

SAMPLE QUESTION PAPER

D.Ed SEMESTER-II (S₂) EXAM

S₂P₈ English Language teaching: Theory & Practice

1. Design of the Question Paper.
 - Weightage to content.
 - Weightage to type of Questions.
 - Weightage to Level of Questions.
 - Blue Print of Question Paper.
2. Actual Question Paper.
3. Scoring Key & Marking Scheme.
4. Questionwise Analysis.

I Design of Question Paper

WEIGHTAGE TO TYPE OF QUESTIONS

Sl. No.	Type of question	No. of Questions	Score	Percentage
1.	Objective	10	10	16.7
2	Very short answer	5	10	16.7
3	Short answer	10	30	50
4	Essay	2	10	16.6
	Total	27	60	100

WEIGHTAGE TO CONTENT

Sl. No.	Content area	No. of Questions	Score	Percentage
1	Nature of language	3	6	10
2	Learner proficiency and language competence	2	4	6
3	An overview of principles and methods in language learning	11	25	41.7
4	Class room processes and teaching learning strategies	11	25	41.7
	Total	27	60	100

WEIGHTAGE TO LEVEL OF QUESTIONS

Sl. No.	Level	No. of questions	Score	Percentage
1	Easy	6	12	20
2	Average	16	38	63
3	Difficult	5	10	17
	Total	27	60	100

BLUE PRINT

Sl. No.	Name of Unit	Type of questions				Total Score
		Objective Score 1	Very Short answer Score 2	Short answer Score 3	Essay Score 5	
1.	Nature of English	1(1)	1(2)	1(3)		3(6)
2.	Learner proficiency and language competence	1(1)	-	1(3)	-	2(4)
3.	An overview of principles and methods	4(4)	2 (4)	4(12)	1(5)	11(25)
4.	Classroom practices and teaching learning strategies	4(4)	2 (4)	4(12)	1(5)	11(25)
	Total	10(10)	5(10)	10(30)	2(10)	27(60)

**Diploma in Education (D.Ed) Examinations
Semester -1I**

S₂.P₈ English language teaching: Theory & Practice

Maximum score: 60

(Time : 2 hrs

Cool off time : 15 Minutes)

Instructions:

1. Answer all the questions
 2. The first 15 mts. are for reading the questions and prioritising the sequence for writing.
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I. Fill in the blanks with appropriate answers: for questions 1 to 5 (5x1=5)

1. A child who moves about and act out in the classroom hasintelligence
2. Assessment at the level of meta cognition is called.....
3. Timely support given to the students to help them move to a higher order of skill and knowledge is termed as
4. The method of practising language learning activities in a make belief situation can be called as
5. According to Braj kachru, India is placed incircle

II. Answer the questions 6 to 10 in one sentence (5x1=5)

6. Maintaining the response page of Teaching Manual helps the teacher for self assessment. Give one instance in teaching of English.
7. Transcribe "examination."
8. What is the main characteristic of 'Total Physical Response'?
9. What are the things that you will include while forming a big book?
10. What is LAD?

11I. Answer the questions from 11 to 15 in two sentences. (5x2=10)

11. Differentiate between method and strategy in teaching of English?
12. How will you use mother tongue to facilitate English teaching in first and second standards?
13. What is the role of Pedagogic analysis in daily lesson plan?
14. Name two strategies that you will adopt to develop interpersonal intelligence among children.
15. What are the positive effects of dramatization in an English classroom?

IV. Answer the questions from 16 to 25 in not more than 50 words. (10x3=30)

16. How will you ensure that multiple intelligence is taken care of in your classroom?
17. Errors of students in a language class shows that learning has taken place. Do you agree? Justify.
18. How would you use pictures as a learning aid to generate language in the classroom?
19. The acquisition of mother tongue takes place naturally when compared to the learning of a foreign language in the classroom situation. Discuss your views.?
20. From your classroom experience, how far do you think constructivism is feasible in learning English?
21. How will you support Low Proficient Learners in reading?
22. Reading habit is not common today. How can we develop reading habits among very young learners?
23. "Continuous assessment is the best way to evaluate children." Write down six points you would put forward to substantiate the statement.
24. "Web resources create lazy language learners" Do you agree? Justify your answer.
25. The child will be conditioned to the reward/punishment that the teacher provides. How can this be related to language learning in the classroom?

V. Answer the questions 26 & 27 in not more than 200 words. (2x5=10)

26. Write a teaching manual for a class of 45 mts for Std. III to ensure reading comprehension for the following passage with due importance to ICT.

Unit- 4 The gift

Spotted Frock

Anitha's mother looked at the frock.

