

Model Question Paper

COURSE-IV: Language Across Curriculum

Unit-I:

A. Questions for 2 marks:

1. What is the difference between 'language' and 'a language'?
2. Give two common meanings of 'language'.
3. State two features of human language.
4. Mention two important functions of language.
5. What is phatic function of language?
6. Give two important features of 'Language across the Curriculum' approach.
7. How many communicative modes are suggested by the 'Language across the Curriculum' scholars?
8. What is Indo-European family of languages?
9. In the context of origin of language, what is monogenesis and what is polygenesis?
10. Who viewed language as a social fact?
11. Who viewed language as a behavior?
12. Who viewed language as a mental organ?
13. Show your acquaintance with: syntagmatic & paradigmatic relationship of language.
14. How does langue differ from parole?
15. What do you mean by synchronic and diachronic study of language?
16. State two behaviouristic features of language.
17. What is LAD?
18. Differentiate between linguistic competence and linguistic performance.
19. What is bilingualism/multilingualism?
20. State two characteristic features of Indian multilingualism.
21. Show your acquaintance with the following concepts: Language maintenance, shift, death.
22. Give two examples of endangered language. Name a killer language.
23. What is the role of English in multilingual India?
24. What are the positions of English in India?
25. How many scheduled languages are there in Indian Constitution?
26. Name a linguist who has advocated structural linguistics. What is a "speech community"?
27. What is a Phoneme?
28. What is a Morpheme?

B. Questions for 5 marks:

1. Discuss the meanings of 'language'.
2. State and discuss two important concepts associated with 'language'.
3. State and discuss important functions of 'language'.
4. Discuss the important features of 'Language across the Curriculum' approach.

5. State some problems of 'Language across the Curriculum' approach.
6. What is the standpoint of NCF-2005 on 'Language across the Curriculum' approach?
7. Suggest some measures for implementing 'Language across the Curriculum' approach in our schools.
8. Write short note on: binary concepts of Saussure, language as a social fact, language as a behavior.
9. What are the important concepts of Chomsky regarding language development?
10. Discuss the features of Indian multilingualism.
11. What should be our attitude to multilingualism: as a resource or obstacles in India?
12. What are the basic assumptions of LAC?
13. Write a short note on Synchrony and Diachrony.
14. Write a short note on Langage, Langue and Parole.
15. Write a short note on the Syntagmatic and the Paradigmatic.
16. Discuss in brief how multilingualism may be used as a resource in the classroom.
17. Briefly discuss the development of Language across the Curriculum as a concept and practice.
18. Discuss any two common strategies for implementing LAC.
19. Write the differences between Langue and Parole.

C. Questions for 10 marks:

1. Discuss the important concepts associated with language.
2. Discuss the important functions of language.
3. Discuss the role of language in curriculum.
4. Discuss the important issues highlighted by language across curriculum.
5. Give a brief historical background of language development.
6. Discuss the contributions of Saussure/ Bloomfield/Chomsky.
7. Write an essay on multilingualism/Indian multilingualism.
8. Discuss the role of Language across Curriculum and the role of the teacher in implementing LAC.
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UNIT-II

A. Questions for 2 marks:

1. What is home language?
2. What is school language?
3. What is a foreign language?
4. State the Three Language Formula of India.
5. What is standard language?
6. What is dialect?
7. What is the difference between a dialect and a language?
8. What is sociolect/idiolect/prestige dialect?
9. Give examples of: regional dialect, class dialect,prestige dialect, standard language.

10. What is the difference between dialect and accent?
11. What do you mean by power dynamics?

B. Questions for 5 marks:

1. Why is the awareness of home language and school language important for teachers?
2. Discuss with example the power dynamics of standard language and home language.
3. Why is there a mismatch between home language and school language?
4. What is the relationship between standard language and dialect?
5. What is the view of NCF-2005 regarding the home language/mother tongue education?
6. Mention some features of dialect.
7. What is standardization of language? Illustrate your answer with examples.

C. Questions for 10 marks:

1. Discuss the issues associated with home language vs school language.
2. Discuss with examples the power dynamics of home language and standard language. In this context state the relationship between language and power.
3. Discuss different forms of dialect with examples. Discuss the process of Standardization of Language.
4. Discuss the power dynamics inherent in the dominance of Standard Language over Home languages all over the world.

