunter Commission’ with reference to English Language Teaching in Pre-Independent India.
- B.2. ‘Radhakrishnan’ Commission had set the tune of ‘Higher Education in India’. Do you think so ? Give reasons with reference to the relevant provisions of Radhakrishnan Commission.
- B.3. Define CALT (Computer-Aided Language Teaching). How would you apply the gifts of CALT in English Language Teaching ?
- B.4. What does ‘function’ mean in Systematic Functional Grammar ? How would you use your knowledge of Functional Grammar for development of the structure of a language ?
- B.5. How did Cognitive Linguistics emerge ? In what ways Cognitive Linguistics differs from Structural Linguistics ? What are the main tasks of Cognitive Linguistics ?
- B.6. Define Transformational Generative Grammar. How would you like to apply its key principles in classroom teaching of English Language ?

(3)

**PGDELT-1A**

**Section – C**

Write short notes (any **four**) :

7×4=28

- C.1. Suggestopaedia.
  - C.2. Difference between material design and material development.
  - C.3. Latinate Falacy.
  - C.4. Reader-Oriented Approach in Text interpretation.
  - C.5. Morphology and Phonology.
  - C.6. Linguistic Competence and Communicative Competence.
  - C.7. Paradigmatic and Syntagmatic.
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**Paper - II**

Full Marks : 100

Weightage of Marks : 30%

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**Group – A**

Answer any **two** : 18×2=36

1. What is a minimal pair ? Discuss English consonants as minimal pairs with examples. 2+16
2. What is Phonology ? Discuss the major differences of phonological analysis between structuralists and generativists. 6+6+6
3. Identify any two problem zones in consonant and vowel sound features of English that students find difficult to learn. How would you alleviate these problems ? 4+4+10
4. What is C-R grammar ? In what ways is it different from rule-based teaching grammar ? 4+14

P.T.O.

W-2

**Group – B**

Answer any **three** : 12×3=36

1. Discuss the Air-Stream Mechanism with the organs of speech diagrams.
2. Discuss English Vowels with examples from suitable words.
3. Distinguish between :
  - a) Learner's Grammar and Teacher's Grammar.
  - b) Semi-vowel and Fricative Continuant.
  - c) Narrowed Glottis and Closed Glottis. 4+4+4
4. Discuss the places of articulation of English Consonants.
5. Discuss English utterances into tone Groups, Pitch and Intonation. 4+4+4
6. What are the strategies for teaching Pronunciation ?

**Group – C**

Answer any **four** : 7×4=28

1. Identify the Phrase types for the following and draw tree diagrams : 5+2
  - i) A lot of weekends.
  - ii) Putting bottles out.
  - iii) Repeated events or situations.
  - iv) At the moment of speaking.
  - v) Temporary situations in the present.
2. Give three-term level of the following sounds :  
/ g / , / ^ / , / ʒ : / , / r / , / l / , / j / , / ʃ /

(3)

**PGDELT-2A**

3. Give the phonetic symbols to match the following sounds :
  - a) Back low unrounded vowel.
  - b) Front midhigh-high closing diphthong.
  - c) Front mid-low open vowel.
  - d) Back high rounded vowel.
  - e) Front low-high closing diphthong.
4. Difference between —
  - i) Closing diphthong and centering diphthong.
  - ii) Active articulator and passive articulator.
  - iii) Manner of articulation for voiced stops and voiceless stops.
5. Discuss with one example each of the following :
  - a) Pre-determiner.
  - b) Morphologically related nouns on the basis of gender distinction.
6. Give tree-diagrams to analyse the VPs :
  - i) Can't you stay.
  - ii) I'm exhausted.
  - iii) You get me out and I'll give you what you want.
  - iv) You don't need to wear a seat belt.
  - v) I didn't realize it was so late.
  - vi) Let me make this clear.
  - vii) I didn't know before I came.
7. Write T/F for each of the following sentences :
  - a) All voiced and voiceless consonants are produced when the glottis is in vibration.
  - b) The hard palate is the passive articulator for the trill sounds.

P.T.O.

**PGDELT-2A**

(4)

- c) English has 9 fricatives and 2 affricates.
  - d) Only the stop sounds are aspirated in English.
  - e) The tip of the tongue is the only active articulator for post-alveolar and palato-alveolar sounds.
  - f) A syllable can be analyzed in terms of its segments.
  - g) There is a velic closure for voiced velar plosives.
8. Transcribe the following :  
information, way, writer, maintain, important, organize, any.

