

Paper Code: 208
(Set-1)

Roll No.....
Total Pages : 8
D.El.Ed.-II/8/24

Language Education (English)

Time : 3 Hours

Maximum Marks : 75

GENERAL INSTRUCTIONS:

- This Question Paper has four parts : **Part-I, Part-II, Part-III** and **Part-IV**.
- All parts are compulsory.
- In **Part-I**, there are 10 Objective Type Questions. All questions are compulsory. Each question carries 1 mark.
- In **Part-II**, there are 5 Questions (related with Assertion & Reason). All Questions are compulsory. Each question carries 2 marks.
- In **Part-III**, there are 8 Questions. Attempt any 5 Questions. Each Question carries 3 marks. Answer in 100 words approximately.
- In **Part-IV**, there are 8 Questions. Attempt any 5 Questions. Each Question carries 8 marks. Answer in 300 words approximately.

PART-I

(1x10=10)

1. How many sounds are there in the English language?

- (a) 26
- (b) 21
- (c) 44
- (d) 41

2. "Open the door quickly". This is an example of what kind of sentence?

- (a) Declarative
- (b) Imperative
- (c) Interrogative
- (d) Exclamatory

3. An example of a homophone is :

- (a) Son-Sun
- (b) Ring-Ring
- (c) Book-Took
- (d) Car-Care

4. What is the status of English language in the Indian Constitution?

- (a) National Language
- (b) Associate Official Language
- (c) Co-Official Language
- (d) Foreign Language

5. Which one is **NOT** an example of authentic language?

- (a) Signboard
- (b) Advertisement
- (c) Leaflets & brochures
- (d) Textbook

6. A dictionary consultation is:
- (a) Scanning
 - (b) Skimming
 - (c) Extensive
 - (d) Intensive
7. Which of the following is NOT a component of reading skills?
- (a) Inferring implicit and explicit information
 - (b) Recognition of graphemes
 - (c) Recognizing the relationship between and among sentences
 - (d) Inducing the meaning of unfamiliar words
8. The highest moment of suspense and excitement; the turning point of the story is :
- (a) climax
 - (b) external conflict
 - (c) rising action
 - (d) internal conflict
9. The teacher tells a story about animals. Children make animal noises every time they hear the name of the animal. This activity cater to
- (a) Total Physical Response
 - (b) Grammar Translation Method
 - (c) Suggestopedia
 - (d) Direct Method

10. It was him/ who came/running/ into the classroom. Find out the error.

- (a) It was him
- (b) Who came
- (c) Running
- (d) Into the classroom

PART-II

(2x5=10)

11. **Assertion (A):** 'Language is a skill, not just knowledge.'

Reason (R): Four linguistic skills are listening, speaking, reading, and writing.

Choose the correct answer from the following code:

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

12. **Assertion (A):** Young children gain control over the written symbol of language so that they can understand texts, it is useful to give children practice in recognising words.

Reason (R): At the very earliest stages of reading, children must learn to distinguish among visual symbols (for example, the d and the b) and acquire a 'sight word' vocabulary, a repertoire of words that they recognise and find meaningful on sight without complicated analysis.

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

13. **Assertion (A):** The communicative approach to language teaching has not minimised the need for and importance of grammar teaching and testing.

Reason (R): To engage more effectively in natural communication, learners must produce acceptable sentences appropriate for the occasion in the target language.

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

14. **Assertion (A):** Individualized attention needs to be given to the students.

Reason (R): All learners have the same learning styles and needs.

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

15. **Assertion (A):** Every activity should provide Feedback either immediately after the activity or at the end of the unit.

Reason (R): Every activity elicits learner response. The learner is interested in knowing whether he/she is on the right track.

- (a) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (c) (A) is true, but (R) is false.
- (d) (A) is false, but (R) is true.

PART-III

Attempt any 5 out of 8 questions given below.

(3x5=15)

- 16. Write a short note on the different objectives of teaching English at the upper primary level. (3)
- 17. Outline the significance of developing presentation skills in elementary school children. How can fostering these skills contribute to the overall language development and self-expression of young learners? (1+2)
- 18. How do you view the status of the English language following the implementation of the National Education Policy (NEP) in 2020? (3)
- 19. During the School Experience Program you might have observed some common errors made by students in their written work. Highlight any three errors you have identified. (3)
- 20. Mention any two punctuation marks. Why is it important to teach punctuation to students? (1+2)

21. In what ways can images/pictures be employed to enhance the development of oral communication abilities? Elucidate your explanation with an example. (3)
22. How do textbooks contribute to a well-rounded language education, covering aspects like grammar, vocabulary, and cultural context? (3)
23. What is the difference between Testing, Assessment and Evaluation regarding English language teaching? (3)

PART-IV

Attempt any 5 out of 8 questions given below. (5x8=40)

24. Name four resources for teaching the English Language. Elaborate the types of TLM which you have used during your School Experience Program (SEP). (2+6)
25. Based on your experience in SEP, which approach to teaching the English Language do you find to be the most effective for the students of upper primary classes? Explain the reasons. (8)
26. Identify challenges in developing speaking skills of English at the upper primary level based on the experience. Provide at least four practical strategies to address these challenges. (2+2+2+2)
27. How would you teach students to effectively structure their creative writing pieces? Elaborate on the answer regarding story writing. (8)
28. You are a language teacher in a culturally diverse classroom, with students having varied language backgrounds and proficiency levels. Develop any two

literary activities in language learning to teach dialogue and extempore on topics related to day-to-day life. (4+4)

29. What are group activities to improve the English language competencies?

Explain with examples, how group work fosters a sense of community and encourages peer-to-peer learning accommodating diverse perspectives. (4+4)

30. Discuss the role of timely and constructive feedback in enhancing individual and collective learning outcomes. (8)

31. Imagine that you are an English language teacher tasked with preparing a poetry lesson for a class of 35 students, including two Children with Special Needs (CWSN). Develop a detailed lesson plan that ensures inclusivity, engagement, and effective learning for all students, considering the diverse learning needs in the classroom. (8)