

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 007



SCHOOL OF DISTANCE EDUCATION
POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH

METHODS FOR THE TEACHING OF ENGLISH
ASSIGNMENTS (2018 – 2019)
(Total number of pages: 14)

INSTRUCTIONS

These assignments (which comprise ten pages) are designed to make you check your understanding of the Units. Please read the units carefully and **make notes** or **highlight important points** before beginning to answer the assignments.

Please remember

- You should not work out the tasks given for analysis.
- Too heavy a reliance on the language of the units, or any other source, will be penalized. Answer the questions in your own words.
- You have been given an approximate length for each answer to guide you. TOO LONG or TOO SHORT an answer will be penalized.
- **IF YOU DO NOT ATTACH COPIES OF MATERIALS WHERE REQUIRED, YOUR ANSWER WILL NOT BE EVALUATED.**

Assignment I
Section 'A'
(Based on Blocks I & II)

- I. a. Differentiate between language learning in formal and informal contexts. [100-150 words]
b. Discuss the teaching of English in a formal context in your State / region. [100-150 words]
- II. a. Do you think a teacher is required for the learning of a language? Draw on your own experience of learning / teaching English. [100-150 words]
b. Discuss the impact of a learner-centered perspective in language teaching. Does a teacher relinquish her/his role in such an approach? [100-150 words]
- III. What are the differences between language acquisition and language learning? How, according to you, can second language learning in our country be made more conducive? [200-250 words]

Section 'B'
(Based on Block III)

Examine the lesson attached to this Assignment for Class X students ("Human Relations") and answer the following questions.

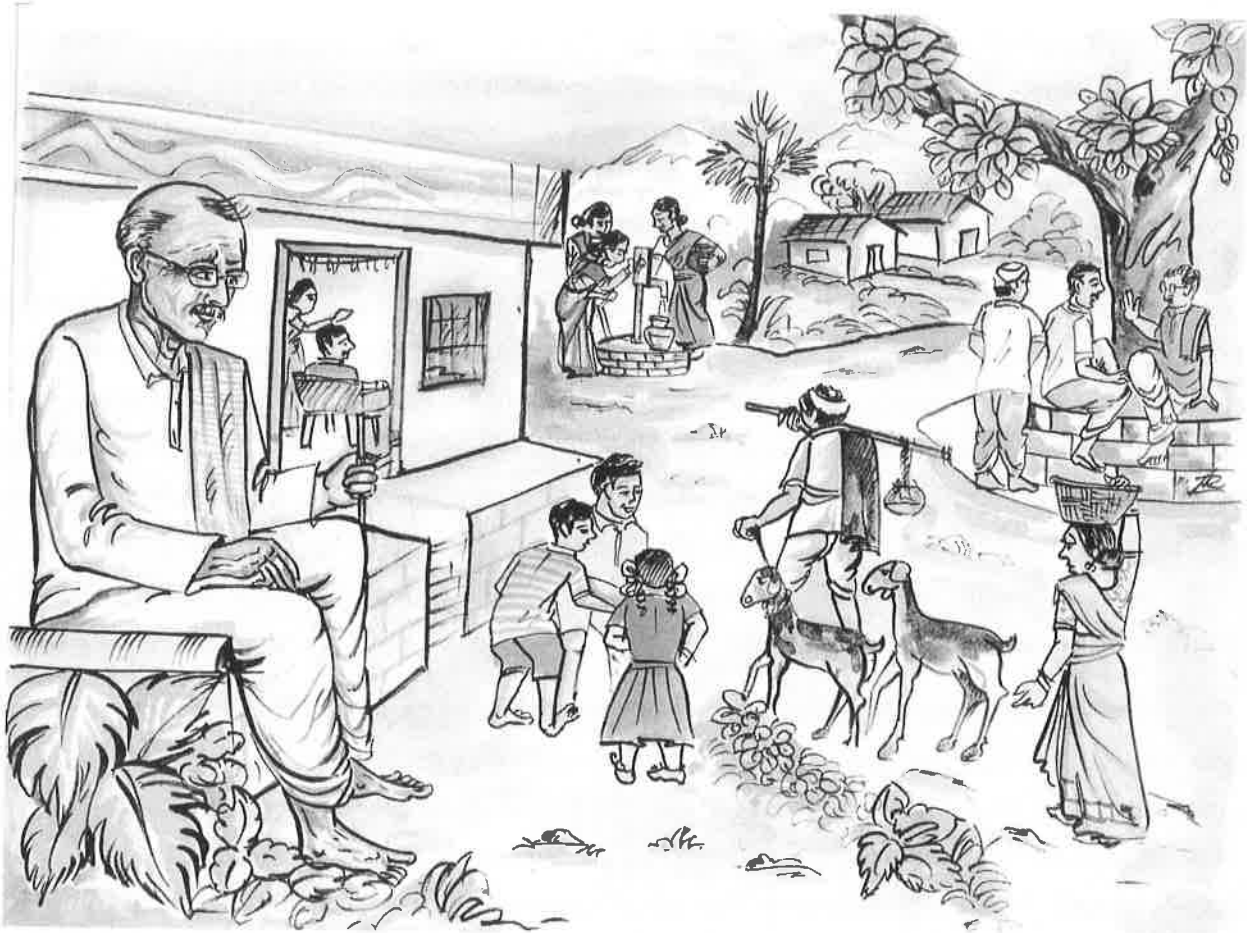
- I. What is the approach to language teaching on which the textbook is designed? Discuss with reference to the lesson. [100-150 words]
- II. a. Read the lesson and identify the sub-skills of writing. Would you suggest any further activities? Why / why not? [100-150 words]
b. Identify the sub-skills of reading being developed in the lesson? Are they developing factual, inferential or evaluative skills (or all three)? Discuss with examples from the questions at the end of the lesson. [100-150 words]
- III. a. Why do you think there are no exercises provided for developing listening and speaking skills? [50-100 words]
b. Do you think listening should be a part of instructed language learning? [100-150 words]
c. Would you agree that it is easy to develop speaking skills in a classroom? Why / why not? [100-150 words]