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**English Language Teaching****(One Year P. G. Diploma Course)****Assignment****for Term End Examination, June 2017****(Theory)****Paper - III**

Full Marks : 100

Weightage of Marks : 30%

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**Section – A : Reading 20 marks**

1. Read the text below, carefully and workout the tasks that follow :
1. While life gives us both good and bad experiences, most of us tend to remember the bad experiences more frequently and intensely. When we recall an old failure, rejection or humiliation our calm and happiness goes for a toss in a moment. But when we are down, dwelling on a memory of achievement, being loved or appreciated does not seem to help much.
2. In a recent study published in the ‘Journal of Cognitive Neuroscience’, researchers found that several areas of our brain show greater activity in response to stimuli that are more negative than positive. This could explain our collective preoccupation with the negative.

3. Although this negativity bias may seem strange at the outset, it does seem to have a strong evolutionary basis. From the earliest days, man's existence depended on his ability to detect and keep himself safe from unpleasant events and danger. Therefore, our brain evolved such that it could pay better and more attention to all unpleasant stimuli. This tendency then seems to have generalised to all stimuli that evoke negative feelings. So, whenever there is anything negative in our life we focus on it with all our attention and energy and in the process develop an obsession towards it. Bad feelings and negative thoughts then engulf our mind leading to sadness and depression.
4. However, does this imply that we make peace with our tendency to slip into negativity at the drop of a hat ? Not really, because we are constantly in the process of an individual and collective evolution. If we have a burning desire and make sustained efforts then we can rewire our brain to be happier. Our brain needs to give up the tendency to focus intensely on the negative. Happiness already exists out there and we must train our brain to see and feel it more and more. The simplest way to do this is by cultivating gratitude.
5. The first step is to register and record all the positives in our life by keeping a gratitude journal. One carefully records all the good things, events and feelings whether big or small that have come one's way during the day. This also includes attending to and appreciating positive aspects of life in general. Over a period of time, we will realise that the world is quite full of positivity. Once our brain learns to pay attention to the abundance of good things and

(3)

**PGDELT-3A**

rejoice, it will be able to ignore the frustrations that it often dwells upon. Happiness will then become a constant state of mind.

6. Secondly, one should make repeated attempts to visualise how one's life would be without whatever one has at any given moment. This makes us value things, relationships and aspects of life that are often taken for granted.
7. Thirdly, we should work on dissolving our ego. This can be done by repeatedly telling ourselves that individually we are too insignificant to be entitled to anything and whatever we have is through the grace of other sources. We must thank all those sources and make attempts to repay them. This attitude fills us with positive energy and makes our goals aligned towards the larger collective good. Although we are made in a certain way, the Divine has given us immense potential to rewire and transform ourselves.

a) Answer the following questions :—

- 1) Explain why we remember the bad experiences in life more frequently. 2
- 2) What did the neuro-scientists publish very recently in the Journal of Cognitive Neuroscience ? 2
- 3) What steps should we take to rewire our brain to be happier ? 5
- 4) What type of text is it ? Choose from the alternatives given — i) excerpt of a story, ii) an article, iii) excerpt of an essay. 1

P.T.O.

**PGDELT-3A**

(4)

- b) Write 'T' for the true statements and 'F' for the false : 4
  - i) Majority of the people tends to remember only good experiences.
  - ii) Several areas of brain show greater activities in response to the positive stimuli.
  - iii) We make peace with our tendency to slip into positivity.
  - iv) We should work on dissolving our ego.
- c) Find words from the passage which mean the following : 2×3=6
  - i) A strong interest in something or ability to do something.
  - ii) Only thing that someone thinks or talks too much.
  - iii) A state of feeling sad.

**Section – B : Writing**

**40 marks**

1. Do you really think, after completing the PGDELT course your teaching (language) skills will be enriched enough ? If so, how ? Now write a **short essay** on the basis of your thought, highlighting the following areas : 20
  - Teaching style.
  - Exploitation of Teaching Materials.
  - Task Designing.
  - Evaluation.
2. Imagine yourself a student of the school you are teaching now. Write down a letter to your friend describing the present condition and the standard of teaching-learning system of your school. You should also propose for some changes you need. 10

(5)

PGDELT-3A

3. Write your reflections on the following statement : 10  
“A language teacher should develop the students’ profile in all the four skills — Reading-Writing-Speaking-Listening.”

