

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD – 500 007



SCHOOL OF DISTANCE EDUCATION  
POST GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

PRINCIPLES OF LANGUAGE TEACHING  
(2017 – 2018)

(These assignments are on 09 printed pages)

**Instructions**

1. These assignments are based on the 3 blocks and Larsen Freeman's **Techniques and Principles in Language Teaching**, sent to you. Please make sure that you have studied them thoroughly before attempting the assignments.
2. While your answers should show your familiarity with the texts, lifting verbatim from them will be penalized.
3. You should attempt all the questions in each assignment.
4. Where required, you must attach samples of texts from the materials you are discussing.
5. Please keep to the suggested length for each answer: don't make it too long or too short.
6. You should attach a separate cover sheet for each assignment.
7. Do not pin all your assignments together.
8. You are advised not to answer all the assignments together: allow yourself enough time in between to read the materials and think about the points raised.

**Assignment – I**

(Based on Block I and Diane Larsen – Freeman's *Techniques and Principles in Language Teaching*)

1. Choose a particular situation (such as at the bank, at the station, or at the doctor's chamber) or a particular topic (such as holidays or the weather), and write a dialogue on the theme you have chosen. Now think about how you will convey its meaning to the students, without using their native language. Apply what you have understood about the Direct Method.  

(500 words approx)
2. In your view, is the learner's first language an aid or an impediment in the learning of a second language? How has the role of the LI been perceived in the *Audo-Lingual Approach*, *Communicative Language Teaching*, and the *Grammar-Translation Method*.  

(600 words)

3. In your view are errors on the part of students indicative of a failure to learn the language? How have the different approaches described by Larsen Freeman perceived learner error? How can an analysis of learners's errors help the teacher?

(600 words)

### Assignment – II

(Based on Block I and Diane Larsen – Freeman's *Techniques and Principles in Language Teaching*)

1. "Teachers who adopt the Multiple Intelligence' Approach, expand beyond language, learning styles, and social skills training,' to address other qualities of language learners." (Larsen-Freeman, 2003)

Explain with examples how a teacher can address the individual learner needs integrating 'Multiple Intelligences' Approach and Learning Styles into her teaching. (You could consider both **methodology** and **materials**)

(600 words approximately)

2. Examine the following methods described in Larsen-Freeman:
  - a. The Silent Way
  - b. Desuggestopedia
  - c. Community Language Learning
  - d. Total Physical response

Are these methods suitable for the ESL classroom in India? Discuss the benefits and limitations of making use of the principles on which these methods are based in the teaching/learning situations that you are acquainted with.

3. Describe the techniques by which learning Strategy Training and Cooperative Learning can be facilitated in the language classroom.

### Assignment – III

(Based on Unit 1 of Block II)

1. Compare Piaget and Bruner's theories of cognitive development. How do they help us understand the process of learning, especially language development, in children? How can the second language teacher apply their theories to her teaching? Discuss with appropriate examples.

(750 words approximately)

2. What do you understand by **zone of proximal development** and **scaffolding**? How can these concepts be related to the role of the teacher in the language classroom? Discuss with examples from your own experience.

(750 words approximately)

**Assignment – IV**  
**(Based on Unit 2, 3, and 4 of Block II)**

1. What is the role of memory in language learning? How would it play a role in the acquisition of vocabulary? (500 words approximately)
2. What are the basic principles underlying humanistic psychology? How do Maslow's hierarchy of needs and Erikson's stage theory help us understand the learner better? (500-600 words)
3. How are motivation to learn and attitude to language linked to success in language learning? Explain how attribution is linked to motivation. (500-600 words)

**Assignment – V**  
**(Based on Block III)**

1. Read the extracts from 2 language classes given below and analyse them in terms of **teacher/learner roles**.
  - a. **List the teacher roles (give examples from the transcripts).**
  - b. **Identify the learner roles (give examples from the transcripts).**
  - c. **On the basis of your analysis say what the approach underlying each lesson seems to be. (You should draw on your reading of Larsen Freeman to help you answer this question).**

**LESSON EXTRACT ONE**

**Extracted matter to be pasted here.**

2. Analyse the extract from a language lesson reproduced below and **describe what is happening in the class**. You should
  - a. Identify the sequence activities (divide the class into segments and say what the teacher's intention is in each segment)
  - b. Using FLINT (section 2.12), identify the nature of teacher/learner interaction in each segment.
  - c. Identify any type(s) of teacher talk that exemplifies a teaching purpose (e.g. to elicit, to explain)

**Extracted matter to be pasted here.**

✓  
**Assignment V**

**(Based on Block III)**

- ✓ 1. Read the extracts from 2 language classes given below and analyse them in terms of teacher/learner roles.