UNIT-III:

A. Questions for 2 marks:

1. What is classroom discourse?
2. What is text linguistics?
3. State two functions of teacher talk in the classroom.
4. State four functions of teacher question in the classroom.
5. State some interactional patterns of the classroom.
6. What is discussion?
7. State four types of discussion.
8. What qualities are expected to develop among the students from discussion method of teaching?
9. Suggest two advantages of discussion.
10. Suggest two disadvantages of discussion.
11. Suggest two factors that affect group dynamics.
12. What is classroom discourse?
13. What is text linguistics?
14. State two functions of teacher talk in the classroom.
15. State four functions of teacher question in the classroom.

16. State some interactional patterns of the classroom.
17. What is discussion?
18. State four types of discussion.
19. What qualities are expected to develop from discussion method of teaching?
20. Suggest two advantages of discussion.
21. Suggest two disadvantages of discussion.
22. Mention two purposes of Discussion in the class.
23. What are the active and passive skills in language?
24. What are the active and passive skills in language?

B. Questions for 5 marks:

1. What are the common functions of teacher talk in the classroom?
2. What are the common functions of teacher questions in the classroom?
3. What are the common purposes of student talk in the classroom?
4. State the classroom interactional patterns.
5. Suggest some activities for developing oral language of the students.
6. Suggest some activities for developing written language of the students.
7. State two tasks/ activities for developing listening skill of the students.
8. Suggest two activities for developing speaking skill of the students.
9. Suggest two activities for developing reading skill of the students.
10. Suggest two activities for developing writing skill of the students.
11. Discuss the importance of discussion method in teaching-learning situation.
12. Mention different forms of discussion method.
13. What qualities are expected to develop in our students if they are trained through discussion method?
14. Discuss the features of discussion method.
15. Discuss in brief the different types of discourses.
16. Mention the subskills of writing.
17. Write a short note on the benefits of Discussion in the class.
18. Write a short note on the different types of Listening tasks in the class.
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C. Questions for 10 marks:

1. Discuss different aspects of classroom discourse.
2. Discuss any framework for analysis of classroom discourse.
3. Discuss some important strategies for oral use of language.
4. Discuss some important strategies for use of language in written form.
5. Highlight the effectiveness of discussion method as a tool for learning.
6. Discuss all possible forms of interactional pattern in classroom. Discuss two strategies for developing listening comprehension/reading/speaking/writing skills with examples.

7. What do you understand by Primary and Secondary Discourse? What are the characteristics and nature of classroom discourse? Discuss the different discourse strategies chosen by the teacher in the class.
8. Discuss two language games for developing listening and speaking skills of students in any subject class.

UNIT-IV:

A. Questions for 2 marks:

1. What is a question?
2. Give two functions of question.
3. What is an open-ended question?
4. What is an objective question? Frame an objective question.
5. What do you mean by high order question/low order question?
6. Give an example of knowledge/ comprehension/application based question.
7. What is evaluative question?
8. State two qualities of a good question.
9. What is divergent question/convergent question?
10. What is a rhetorical question? Give an example.
11. Mention any two role played by a teacher while asking question.

B. Questions for 5 marks:

1. What is your idea of multicultural classroom? Illustrate your answer with examples.
2. Discuss the teacher's role in a multicultural classroom.
3. Discuss the functions of question.
4. Discuss the features of a good question.
5. What are the objectives of asking question?
6. Write a short note on the ideal nature of questioning in the classroom.
7. Write a short note on Multiculturalism and its impact in the classroom.

C. Questions for 10 marks:

1. Discuss the nature of questioning in the classroom.
2. Discuss any four types of question with examples.
3. Discuss the teacher's role in a multicultural classroom.
4. What is the Indian perception of multiculturalism? What are the different types of questions Discussion in class requires a certain degree of preparation. Discuss the various strategies of preparing the pupils for discussion that are used in the class? Discuss with examples and with specific reference to the teacher's role.
5. Mention the goals and philosophical orientations of Multicultural education. What are the different factors of multicultural education?
6. Discuss strategies of integrating multicultural content and processes in the class.