Assignment II
(Based on Blocks IV & V)

- I. a. How would you differentiate between the **elements of a language** and **language skills**? [150-200 words]
b. Discuss the advantages and disadvantages of teaching elements of English language in isolation and in context. Attach 2 samples from a textbook **on teaching grammar**, (i) in isolation and, (ii) in context. Attach 2 samples from a textbook **on teaching vocabulary** (i) in isolation and, (ii) in context. Use all of the above samples in your discussion. [350-400 words]
- II. Testing does not always reflect the actual language proficiency of learners.
a. What, in your opinion, are the reasons for the mismatch between actual proficiency and test results? [150-200 words]
b. How would you address this gap so that testing would be more reflective of the actual proficiency of the learner? [150-200 words]
- III. Discuss the role of "formal assessment," "informal assessment," "formative assessment" and "summative assessment" in evaluation. [250-300 words]
- IV. a. **Examine** a recent sample test paper that you have used or come across and discuss the questions for testing reading and writing skills. **Analyse** the tasks and state whether they are, (i) direct, (ii) indirect, (iii) memory-based. Attach the test paper along with your assignment. [250-300 words]

3. Human Relations

Look at the picture and read the following excerpt from the diary of a 72-year-old man. Answer the questions that follow.



As I sit here alone and waiting
I gaze at people passing me by.
I try to smile and reach out to them
But no one notices; no one waits.
They look to me like I am nothing -
Are they afraid to be seen saying "Hi"
to an old man like me?

1. What is the excerpt about?
2. How do people respond to the old man's smile?
3. How should old people be treated so that they do not feel neglected?

The Journey

After spending a leisurely Sunday at home, the very thought of returning to work on Monday is tiring. Lethargy creeps in if the holiday continues over an extended period. That is how I felt when I was preparing to return to my place of work after spending six months at home. The fact that I was to leave behind my newly-wed wife and go to a far-off place did not help either. Obviously I did not want to go.

