

J-72

Hall Ticket Number

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CENTRE FOR ENGLISH LANGUAGE STUDIES

Ph.D. ENTRANCE EXAMINATION, FEBRUARY 2015

Max. Time: 2 hours

Max. Marks: 75

INSTRUCTIONS

1. Do **NOT** reveal your identity in any manner in any part of the answer book.
 2. Enter your Hall Ticket Number on the **FIRST** page of **EACH** answer book. This paper comprises **THREE SECTIONS** in all.
 3. **SECTION A** and **B** consist of objective type questions.
 4. **SECTION C** requires an essay type answer.
 5. Write your answer in the space provided. No additional paper or answer book will be given.
 6. Space for rough work is provided on page **14**.
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Hall Ticket Number

SECTION A: LANGUAGE
[TOTAL MARKS: 25]

There are **25** questions to answer.
 All questions carry **ONE MARK** each.
 Put a tick mark (✓) in the box against the correct answer.

1. Read the following and then choose the correct option.

Krashen's theory of Affective Filter says: Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. This means _____

- | | |
|---|--------|
| A. when the filter is 'up' it slows language acquisition. | [] |
| B. positive motivation is necessary, but not sufficient for language acquisition. | [] |
| C. both (A) and (B). | [] |
| D. neither (A) nor (B). | [] |

2. The behavioral emphasis on learning breaks down complex tasks into sub skills that are taught separately. This implies that:

- | | |
|---|--------|
| A. Phonic skills are taught separately from reading skills. | [] |
| B. Lectures are followed by individual drill activities. | [] |
| C. Students are encouraged to complete stories and narrate them in the class. | [] |
| D. Contextual use of language is not emphasized. | [] |

3. Paulo Freire, talking of the banking concept of education says:

In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry.

Which of the following tasks would illustrate the ideal process of language education for Freire?

- | | |
|--|--------|
| A. Learning syntactic forms through the substitution table | [] |
| B. Practicing given conversations to be used in specific contexts. | [] |
| C. Learning vocabulary through brain storming activities in the classroom. | [] |
| D. Converting sentences from positive to negative, simple to complex, etc. | [] |

4. Read the two sentences below and then decide which among them is ambiguous.

- i. They carefully picked the tomatoes off their pizza.
- ii. They picked the tomatoes carefully off their pizza.

- | | |
|---------------------|---------|
| A. Only i | [] |
| B. Only ii | [] |
| C. Both i and ii | [] |
| D. Neither i nor ii | [] |

5. Read the two statements and choose the right option.

Statement (i): The shortage of employable talent has become severe.

Statement (ii): There are more job opportunities than there are qualified professionals.

Options:

- | | |
|--|---------|
| A. statement (i) is the cause and statement (ii) is its effect. | [] |
| B. statement (ii) is the cause and statement (i) is its effect. | [] |
| C. both the statements (i) and (ii) are independent causes. | [] |
| D. both the statements (i) and (ii) are effects of independent causes. | [] |

6. Read the short passage given below carefully and find an appropriate option that could be repeated in all the blanks.

The _____ articulates for educators, researchers, and entrepreneurs how next generation learning might take root more broadly so that more students can be successful in reaching their educational goals. The result of using the _____ will not be a cookie-cutter landscape of identical practices. Instead, the _____ invites a breadth of options that will vary by the culture of organizations, personalities of communities, needs of students, and the interaction of all stakeholders to create multiple models that work.

- | | |
|----------------|---------|
| A. result | [] |
| B. development | [] |
| C. framework | [] |
| D. outline | [] |

7. Choose from the options to fill in the blanks.

Why is Amit always _____ me? I wish he would stop _____ me all the time.

- | | |
|----------------------------|---------|
| A. spying on, critiquing | [] |
| B. judging, noticing | [] |
| C. appraising, reviewing | [] |
| D. picking on, criticizing | [] |

8. Choose the right option.

Don't you think you should get married very soon? You are no spring _____ anymore.