UNIT-V:**A. Questions for 2 marks:**

1. What is 'reading to learn'?
2. What do you mean by reading in content area?
3. What is study skill?
4. What are the types of study skill?
5. Name some factors that influence reading in content area.
6. What are the levels of reading in content area?
7. Suggest two strategies of reading in content area.
8. What is schema?
9. What are the important types of schema?
10. What is broad vs narrow concept of schema?
11. What do you mean by making sense of a text?
12. Name some types of text.
13. What is expository/narrative/reflective/transactional text?
14. What is instructive/informative/persuasive text?
15. How is expository text different from narrative text?
16. Give two examples of
expository/narrative/reflective/transactional/instructive/informative/persuasive text.

B. Questions for 5 marks:

1. Discuss the need for study skill.
2. Discuss the importance of different texts in curriculum.
3. Discuss some important issues of reading in science/social science/mathematics.
4. How is 'reading to learn' different from 'learning to read'?
5. Show your acquaintance with expository/ narrative/transactional/reflective text. Give examples.
6. Discuss the nature and types of transactional text.
7. Discuss the types of schema.
8. What is the relation between schema and reading?

C. Questions for 10 marks:

1. Discuss different issues of reading in content area.
2. Discuss the schema theory.
3. Write an expository essay on "types of texts".
4. Discuss the issue of reading in Mathematics/Social Science/Science. What do you understand by Text Organizers?
5. Discuss the various common types of text organizers with examples.
6. What is a Narrative Text? What is the Generic Structure of a Narrative Text?
7. Discuss the process of reading with reference to the schema theory.

প্রশ্নাবলী

চতুর্থ পত্র

সংক্ষিপ্ত উত্তরধর্মী (Short Answer Type)

প্রতিটি প্রশ্নের মান—২ (Each Question—2marks)

1. ভাষার সংজ্ঞা (Definition of language)
2. গঠনসর্বস্বতাবাদী ভাষাতাত্ত্বিক (Structuralist linguist)
3. ভাষাতত্ত্বের সংজ্ঞা (Definition of linguistics)
4. প্রতীক ব্যবস্থা (Signalling system)
5. সর্বজনীন ব্যাকরণ (Universal Grammar)
6. ভাষাতত্ত্বে মনোবিজ্ঞানের প্রভাব (Influence of Psychology in Linguistics)
7. Deep Structure এবং Surface structure-এর মধ্যে পার্থক্য (The difference between Deep Structure and Surface structure)
8. ভাষায় ব্যবহৃত প্রতীক চিহ্ন (The signs used in language)
9. Signifier এবং Signified-এর মধ্যে সম্পর্ক (Relation between Signifier and Signified)
10. পাঠ্যাংশের যে কোনও দুটি ধরন (Any two types of text)
11. শ্রেণিকক্ষের আলাপ-আলোচনা (Classroom discourse)
12. প্রশ্নের বিভিন্ন ধরন (Different types of questions)
13. পঠনের যে কোনও দুটি বৈশিষ্ট্য (Any two characteristics of reading)
14. L. A. C.
15. বহু সংস্কৃতি সমন্বিত শ্রেণিকক্ষ (Multicultural classroom)

16. একভাষিকতা (Monolingualism)
17. উপভাষার সংজ্ঞা (Definition of dialect)
18. মান্য ভাষা (Standard language)
19. ভাষার মৌখিক ব্যবহার (Oral use of language)
20. স্কিমা তত্ত্ব (Schema Theory)
21. পরিবারের ভাষা (Home language)

৫০টি শব্দের মধ্যে উত্তর লিখুন। (Write answer within 50 words.)