**Section – C : Speaking 20 marks**

1. Speak for two minutes on **any one** of the following topics : 10
- Challenges of Language teaching.
  - Your ideal orator.
  - L2 can never be taught with the help of L1.
2. Group discussion on **any one** of the following topics : 10
- Impact of demonetization on Indian economy.
  - Student Politics spoils the proper educational environments in the colleges, nowadays.
  - Healthy competition among the class-mates always creates proper environment of study.

**Section – D : Listening 20 marks**

1. Listen to the text very carefully where
- Listen to the text and complete the following incomplete sentences : 10
  - The speaker, in stead of going for marriage wants to focus on \_\_\_\_\_ .
  - She ran down \_\_\_\_\_ .
  - It was \_\_\_\_\_ in the week.

P.T.O.

PGDELT-3A

(6)

- Her mother’s phone call was difficult for her to hear because \_\_\_\_\_ .
  - While talking over phone with her \_\_\_\_\_ the mother was busy in \_\_\_\_\_ .
  - The girl (speaker) stepped into \_\_\_\_\_ .
  - To reach \_\_\_\_\_ in Tribeca was a \_\_\_\_\_ ride.
  - The girl was not ready \_\_\_\_\_ .
  - She wanted to enjoy \_\_\_\_\_ .
  - This year she wanted \_\_\_\_\_ in her job.
2. Listen to the text again and answer the following questions : 5+5=10
- What made the girl indignant regarding her marriage ?  
What was her plannings of near future ?
  - What is the view of the girl’s mother about her daughter’s future ?

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**One year later**

'I will think about marriage later, mom. I am still new at my job. Let me focus on that. Please,' I said.

I ran down the subway steps to the Wall Street station platform. The Friday evening rush hour made it difficult for me to hear her.

'What?' I said, as the sound of an arriving train drowned her words.

'Job is not that important,' she said. I could hear sounds of her making tea in her kitchen. It was 8:30 in the evening for me, 6 in the morning for her. Jonathan had made me do a presentation twice, giving me a dirty look when he noticed some inadvertent typos.

'It is important. I am in the most challenging group in the firm. Everyone here thinks I am one of the best,' I said.

'What about everyone here thinking why isn't Mr Mehta's second daughter getting married? Is something wrong with her?'

'Really, mom? You think something is wrong with me?'

I stepped into the number 3 train. The doors shut. I had just three stops to Chambers Street in Tribeca, a five-minute subway ride. Somehow, speaking to mom made it seem much longer.

'It's been a year since you have been abroad. Your sister married two years ago. Let us at least start looking. It takes a while, you know.'

'Aditi didi wanted to get married. I don't.'

'You don't?'

'Not yet. Look at my life. I just finished work. It's 8:30 at night here.'

'What kind of a job is this? Making girls stay so late.'

'Can you stop criticizing every aspect of my life? I am not ready to get married or even look at any options.'

Well, I didn't need more options. My option had messaged me thrice as he waited for me for dinner.

'So what do you want?' mom said.

'Many other things. I want to do well at work. I want to be promoted this year, get a good bonus. I want to travel. Enjoy New York. Come home and visit all of you.'



**English Language Teaching****(One Year P. G. Diploma Course)****Assignment****for Term End Examination, June 2017****(Theory)****Paper - IV**

Full Marks : 100

Weightage of Marks : 30%

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**Group – A**Answer any **two** of the following :  $18 \times 2 = 36$ 

1. What is Psycholinguistics ? Discuss its concerns with reference to ELT.
2. What do you know about Second Language Acquisition ? Add a note on major implications of SLA.  $6+12$
3. Discuss in detail the various models proposed by experts in order to provide a framework for Applied Linguistics and language teaching.
4. What is Error Analysis ? Discuss the methodology of Error Analysis with examples.  $4+14$

**Group – B**Answer any **three** of the following :  $12 \times 3 = 36$ 

1. Define 'Bilingualism'. Add a note on 'Bilingualism' in Indian context.

2. Evaluate the influence of 'Applied Linguistics' on ELT.
3. "Sociolinguistics is concerned with Language as a social and cultural phenomenon" — Do you think so ? Give reasons for your answer.
4. What are the three phases of development of Psycholinguistics ?
5. Write a brief note on the process of language production.
6. What is a syllabus ? Discuss its features in brief.

**Group – C**Answer any **four** of the following :  $7 \times 4 = 28$ 

1. Procedural syllabus.
2. Affective factors in SLA.
3. Ethnography of Communication.
4. Social-class dialects.
5. Speech Chain.
6. Speech Act Theory and its application.
7. Content and Methodology of language pedagogy.
8. Inter-language.