- | | |
|------------|---------|
| A. cock | [] |
| B. sparrow | [] |
| C. hen | [] |
| D. chicken | [] |

9. Read the following passage and answer the questions given below:

Writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers. The first skill area involves acquiring a writing system, which may be alphabetic (as in European languages) or nonalphabetic (as in many Asian languages). The second skill area requires selecting the appropriate grammar and vocabulary to form acceptable sentences and then arranging them in paragraphs. Third, writing involves thinking about the purpose of the text to be composed and about its possible effects on the intended readership. One important aspect of this last feature is the choice of a suitable style. Because of these characteristics, writing is not an innate natural ability like speaking but has to be acquired through years of training or schooling. (Swales and Feak, 1994, p. 34)

This paragraph can be said to move

- A. From general to particular []
 B. From particular to general []
 C. Both 'A' and 'B' []
 D. Neither 'A' nor 'B' []
10. The above pattern for information presentation can be used for:
- A. Introduction to a paper []
 B. Mission and vision statements []
 C. Both "a" and "b" []
 D. Neither "a" nor "b" []
11. Fill in the blanks by choosing from the options given below.
- While writing _____, not only are you asked to draw several ideas together but also required to evaluate and synthesize the source content. _____, on the other hand, are used by readers to decide whether to read a source in full. They are compressed versions of the essential content of a source.
- A. abstracts—summaries []
 B. summaries – abstracts []
 C. conclusions – summaries []
 D. abstracts – conclusions []
12. Read the two sentences and decide which of the options given below is right.
- i. I've been under the weather lately. I'd prefer to be indoors.
 ii. I've been under the weather lately. A walk might do me some good.
- A. Only i is acceptable []
 B. Only ii is acceptable []
 C. Both i and ii are acceptable []
 D. Neither i nor ii is acceptable []

13. The following are advertisement slogans from *Dove – Real Beauty Campaign*.

- *All this talk about fashion models and extreme dieting – How did our idea of beauty become so distorted? We see beauty all around us.*
- *Rethink beauty – believe in your own unique beauty and guide your daughter to believe in hers.*

These slogans imply that:

- | | |
|--|-------|
| A. Fashion models can never be really beautiful. | [] |
| B. Fashion models can sometimes be really beautiful. | [] |
| C. Fashion models can often be really beautiful. | [] |
| D. None of the above. | [] |
14. Which of the following is **not** being said by the slogans given above?
- | | |
|---------------------------------------|-------|
| A. Reject the stereotype | [] |
| B. Develop self-confidence. | [] |
| C. Extreme dieting causes distortion. | [] |
| D. Everyone is uniquely beautiful. | [] |

15. Choose the appropriate option to fill in the blank below:

The idea was to demonstrate the solidarity of the NATO alliance _____
a position of strength.

- | | |
|---|-------|
| A. with a view to ensuring that negotiations with the Eastern bloc would be from | [] |
| B. with a view to ensure that negotiations with the Eastern bloc would be from | [] |
| C. with a view to ensuring that negotiations with the Eastern bloc would be in | [] |
| D. with a view to make sure that negotiations with the Eastern bloc would be from | [] |

Choose the correct sentence (questions 16-18).

16. A. Democracy has had very different meanings and connotations in its long history and is understood differently today from the context of different social and economic systems. []
- B. Democracy has had very different meanings and connotations in its long history, and has been understood differently today in the context of different social and economic systems. []
- C. Democracy has had very different meanings and connotations in its long history, and is understood differently today in the context of different social and economic systems. []
- D. Democracy has had very different meanings and connotations in its long history and has been understood differently today from the context of different social and economic systems. []

