BEGS-185
English Language Teaching
Assignment July, 2026 & January, 2027
(Based on Blocks 1 - 3)

Programme: BAM/2026-27

Course Code: BEGS-185/2026-27

Max. Marks: 100

Answer the following all questions: 5x2 = 10

Section A

Write short notes on the following in about 200 words:

a. Multiple Intelligences
b. World wide web

Section B

Answer the following questions in about 150 words each: 3x10 = 30

a. Predictive and Retrospective evaluation.
b. Importance of evaluating textbooks
c. Write a note on authoring tools.

Section C

Answer the following questions in about 150 words each: 3x20= 60

a. Discuss the problems faced by under privileged learners in Learning English.
b. What are the difficulties associated with higher order reading skills? Suggest measures to overcome them.
c. Discuss the processes involved in carrying out project work.

Write short notes on the following in about 200 words:
a. Multiple Intelligences

Answer

The theory of Multiple Intelligences was proposed by psychologist Howard Gardner. It suggests that human ability cannot be described adequately through a single intelligence score. People may show different strengths in understanding language, solving problems, working with others and dealing with the world around them. Gardner originally identified seven intelligences and later added naturalistic intelligence.

Linguistic intelligence involves skill in using spoken and written language. Logical-mathematical intelligence helps in reasoning and recognising patterns. Spatial intelligence concerns understanding images, shapes and space. Musical intelligence includes sensitivity to rhythm, pitch and sound. Bodily-kinesthetic intelligence is the ability to use the body skilfully. Interpersonal intelligence helps us understand other people's feelings and intentions, while intrapersonal intelligence involves awareness of our own feelings and abilities. Naturalistic intelligence concerns recognising and classifying features of nature.

The idea has useful implications for teaching English. A teacher can explain new vocabulary through a short story, a picture, a song or a role-play rather than depending only on a lecture. Students may practise a dialogue in pairs, organise words into categories, draw a story sequence or write a personal reflection. These activities offer different ways of participating in the same language lesson.

A teacher should observe how students respond rather than deciding their strengths from one activity. For example, children who enjoy storytelling can also learn through charts, and those who prefer movement can still develop written accuracy. Assessment may include oral explanation, a written paragraph or a group task, but all learners must practise the skills the syllabus requires. Multiple activities make the lesson inclusive without replacing clear learning goals.

However, multiple intelligences should not be treated as fixed labels. A student described as 'musical' must not be denied reading or writing practice. The theory is also debated as a scientific explanation of separate mental abilities. Its sensible classroom value lies in varying activities, observing individual progress and giving every learner chances to develop all language skills.