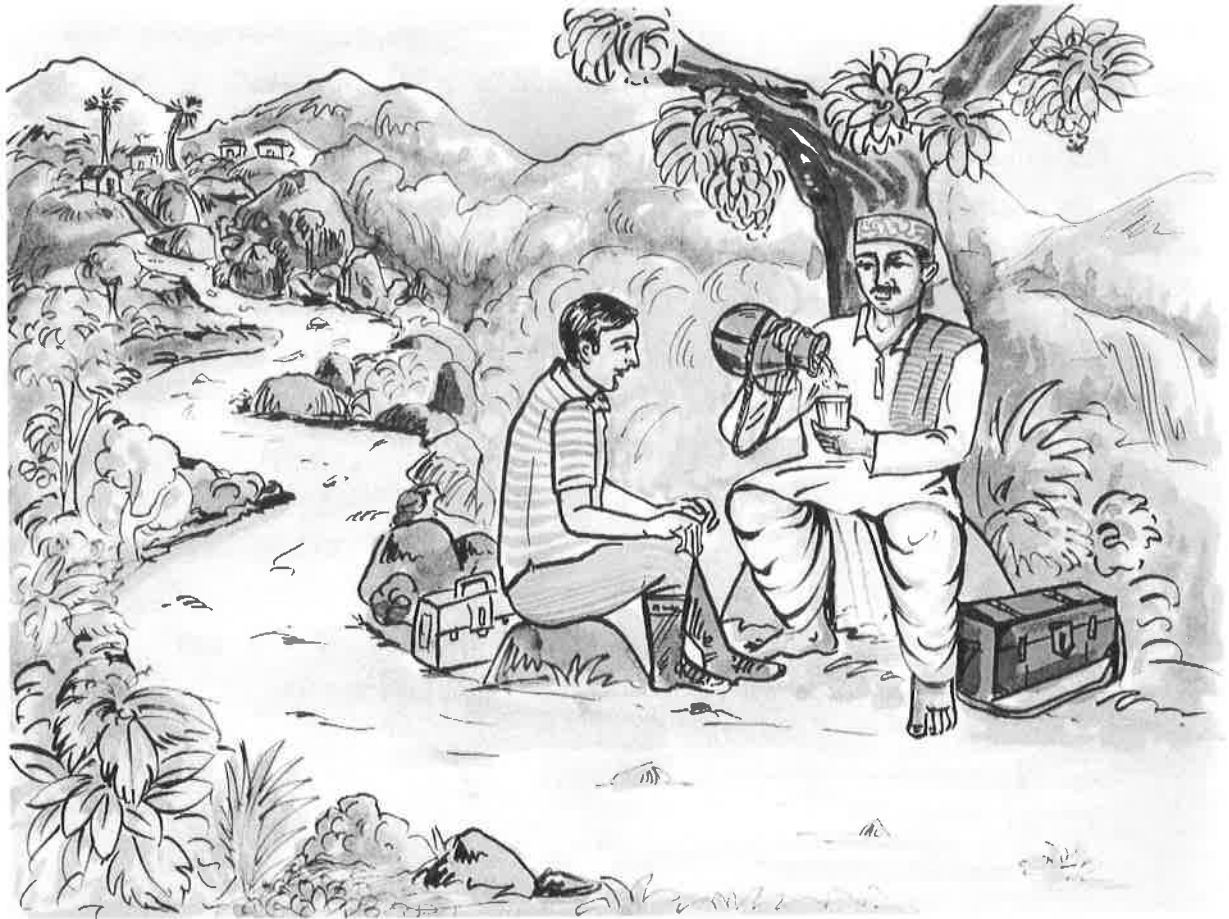
However, I finally did decide to go. I did not have much to carry by way of luggage – just a trunk. Ours is a hilly terrain, without any motorable roads – and there is no certainty that we are ever going to have any roads. In any case, while coming home we do not carry bedding. Besides, I had come home this time round for a special purpose: to get married. My parents had arranged my marriage, according to the customs of our tribal society. Time flew, and five months into my marriage I realized it. Initially I thought of extending my leave – even taking unpaid leave. But after some dilly-dallying, I finally decided against it because marriage had increased my responsibilities and I had got into debt.