17. A. Section 194 of the Indian Penal Code says: if anyone fabricates false evidence and a person is convicted and given the death sentence as a consequence of such evidence; and is hung for the offence; then the person who gives such false evidence shall also be punished with death. []
- B. Section 194 of the Indian Penal Code says: if anyone fabricates false evidence and a person is convicted and given the death sentence as a consequence of such evidence, or is hanged for the offence, then the person who gives such false evidence shall also be punished with death. []
- C. Section 194 of the Indian Penal Code says: if anyone fabricates false evidence and a person is convicted and given the death sentence as a consequence of such evidence; and is hanged for the offence; then the person who gives such false evidence shall also be punished with death. []
- D. Section 194 of the Indian Penal Code says: if anyone fabricates false evidence and a person is convicted and given the death sentence as a consequence of such evidence, and is hanged for the offence, then the person who gives such false evidence shall also be punished with death. []
18. A. In South Korea there were exceptional circumstances in the political economy of the country that led to a highly vigorous programme of rural upliftment, of which conservation was only one part. []
- B. In South Korea there were exceptional circumstances in the political economy of the country that led to a highly vigorous programme of rural upliftment, of which conservation is only one part. []
- C. In South Korea there were exceptional circumstances in the political economy of the country that led to a highly vigorous programme of rural uplift, of which conservation was only one part. []
- D. In South Korea there were exceptional circumstances in the political economy of the country that led to a highly vigorous programme of rural uplift, of which conservation is only one part. []
19. Fill in the blank with the appropriate option:
- Any signatory of the convention is required to register a formal difference with the secretariat _____.
- A. if its own laws preclude it from observing a standard while failure to implement a recommended practice only stimulates a request that the secretariat be informed. []
- B. when its own laws preclude it from observing a standard while failure to implement a recommended practice only stimulates a request that the secretariat is informed. []
- C. if its own laws preclude it in observing a standard while failure to implement a recommended practice only stimulates a request that the secretariat is informed. []
- D. when its own laws preclude it in observing a standard while failure to implement a recommended practice only stimulates a request that the secretariat be informed. []

20. Which of the following is the correct sentence?

- A. The President was relieved from his duties soon after he tendered his resignation. []
 B. The President was relieved of his duties soon after he tendered his resignation. []
 C. The President was relieved out of his duties soon after he tendered his resignation. []
 D. The President was relieved off his duties soon after he tendered his resignation. []

21. What does the passage below say about critics?

Critics aren't dead. Not that you'd know it to look at them: their clothes are matted with pelted eggs and rotten tomatoes, their bodies are punch bags. Everyone thought critics were on the way out years ago, fated to become the first casualties of social media.

- A. Critics aren't alive because of pelted eggs and rotten tomatoes []
 B. Critics are irrelevant because of social media. []
 C. Critics are rotten and fat like punch bags []
 D. Critics are relevant in spite of social media. []

22. Which of the following additions can resolve the ambiguity of the sentence given below.

Each of us saw her duck _____.

- A. her head under the table. []
 B. under the table []
 C. yesterday afternoon []
 D. surprisingly []

23. Fill in the blanks by choosing from the options given below.

If you take a child who is not particularly academic or athletic, who feels isolated or anxious, and _____ able to offer them a creative outlet, it can often have life-changing effects. Quite apart from the proven effects of specialist music therapy, simply having a musical instrument for company, _____ able to practise and focus on making a sound, and eventually playing as part of an ensemble can have a huge impact on self-confidence and self-belief.

- A. is, have been []
 B. are, being []
 C. were, has been []
 D. was, having been []

24. Fill in the blanks by choosing from the options given below.

Friday is the easiest morning to find a seat _____ my local commuter train for a reason: working from home is growing in popularity, and the best day _____ it is just before the weekend.

- A. from, of []
 B. in, for []
 C. of, until []
 D. on, for []

25. Fill in the blanks by choosing from the options given below.

Hypotheses are usually stated in terms of _____ constructs. Yet, unless the constructs are defined operationally, the hypotheses are difficult to test. When the constructs are _____ operational definitions, the hypotheses become predictions. In this form, the hypotheses can be tested.

- A. concrete, rejected as
- B. abstract, transformed into
- C. vague, minimized into
- D. definite, derived as

[	]
[	]
[	]
[	]

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SECTION A ENDS HERE

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SECTION B: DATA ANALYSIS AND RESEARCH APTITUDE
[TOTAL MARKS: 25]

There are **13** questions to answer.