প্রত্যেকটি প্রশ্নমান—৫ (Each Question—5 marks)

1. ভাষা সম্পর্কিত ধারণাগুলি সংক্ষেপে লিখুন।
(Write in brief about the concepts of language.)
2. ভাষা মানুষের সংযোগ মাধ্যম।— কথাটি ব্যাখ্যা করুন।
(Language is the medium of human communication.—Explain.)
3. ভাষাচিন্তা সম্পর্কিত আধুনিক দৃষ্টিভঙ্গির পরিচয় দিন।
(Show your acquaintance with the modern outlook of linguistic thoughts.)
4. সমাজ পরিবর্তনের জন্য ভাষা সম্পর্কিত চিন্তার পরিবর্তন একান্ত প্রয়োজন। আলোচনা করুন।
(Change of thought regarding language is essential for social change. Discuss.)
5. ভাষাতত্ত্বে ক্রমফিল্ডের অবদান বিষয়ে সংক্ষেপে আলোচনা করুন।

(Discuss the contribution of Bloomfield in the field of linguistics.)

6. সোস্যুরের ভাষাতাত্ত্বিক মতামত সংক্ষেপে বিবৃত করুন।

(State briefly the linguistic views of Saussure.)

7. ভাষার উপাদান সম্পর্কে সোস্যুরের বক্তব্য বিষয়ে খুব সংক্ষেপে আলোচনা করুন।

(Discuss in short the elements of language according to Saussure.)

8. *Langue* এবং *Parole*-এর মধ্যে পার্থক্য কী?

(What is the difference between *Langue* and *Parole*?)

9. Syntagmatic relation এবং Paradigmatic relation বলতে কী বোঝায়?

(What are meant by Syntagmatic relation and Paradigmatic relation?)

10. বর্তমান ভাষাতত্ত্বের ইতিহাসে চম্‌স্কির অবদান উল্লেখযোগ্য হওয়ার কারণ কী?

(Why is the contribution of Chomsky remarkable in the history of linguistics?)

11. বিশ্বজনীন সৃজনাত্মক ব্যাকরণ বলতে কী বোঝায়?

(What is meant by 'Universal Generative Grammar'?)

12. চম্‌স্কি গঠন-নির্ভরতার নীতি বলতে কী বুঝিয়েছেন?

(What does Chomsky mean by the principle of structure-dependency?)

13. শিশুর ভাষার বিকাশে আধুনিক ভাষাবিজ্ঞানীদের ভাষাচিন্তার প্রভাব কতদূর অপরিহার্য?

(How far is the influence of linguistic thoughts of the modern linguists inevitable in the language development of the child?)

14. বহু ভাষা শিক্ষার সুবিধাগুলি আলোচনা করুন। (Discuss the advantages of multilanguage learning.)

15. শিশুর শিক্ষায় উপভাষাগুলির গুরুত্ব বিষয়ে আলোচনা করুন। (Discuss the importance of the dialects in the learning of the child.)

16. শ্রেণিকক্ষে শিক্ষার্থীর ভাষা লিখনের দক্ষতা গড়ে তোলার ক্ষেত্রে শিক্ষকের ভূমিকা কী হবে? (What will be the role of a teacher in the classroom in developing the writing skill of a learner?)

17. ভাষার শক্তিগুলি কী কী? (What are the powers of the language?)
18. শিশুর সামাজিক বিকাশে ভাষার কাজগুলি সম্পর্কে সংক্ষেপে লিখুন। (Write briefly the functions of language in the social development of the child.)
19. আপনি কি একমত যে বিদ্যালয়ে ভাষা শিক্ষার দায়িত্ব বিদ্যালয়ের সমস্ত বিষয়ের শিক্ষকদেরই থাকে? আপনার উত্তরের সপক্ষে যুক্তি দিন। (Do you agree that the language teaching in the school is the responsibility of all teachers of all subjects? Give reasons for your answer.)

নীচের বিষয়গুলি আলোচনা করুন। (প্রশ্নমান—১০)

Discuss the following. (Each 10 marks)

1. ভাষাবিজ্ঞানে সোস্যুরের অবদান (Contribution of Saussure in the field of linguistics)
2. ভাষা শিক্ষণে পাঠ্যক্রমের বিভিন্ন বিষয়গুলির গুরুত্ব (Importance of different subjects in the curriculum in language learning)
3. ভাষাশিক্ষায় প্রথম ভাষার গুরুত্ব (Importance of first language in language learning)
4. শ্রেণিকক্ষে পঠন কৌশলের ব্যবহারে শিক্ষকের ভূমিকা (The role of the teacher in the use of reading strategies in the classroom)