**For each transcript**

- a. List the teacher roles (give examples from the transcripts).
- b. Identify the learner roles (give examples from the transcripts).
- c. On the basis of your analysis say what the approach underlying each lesson seems to be. (You should draw on your reading of Larsen Freeman to help you answer this question).

**LESSON EXTRACT ONE**

The teacher has presented the present perfect tense as it is used relating to past experiences which affect the present time.

She has practised the form in a controlled way, using a substitution table, and she now wants to get her class to practice using it in meaningful contexts, and relate it to language they have already learnt. In this case the class have recently learnt how to describe places and use the question 'What's it like?' The teacher, at the start of this extract, has just put up a map of their own country and listed the main towns.

T: So, we're going to talk about places you've visited, towns you've been to, in the past, but that you can still remember and tell us about, now. OK. How can I ask you if you know a place, if you've been to a place? What is the question? Yes? Kumah?

S1: You have been...?

T: Anyone else?

S2: Have you been to London?

T: Good. Well, Rosa, have you ever been to London?

S3: Er, no.

T: No, I haven't.

S: No, I haven't.

T: Good. Someone ask Gustav if he's been to Hamburg. Have you ever...?

S: Have you ever been to Hamburg, Gustav?

T: Uha.

S: Yes, I haven't.

T: Haven't?

S: Oh, sorry, yes. I have.

T: Yes, I have, fine. Well, what's it like?

S: It's very big town and modern. Er shops... er cars,...

T: It's a very big town, yes. Good. Well, now, I want you to work in pairs and find out which of these towns you've been to, the towns we have listed on the board. So you'll have to ask each other 'Have you ever been to?' or 'What do you think of it?'

OK. In twos, you ask first, you, you; and the others answer, then change over. Go on, have you ever...

*(Massed pair work; teacher wanders round)*

T: Alright. Stop now, good. So now you all know where your friends have been? Yes? Good. Right, you can all write down two sentences about your friends, true sentences; remember the ones you read from the table? Like those, but true. You give me a true sentence about your friend, er, - Lee.

S: Ali has been to Bawku.

T: Is that true, Ali?

S: Yes, I've been there three times.

T: Three times? Very nice. So, all of you, quietly write two or three sentences about your friend, then you can read some of them out to the class.

### LESSON EXTRACT TWO

Most students in this intermediate class are or will be in some kind of business, so the teacher has chosen a topic which they should find useful.

They have just learnt different ways of making suggestions. They have revised ways of apologizing, and expressions of time and dates.

Earlier this lesson, in preparation for this activity, they have each prepared, on a sheet of paper, a one week page of a business engagement diary for the following week. They each filled in any seven of the ten possible half days with things like

Meeting at...

See Accountant

Visit factory

Dentist 2.30

Mr. Crawford 3.00 etc.

but without telling each other which times they left free. The teacher wants them to work in pairs, as if they were businessmen trying to find a time to meet when they were both free. They need to practice making arrangements to meet.

T: So, you all know what you have in your own diaries, but you don't know when your neighbours are free, do you?

S: Three times.

T: Yes, they have three free times next week, but you don't know which days. Right, you are going to have a telephone conversation to decide on a day and a time to meet a business colleague to talk about a new project. One of you can be Mr. Russell, and you're going to telephone a Mr. Schmidt in another company to arrange a time to meet. OK? Now, you are both free at different times, you will have to ask each other questions to find out the other person's programme for next week. You may only be able to find a lunch time convenient to you both. So, Mr. Russell telephones Mr. Schmidt. Look, I'll do it with one of you so you know what I mean. Mr. Adjimi, you be Mr. Schmidt and I'll be Mr. Russell. Ready? Brrr Brrrr. You pick up the phone, Mr. Adjimi. Hello, is that Mr. Schmidt?

S: Yes.