Question **1** carries **ONE MARK**.

Questions **2 to 13** carry **TWO MARKS EACH**.

Put a tick mark (✓) in the box against the correct answer.

1. In American English, the following pronunciations appear:

new	[nu:], [nju:]
duke	[du:k], [dju:k]
Tuesday	['tu:zdeɪ], ['tju:zdeɪ]
presume	[prɪ 'zum]
queue	[kju:]
mew	[mju:]
pew	[pju:]
curious	['kjʊəriəs]
museum	[mju: 'zi:əm]

Based on the data we can conclude that:

- | | |
|--|-------|
| A. [j] appears optionally in stressed syllables | [] |
| B. [j] appears optionally when followed by a long vowel | [] |
| C. [j] appears optionally when preceded by an alveolar sound | [] |
| D. [j] appears in stressed syllables optionally when preceded by an alveolar sound | [] |

2. Stress in the following is as indicated below:

First syllable:

into, only, other, over, also, any, very, after, many, even, never, little, number

Second syllable:

about, between, because, against, again, within, about, around, although

We may conclude that

- | | |
|--|-------|
| A. the first syllable is stressed if the following syllable is light | [] |
| B. the second syllable is stressed if it is heavy | [] |
| C. both (A) and (B) | [] |
| D. neither (A) nor (B) | [] |

3. The words below are blends that are either in use or observed as spontaneous "errors":

In use:

<i>Smog</i>	<i>smoke plus fog</i>
<i>Mockumentary</i>	<i>mock plus documentary</i>
<i>Jeggings</i>	<i>jeans plus leggings</i>

"Errors":

<i>refudiate</i>	<i>refute plus repudiate</i>
<i>stummy</i>	<i>Stomach plus tummy</i>
<i>stougher</i>	<i>Stiffer and tougher</i>

An analysis shows that

- | | |
|---|---------|
| A. The same principle applies in both sets. | [] |
| B. Different principles apply in the two sets of words. | [] |
| C. The same principle applies in both sets but there is an exception. | [] |
| D. There is no consistent set of principles at all. | [] |

4. Study the following sets of sentences:

Actual utterance: Take the freezes out of the steaker.

Intended utterance: Take the steaks out of the freezer.

Actual utterance: Fancy getting your model renosed.

Intended utterance: Fancy getting your nose remodeled.

Actual utterance: I randomed some samply

Intended utterance: I sampled some randomly

These utterances indicate that transpositions

- | | |
|---|---------|
| A. can happen word internally | [] |
| B. Across derivational and inflectional affixes | [] |
| C. Non-contiguous elements | [] |
| D. All of the above | [] |

5. Howard Gardner of Harvard has identified eight distinct intelligences. They are as follows: Visual-spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical-mathematical and naturalistic.

In a classroom activity, a teacher shows the clippings of compering done by reputed MCs and then the class discusses the dos and don'ts of compering including nonverbal communication. A couple of volunteers then act out like MCs of a simulated event and then the class is divided into smaller groups and each group is instructed to simulate compering by rotation.

The intelligences facilitated through this classroom activity are:

- | | |
|--|---------|
| A. linguistic, interpersonal, naturalistic, visual-spatial | [] |
| B. visual-spatial, intrapersonal, linguistic, bodily-kinesthetic | [] |
| C. linguistic, intrapersonal, interpersonal, visual-spatial | [] |
| D. linguistic, interpersonal, bodily-kinesthetic, visual-spatial | [] |

6. In a study, the research question is stated as: "Is there any relationship between L1 and L2 proficiency level on learners' reading comprehension ability?"

