

CTE 104

CTE 105

**CERTIFICATE PROGRAMME IN THE TEACHING OF
ENGLISH AS A SECOND LANGUAGE
ASSIGNMENT**

**(For July 2024 and Jan
2025 Session)**

Teaching English: Elementary School (CTE 104)

Teaching English: Secondary School (CTE 105)



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: 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 :31st March

For December Exam” 30th September

Also remember that only one course can be taken from CTE-104 and CTE-105. 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.

Assignment
Teaching English: Elementary School
CTE 104

Maximum marks 100

Answer all questions:

I. Write short notes on the following:

1. Describe any two types of writing difficulties that young children sometimes experience, and suggest remedial measures for these.
2. Assessment of speaking skills.
3. Stages of development in learning spelling.
4. Discovery method for teaching consonants.

(4x5=20)

II. What are the problems faced by underprivileged learners in learning English? Give your suggestions for improving the teaching of English to underprivileged learners. (20)

III. How would you develop a listening task for young children? Explain with suitable examples. (20)

IV. What kinds of strategies can be employed by a teacher to help young learners identify words in meaningful contexts? (20)

V. Describe some learning tasks that motivate young children to write in the second language. (20)

Assignment
Teaching English: Secondary School
CTE 105

Maximum marks 100

Answer all questions.

I. Write short notes on the following:

1. The autonomous learner and materials to encourage autonomous learning.
2. Developing critical reading skills at the secondary level.
3. ‘Gathering skills’ with reference to study skills.
4. The three stages involved in designing listening tasks for assessment of learners at the secondary level.

(4x5=20)

II. Describe the techniques widely used to evaluate writing. Which of these would you, as a teacher, prefer to employ? Give reasons supporting your answer. (20)

III. What aspects should be kept in mind while designing speaking tests for learners at the secondary level? (20)

IV. Discuss the major hard spots in English grammar that a student who learns English as a second language is likely to encounter? (20)

V. What kind of strategies can be used by a teacher to help learners become active readers of discipline-based texts? (20)