T: Oh. This is John Russell here, of O.P. company.

S: Er good morning

T: Good morning. I was ringing to ask if we could meet some time to discuss the new project.

S: Oh, yes, when can you come?

T: Well, let's see, next week I'm free on Tuesday at 10 a.m.

S: Oh dear. No. Not...

T: (*quietly*) I'm sorry, I have to....

S: I'm sorry, I have to go to a meeting on Tuesday.

T: Well, what about Thursday afternoon? Are you free then?

S: I'm afraid I have appointment with the dentist.

T: Oh. (*quietly*) What about...

S: What about Friday after lunch.

T: Friday? Let's see... Yes, that's fine. Why don't we have lunch together and talk afterwards, you know, do our business in the afternoon?  
 S: Where shall we meet then? At the Homa Restaurant?  
 T: The Homa? Yes, what time? Half past one?  
 S: Yes, that's fine.  
 T: Goodbye, then, see you next Friday, one thirty.  
 S: Goodbye.  
 T: Well done, Mr. Adjimi, you did that very well. OK? Everybody? Now, you do the same. All of you, together, in your pairs, looking at your diaries, find out when you are both free and arrange to meet, decide when and where and so on. Ready? Right, off you go, the phone is ringing, Mr. Russell, you ask for Mr. Schmidt.

Ss: (All) Hello... etc.

*Follow up*

*After completing this first activity, students could change partners and arrange a second meeting with someone else. Or they could all exchange diaries and do a similar activity. The diaries could be saved and used again for a different class.*

- ✓ 2. Analyse the extract from a language lesson reproduced below and **describe what is happening in the class**. You should
- Identify the sequence of activities (divide the class into segments and say what the teacher's intention is in each segment)**
  - Using FLINT (section 2.12), identify the nature of teacher/learner interaction in each segment.**
  - Identify any type(s) of teacher talk that exemplifies a teaching purpose (e.g. to elicit, to explain)**

T: Before we start the poem, I would like to show you something. You know what this is?

SSS: Passbook

T: This is a pass book. It's a passbook. Normally this passbook is to be presented to the bank for making entries of the amount that you have deposited, amount that you have withdrawn and all, I hope you are clear with this... Okay. Now, look at this page.. what do you find here....?

S: Entries

T: Entries made.. What do you find here?... Yes?

S: Entries.

T: Again entries made.. now look at this page... what do you find there?

SSS: There's a blank.

T: There's a blank.

T: What have they ... what have they done there? they have put a cross. They have crossed out those two pages. And if you observe carefully you'll find that there are no entries from September '92 to March '93. Nothing is entered... you know why... you know why they have failed to enter or make entries here for so many months?

SSS: Because no money was deposited.

T: No money was deposited, no money was withdrawn. Actually, that was not the case. You might think that this is the case. But you know what happened? This passbook which has to be presented every time you deposit money, or withdraw money was not presented to the bank for a long time. The, the account owner never came to present this passbook at the bank for such a long period of time. And the people of the bank

were fed up with the account owner's behaviour and they said they were incapable of making all the entries at a stretch and so they just put a line across the pages saying that they would not be able to make the entries for those months... Now, let me ask you a question. What do you feel about the holder of this account?

SSS: Lazy.

T: Eh? Very lazy. Anything else? Only lazy?

SSS: careless.

T: Careless. He's a careless person, he's a lazy man. Probably you will come across several such people. Probably many of you are just like this account owner, who is none other than myself. (laugh) This is what happens in our daily life. Suppose you get a pain in the stomach what do you do?

S: Go to the doctor.

T: Mary?

Mary: Go to the doctor.

T: Go to the doctor. Very promptly you go to the doctor. Kavita, what would you do? You get a pain in the stomach.

Kavita: In my house, I'll just have some tablets and stay in the house only.

T: Stay in the house. You take some medicine and stay home. Anybody else with any other kind of reaction? What do you think, Ramsur?

Ramsur: I'll just leave it.

T: You'll just ignore it. How many of you would ignore a pain in the stomach? Just tell me xx that you agree. All right xx. Okay. You'll go to the doctor only when the pain is there... eh... pain is there? ... Yes... tell me... what do you have in mind... yes... yes.. come on speak up. You'll go to the doctor only if, if the pain is there... mmm... consistently for a ...