On my way home from the bus stop, my trunk had been carried by a porter. The problem now was we couldn't find anyone who could help me carry the trunk to the bus stop. At another time of the year, we would have easily found someone to help me, but now most of the villagers were busy in the fields. Nobody had time to spare for me. In fact, carrying the trunk should not have been such a worry for me except that my education had made me shun physical labour. After all, I was a government officer and the idea of people seeing me carry my own luggage was not at all amusing. Otherwise, for a young man like me it should not have been an issue to carry a 20-kilo chest on my back.

Finally, my father came up with a solution. 'Don't worry. I myself will see you off at Dirang.'

I protested. How could I allow my old father to carry my trunk? What would people think? What would they say? But I failed to dissuade him. It was decided that father would carry the chest.

A large crowd gathered at our place the day I was to leave. People had come to wish me luck. It was 10.20 when I left for Dirang. My father had already left. As I had to do a bit of catching up, I walked fast. Three kilometres down the road, I caught up with my father. Father said, 'You are late. Would you like to rest for some time?'



Having walked fast I was tired. Moreover, I had to cross two hills on the way up to the spot. I quickly sat down on a rock. My father laughed at my plight.

‘So this little distance has tired you? Rest for a while. But we have to be in time for the bus.’

Father was quiet for some time. He thoughtfully looked at the sun for a moment, and then his eyes fell on the can of home-made wine that I was carrying. Wetting his lips with his tongue he said in a matter-of-fact manner, ‘I am thirsty’.

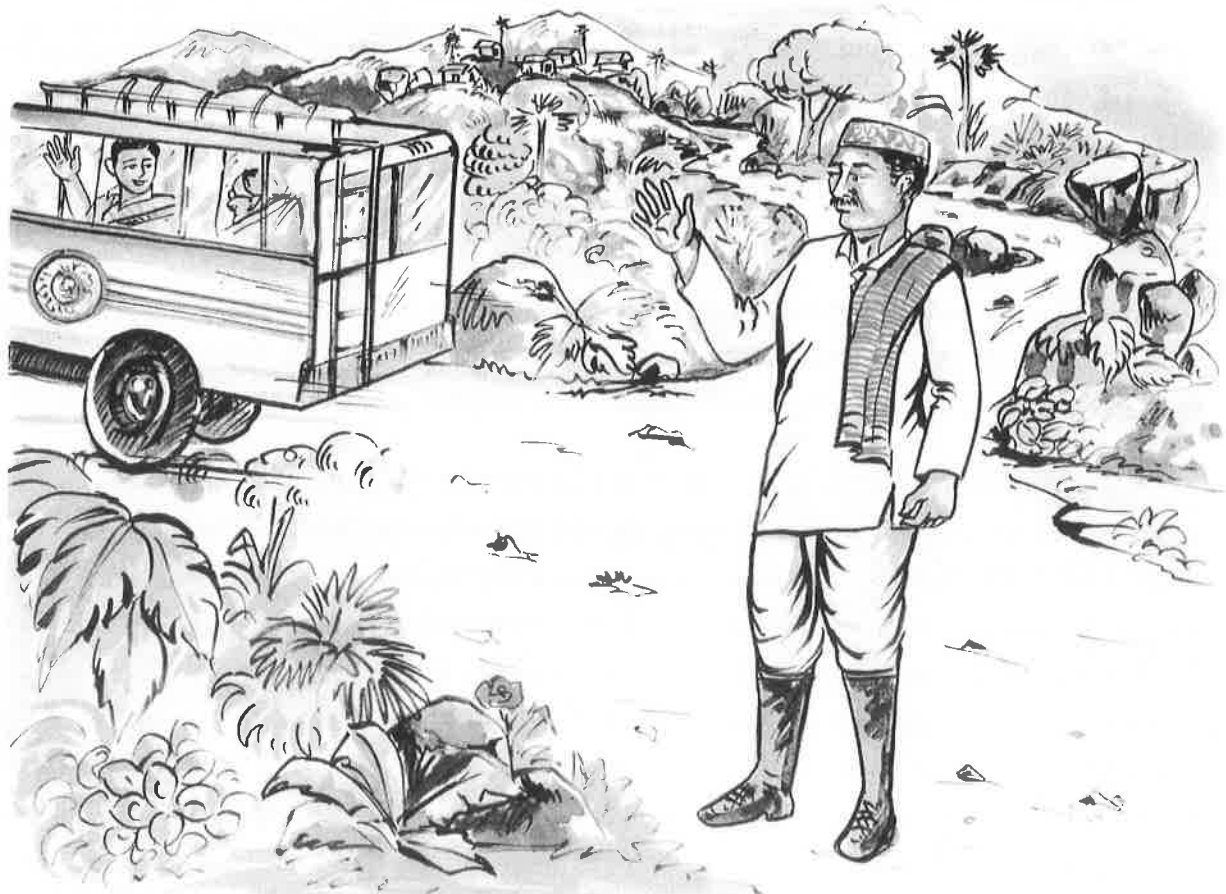
I gave him the can of wine. He poured himself a mug and handed me the can. He drank all of it at one go. He then arranged the belt that was attached to the trunk carefully on his forehead. So, this was the picture: my father carrying my luggage on his back and me following him with a tiny bag in my hand. We were walking up a narrow hilly road, and neither of us uttered a word as if we were strangers who spoke different languages. I did not know what was going on in his mind. From time to time it crossed my mind that it was improper for me to let father carry the luggage. I wanted to tell him that I would like to carry the trunk myself, but my guilt and shame did not allow me to do so. This self-consciousness had probably to do with my education, the white-collar job that I had, or quite simply my

