

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of English Language & Applied Linguistics)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM THE AWARD OF A DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENT(S) BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Grammar (5657)

Level: PGD TEFL

Semester: Autumn, 2026

Please read the following instructions for writing your assignments. (AD, BS, BEd, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks, but within a question the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the question.
3. Avoid irrelevant discussion/information and reproducing from books, study guide or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded on the LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on the University LMS. The size of the file should not exceed 5 MB.

Total Marks: 100

Pass Marks: 40

ASSIGNMENT No. 1
(Units 1-9)

- Q.1 What is grammar, and why is it more than a set of rules for correct language use? Discuss the role of grammar in organizing language and conveying meaning. Support your answer with examples of your own. (10)
- Q.2 Determine the different functions that affixes perform in English and in your local language. Your answer should address the following requirements:
(a) How can affixes create new words?
(b) How can affixes create new grammatical forms of existing words?
(c) For each of these functions, identify at least two examples from English and two from Urdu or your mother tongue. (10)
- Q.3 Discuss the pedagogical value of distinguishing between errors of chain and errors of choice. In your answer, address the following:
(a) What is meant by each type of error?
(b) Why might errors of choice indicate language development rather than failure, as compared to errors of chain?
(c) Discuss the implications of this distinction for the classroom. (10)
- Q.4 Analyze the major criticisms that have been directed against traditional grammar. To what extent do these criticisms undermine its effectiveness as a model for describing contemporary English? (10)
- Q.5 Examine the distinction between content words and structural words as two major categories of vocabulary. How do these categories differ in their grammatical functions, meanings, and contributions to communication? Support your answer with examples of your own. (10)
- Q.6 Analyze the grammatical characteristics and communicative functions of modal auxiliaries. Discuss:
(a) What structural features distinguish modal auxiliaries from other verbs?
(b) How do modal auxiliaries express possibility, obligation, ability, certainty, and attitude?
(c) Illustrate your answer with original examples. (10)
- Q.7 Discuss the internal organization of the Noun Group. How do headwords, premodifications, and postmodifications work together to form grammatical

structures of varying complexity in a Noun Group? Support your discussion with suitable examples. (10)

Q.8 Mood provides a grammatical basis for classifying sentences. Explain the declarative, imperative, and interrogative moods and discuss their relationship with sentence function and meaning. (10)

Q.9 Language can be analyzed at different grammatical levels, from morphemes to complete sentences. Analyze the following sentences and show how the grammatical hierarchy operates in each case:

- (a) The students completed the assignment yesterday.
- (b) The book that I borrowed from the library is very useful.
- (c) Because the weather was bad, the match was postponed.
- (d) My younger brother is learning French at college.
- (e) She believes that hard work leads to success.

For **each sentence**,

Identify the main clause and any subordinate clause(s);

Identify the major groups (Noun Groups, Verbal Groups, Adverbial Groups, etc.);

Identify the headword, premodification, and postmodification (where applicable) for any ONE Noun Group;

Break down any ONE word into its constituent morpheme(s). (10)

Q.10 Discuss how communicative grammar teaching connects grammatical form with meaningful language use, and why that is of greater benefit to students. Illustrate your arguments with examples of grammatical forms and how they might be realized within the classroom. (10)

Total Marks: 100

Pass Marks: 40

ASSIGNMENT No. 2 **(Project)**

The second assignment for this course is a project. For this, you are required to **study a specific area within the field, conduct research, and prepare a report** on your findings as per the given instructions. Make sure your report has been submitted to your tutor before the due date. Your report must:

1. have a clear introduction, a coherent and well-aligned body section, and a relevant and clear conclusion;
2. be written in clear, concise, and correct English; and
3. be around **2000 to 3000 words** in length.

The assignment will be evaluated in terms of originality, research procedures, language use, and clarity of ideas. Your tutor will assign **any ONE of the following topics** to different students during your classes.

Option 1

Select a grammatical structure not used for teaching examples in the course materials and design a complete lesson based on the Four Ps framework. Implement the plan and assess the success of your project. On that basis, write a report that details:

- Your justification for selecting that specific grammar point, including what is wrong with procedures currently used.
- Your lesson objectives
- Your lesson plan in terms of:
 - Preparation stage
 - Presentation stage
 - Practice stage
 - Production stage
- Teaching materials, resources, and activities
- Anticipated learner difficulties and the measures adopted to address them
- Obstacles encountered during implementation
- Objectives achieved and objectives not / partially achieved
- Post-evaluation of the effectiveness of the lesson
- Observations, reflections, and recommendations for improvement

Option 2

Select a grammar lesson from a textbook, workbook, website, or classroom resource. Critically evaluate the lesson and redesign it using communicative principles and the Four Ps framework. Afterwards, implement it and evaluate the effectiveness of your intervention. Your report should include:

- The original lesson plan/resource and an evaluation of its strengths and weaknesses.
- The revised lesson, in terms of lesson objectives, procedures, material, activities, and alignment with the Four Ps.
- The details of implementation, including objectives achieved, obstacles encountered, and what did not go well.
- The post-evaluation of the revised lesson in comparison with the original lesson and its implementation.
- Any observations, revisions, and suggestions for the future.