The correct null hypothesis would be _____

- A. There is no relationship between L1 and L2 proficiency level on learners' reading comprehension ability. []
- B. There may be a relationship between L1 and L2 proficiency level on learners' reading comprehension ability. []
- C. There is a relationship between L1 and L2 proficiency level on learners' reading comprehension ability. []
- D. There is a negative relationship between L1 and L2 proficiency level on learners' reading comprehension ability. []

7. The following are some the important premises of Critical Ethnography.

The first is to consider the subject group in a wider context. The research looks at the functional relationships between the subject group and the wider social milieu.

The second is to examine the ways in which the social processes that are evident in the subject group are mediated by structural relations.

The third is related to the deconstruction of the social structures, critiquing the essential relationship of the structure under analysis.

Look at the following topics and decide which among them would suit this research method.

- i. A work looking at the socio-political contexts that resulted in the introduction of English in India in the nineteenth century.
- ii. The link between motivation and language learning in students coming from socially disadvantaged backgrounds.

- A. Only (i) []
- B. Only (ii) []
- C. Both (i) and (ii) []
- D. Neither (i) nor (ii) []

Quantitative research generates numerical data or information that can be converted into numbers. Qualitative research on the other hand generates non-numerical data. Study the research problems given below and choose the best option from the choices given. (Questions 8, 9 and 10).

8. A research looking at the graffiti in the classrooms to study student reaction to the curriculum.

- A. Quantitative []
- B. Qualitative []
- C. Both quantitative and qualitative []
- D. Either quantitative or qualitative. []

9. A study that will look at teacher responses to a training programme, analyze their improvement and decide the efficacy of the programme.

A. Quantitative	[]
B. Qualitative	[]
C. Both quantitative and qualitative	[]
D. Either quantitative or qualitative.	[]

10. A study that will look at the commonly-used strategies students use to learn reading, and see why they prefer some over the others.

A. Quantitative	[]
B. Qualitative	[]
C. Both quantitative and qualitative	[]
D. Either quantitative or qualitative.	[]

The following are a few facts about the spread of English in India.

- With the help of the East India Company, many English schools were founded by missionaries in the early nineteenth century.
- The establishment of the Supreme Court in the eighteenth century resulted in the demand for English teachers.
- There were policy documents in the late nineteenth century that strongly recommended the use of vernaculars for primary education.

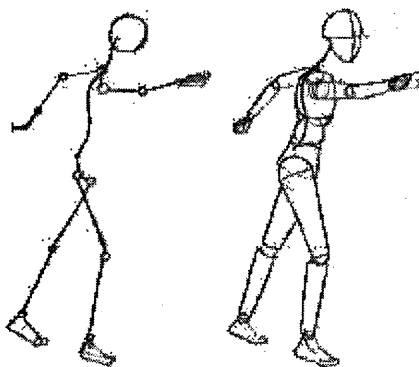
11. Which of the hypothesis given below would probably be proved wrong on the basis of the facts given above.

A. The demand for more English resulted in the establishment of missionary schools.	[]
B. Skills learning was central to English education in the beginning.	[]
C. The British, at least initially, did not try to alter the language ecology in India.	[]
D. None of the above.	[]

12. To conduct research in the above area, one would have to

A. Study court documents	[]
B. Study policy documents	[]
C. Study school curriculum	[]
D. Study the language ecology of India.	[]

13. Study the following figures and choose the correct answer below.



These figures can be used to teach writing skills of:

- A. argument at the primary level
- B. comparison at an intermediate level
- C. narration at an advanced level
- D. rhetoric at an advanced level

[]
[]
[]
[]

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SECTION B ENDS HERE

SPACE FOR ROUGH WORK

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SECTION C: ESSAY

[TOTAL MARKS: 25]

Write an essay, giving suitable examples on any **ONE** of the following **in the space provided** on the following pages.

1. Need for effective language planning in India
2. Features of spoken grammar
3. Pedagogic potential of learner corpora
4. Washback and feedback
5. British English to post-colonial Englishes
6. Bilingualism and/or immersion method
7. Theoretical approaches to the relationship between lexis and grammar
8. Ethnographic research in language studies and language education

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BEGIN YOUR ANSWER ON PAGE 16