'It's for my daughter.

She will look pretty in this dress.

Will she like it?'

Mother looked out.

'Why is she so late?

There! she's coming.'

27. Explain briefly your experiences with Children With Special Needs (CWSN) during your teaching practice. Give the method of identification, the classroom adaptation, implementation, changes that you have noted in the child.

SCORING INDICATORS |||||

Qn.No.	Value Points	Total Score
1	Kinesthetic intelligence	1
2	Assessment as learning	1
3	Scaffolding	1
4	Simulation	1
5	Outer circle	1
6	Narrative presentation/interaction/ supporting to Low Proficient Learners (any one)	1
7		1
8	Co-ordination of language and physical movement	1
9	Edited product in the whole class, groups, teacher version	1
10	Language Acquisition Device	1
11	Method concerns the presentation of language to the students includes goals of the course. Strategy is techniques used for facilitating process of understanding retaining and applying knowledge	2
12	Code switching- introducing new word, phrase if it can't be conveyed with other objects/pictures etc.	2
13	Planning for systematic and effective teaching - Analysis of textual content - Time scheduling (any two)	
14	Collaborative activities (drama, seminar, group discussion (any two)	2
15	Improves oral communication - develops creative capacity- chances for performance - chances for creative writing (any two)	2
16	Opportunity to display one's own field - developing each one's abilities - utilizing the class room resources for the learning (any three)	3
17	Yes - Need of error analysis - natural - error treatment by the children when needed - scaffolding by teacher	3

Qn. No.	Value Points	Total Score
18	Interaction leading to thought - developing language through discourses - various presentation forms	3
19	Acquisition is a subconscious process which individual is not aware - Meaningful interaction is there in mother tongue - The child focuses on meaning than form - Where as foreign language learning is a conscious process.	3
20	Language given in meaningful contexts - Mental image - leading to different discourses - class management - Teacher's contributions-teacher talk	3
21	During individual reading - Picture interaction - eliciting cream idea (subtexts) - megaphoning - writing in the book	3
22	Teacher planning for pre-while - post reading activities giving meaningful introduction - Telling stories and poems - chance for imagination	
23	CCE highlights the strengths - qualitative feed back when learning is going on different modes can be used (worksheet, questioning.....)	3
24	Only as teaching learning resources - not supplementing interaction - help for CWSN - Various information - Multilevel -	3
25	Positive language input low towards language - punishment a block - suitable adequate level of input with proper motivation	3
26	Preliminary details - narrative presentation - individual and group reading - loud reading by the teacher and the learners suitable interaction - assessment column - home assignment/monitoring/feedback	5
27	Method of Identifying the CWSN - The adapted materials prepared - educational status of the child - The changes formed - Report writing, etc	5

4. QUESTION WISE ANALYSIS



Sl.No	Unit	Type	Level	Score	Time
1	S ₂ -I	Objective	Average	1	2 minute
2	S ₂ -II	Objective	Average	1	2 minute
3	S ₂ -I	Objective	Average	1	2 minute
4	S ₂ -II	Objective	Difficult	1	2 minute
5	S ₁ -I	Objective	Easy	1	2 minute
6	S ₂ -II	one sentence	Average	1	2 minute
7	S ₁ -II	one sentence	Average	1	2 minute
8	S ₂ -I	one sentence	Difficult	1	2 minute
9	S ₂ -II	one sentence	Average	1	2 minute
10	S ₂ -I	one sentence	Easy	1	2 minute
11	S ₂ -I	Very Short answer	Easy	2	4 minute
12	S ₁ -I	Very Short answer	Average	2	4 minute
13	S ₂ -II	Very Short answer	Easy	2	4 minute
14	S ₂ -I	Very Short answer	Difficult	2	4 minute
15	S ₂ -II	Very Short answer	Average	2	4 minute
16	S ₂ -I	Short answer	Average	3	6 minute
17	S ₁ -II	Short answer	Average	3	6 minute
18	S ₁ -I	Short answer	Easy	3	6 minute
19	S ₂ -I	Short answer	Easy	3	6 minute
20	S ₂ -I	Short answer	Average	3	6 minute
21	S ₂ -II	Short answer	Average	3	6 minute
22	S ₂ -II	Short answer	Difficult	3	6 minute
23	S ₂ -II	Short answer	Average	3	6 minute
24	S ₂ -II	Short answer	Difficult	3	6 minute
25	S ₂ -I	Short answer	Average	3	6 minute
26	S ₂ -II	Essay	Average	5	10 minute
27	S ₂ -I	Essay	Average	5	10 minute
Total				60	120 minute