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**Assignment**

**for Term End Examination, June 2017**

**(Theory)**

**Paper - V**

Full Marks : 100

Weightage of Marks : 30%

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**Section – A**

Attempt any **two** : 18×2=36

- A.1. Analyze 'Listening Skill' as a receptive skill of English Language. Design a Lesson Plan to develop any three sub skills of Listening for class X students of an ESL classroom. 8+10
- A.2. Write a critical note on 'Reading as a significant Language Skill'. Design a Scientific Lesson Plan to develop 'Reading Skill' of class VIII students of an ESL classroom (Attach Reading Passage also). 6+8+4
- A.3. Suppose you like to improve 'Writing Skill' of class IX students of your class where English is taught as 'Second Language'. Draft a suitable plan and suggest the ways you would adopt to implement your plan. 10+8

W-5

P.T.O.

- A.4. 'Developing Speaking Skill is a great challenge in an ESL classroom'. Do you think so ? Give reasons for your answer. How would you face the challenge while developing 'Speaking Skill' among class XI students of your class ? 2+6+10

**Section – B**

Attempt any **three** : 12×3=36

- B.1. 'Communicative Language Teaching focussed on classroom communication in the target language.' Do you think so ? Discuss. 2+10
- B.2. Define TBLT (Task-Based Language Teaching). Design two suitable tasks from any text you like to develop 'Reading Skill' among class IX students who study English as the Second Language (Please attach the text). 3+8+1
- B.3. Suppose you are to develop 'Writing Skill' for class XI students of your school. What would you do during 40 minutes of your class duration ?
- B.4. Chalk out 'Learners' Activities and 'Teacher's Activities' during a session of 45 minutes for developing 'Speaking Skill' among class VII students of your school.
- B.5. "Schema Theory has its application in developing 'Reading Skill'." Do you think so ? Justify your answer. 2+10
- B.6. Define '**Teaching Strategy**'. Do you differ in Teaching Strategies while teaching ESL students from EFL (English as Foreign Language) learners ? How and Why ? 2+10

**Section – C**

Answer **C.1.** and any **three** from the rest :  $7+(7\times 3)=28$

- C.1. Suppose you are to develop Critical Reading Skill among class XI students of ESL situation. Select and reproduce the text with proper acknowledgement of the source.
- C.2. Give reasons for selecting the text.
- C.3. Design any two Tasks that would be useful as Pre-Reading Tasks.
- C.4. What would be Teacher's Activities during While-Reading Stage ?
- C.5. Suggest Post-Reading Tasks with reference to Maturity Level of your class.
- C.6. Suggest few techniques that you would adopt for the management of the class.
- C.7. Would you follow 'Top Down' or 'Bottom Up' Approach for processing the text ? Why ?
- C.8. How would you focus on the 'Skill integration' as a teaching strategy ?

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Full Marks : 100

Weightage of Marks : 30%

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**[Frist Half] 50 Marks****Section – A**

1. Answer any **one** of the following questions : 18×1=18
- Why testing is needed in Teaching ? Discuss with reference to ELT ?
  - Mention some of the techniques which can be adopted for testing oral ability mentioning their advantages and disadvantages.
  - What may be the steps for development of an achievement test for testing listening skill ? Explain with examples ?

**Section – B**

2. Answer any **one** of the following questions : 12×1=12
- What do you mean by 'Reliability' of a test ? How can you make a test more reliable ?

P.T.O.

W-6

- Discuss the effectiveness of direct and indirect testing in ELT with examples.
- What is a diagnostic test ? How such test may be useful in the institutional process in ELT ? Give examples.

**Section – C**

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

5×4=20

- Backwash in ELT.
- Proficiency Tests in ELT.
- Concurrent Validity.
- Summative and Formative Assessment.
- Different types of scales for scoring in ELT.
- Testing overall ability in ELT.

**[Second Half] 50 Marks****Part – I**

Write a Lesson Plan using any topic of your choice for teaching 'speaking skill' in the format given in your study material. Mention level, class-size, duration and other necessary information. The subskills to be developed are

- Fluency
- Vocabulary
- Accuracy
- Accent and Pronunciation

Attach the copy of the material on which the lesson plan will be prepared.

20

(3)

**PGDELT-6A**

**Part – II**

Using any unseen passage of your choice (the copy of which should be attached here) frame questions of 20 marks with equal division for each subskill for testing the following subskills of Reading Skill. 15

- (a) Understanding of the main idea
- (b) Recognition of the ideas and emotions of the writer
- (c) Scanning
- (d) Skimming

Demonstrate your teaching skill using the Lesson Plan (Part-I). 15

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