S: Long time

T: For a long time, otherwise you might just ignore it. But what will happen... if you ignore the pain .. what might possibly happen, yes?

S: Increase

T: There is such a possibility that the pain might increase. There is also the possibility that the pain might just...

SSS: Vanish.

T: Disappear. Understand? But whether we go to the doctor or whether we ignore it depends upon the kind of person that you are. Isn't it? The kind of personality that you have; the kind of attitude that you have towards life, right? Now some people are very careful. They are very, very systematic about all they do in their life. The way you study, the way you prepare for examinations. How many of you have been xx, making a timetable and following the timetable? Out of 36 only 3 of them are systematic in their life. We make plans but are we able to follow those plans? We, seldom succeed in following... right? Suppose you follow a timetable in your life very strictly. You get up at a particular time, at a particular time you do that, at a particular time you do something else. Like that you have got a definite plan, a scheme of actions for your life. What would you feel about the kind of life where everything is programmed?

S: Very boring

T: Very boring. That's a very interesting comment that he has made... you might feel that life is very boring when you have such a programmed... when everything is planned, pre-planned, when your life fits into those, those?

S: Slots

- T: Slots in the time table. Then life might be very boring or life might be very... can you use some other word for that?
- S: It won't be adventurous.
- T: It won't be adventurous.... Or it might be? ... any other word? ... everything is programmed. You put the switch on and everything moves smoothly according to your programme, what is it?
- S: Mechanical
- T: Life would be very mechanical. Life might lose its... what? What is it that you, that you want in life? Yes?
- S: Excitement.
- T: Excitement. You would like to have a lot of excitement. Any other word?
- S: Enthusiasm.
- T: Enthusiasm. Yes?
- S: Thrill.
- T: Thrill. You walk to school everyday. Is there any thrill in it? No. you travel in a bus that goes at a tremendous speed. Any thrill in it? Eh?
- S: Yes.
- T: There is thrill. Why? Because there is an element of adventure. Isn't it? So adventure, thrill, excitement, all these things would make your life really worth, worth?...
- SSS: Living.
- T: Living, whereas a programmed life can sometimes be very, very mechanical. Of course, if you follow a timetable and study well and all that, what would be the outcome?
- S: You will succeed in your life.
- T: You will succeed. Success will be yours because you have planned everything and everything will work or probably come according to your wish. But then this success may not have something about it. What is it? This success that you achieved out of programmed activities might... might lack something. What is it?
- S: A real satisfaction.
- T: Satisfaction. A kind of joy, freshness about it. You might not find it. Understand? Now, here is a poem that deals with some successful people as he has mentioned there. People who have planned their lives very well, programmed beautifully and come out successfully and the poet is just observing their activities and presenting his feelings. Now after reading the poem or after listening to my reading of the poem, you might be, you might tell me whether the poet really appreciates their kind of life or the poet is trying to say something else. Okay. Please take your books. The poem that we are going to read is, 'A stitch too late is my fate.' About the poet and his kind of poetry we shall discuss at a later stage. We shall now concentrate only on the poem. 'A stitch too late is my fate.' Does the title of the poem remind you of something?
- S: A stitch in time saves nine.
- T: A stitch in time saves nine. This is basically a fact, a truth that we very often encounter in our lives. Isn't it? As I told you about the pain in the stomach, you ignore it, the pain grows sometimes, the condition will worsen, you ignore, only at the final stages you might realize when you go to the doctor that you have been suffering from cancer and it is in the terminal stages and there is no hope. Then you would think... what would you think? ... a stitch at the proper time would have.. saved you, understand? Now let us see whether the poet really feels sorry that he has not been able to do those stitches in time. Whether he is really worried, whether he is really sorry about his own kind of life.



Whether the title really means what it might apparently mean, okay? Please look at your books. There are some people..... (reads poem aloud).

I hope this poem is simple enough xx to understand what the poet is saying. You don't encounter any difficult words there, do you? Hm? Now, the earlier question that I put to you before I read the poem – did the poet write this in appreciation of the people whom he is describing here or is he trying to do something else?'Anyone?

S: He is trying to be sarcastic.

T: He is trying to be sarcastic. Sarcastic. What do you mean by sarcastic? Yes. When do you use sarcasm?

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