pride. Somehow, I had the feeling that if I carried the luggage, my father and my people, in fact the whole world would laugh at me and I would be belittled.

Father had provided for my education, and I had been able to realize his dreams. My parents were truly proud of me. It was through me that they had earned a greater degree of admiration and respect from the villagers. My father would not like to see me carrying a trunk on my back and would be very hurt if I did so. I concluded that it would be better to let him carry it. Father was used to carrying luggage anyway. He was stronger and more skilled than me in these matters. I had never got used to physical labour having stayed in hostels right from my childhood. So, in spite of my youth and strength, I was physically useless. I continued walking silently with father. We rested at two places on the way and had our tiffin but we hardly talked. Finally, we reached Dirang. The bus from Tawang had not yet reached Dirang and so we had some time in hand. We entered a tea shop and sat facing each other. Father appeared tired. I felt sorry for him but couldn't bring myself to say anything. I asked the waiter to get us two cups of tea. Just as I was going to take my first sip, I heard father's voice, 'Do you have a pair of old shoes?'

'Why? I asked.

'The road is uneven and full of pebbles. It hurts while walking.'



I looked at father's bare feet. Never having worn shoes, his feet had developed cracks and somehow resembled those of an elephant. I noticed this for the first time. I hadn't noticed that the road was uneven. I didn't have to since I was wearing a pair of hunting boots. I checked my wallet and saw I still had around Rs.40 with me. A pair of canvas shoes would cost around Rs.12 and the remaining amount would be enough for me to get to Bomdila.

My father protested. 'Give me an old pair. You don't have to spend money on new shoes.' I couldn't convince him to buy a new pair. Reluctantly I gave him the hunting boots I was wearing. I then took out my pair of leather shoes from the trunk, and noticed my father's face lighting up with contentment. Suddenly he looked at me and said, 'Take care. Write to us...'

Father wanted to say something but the bus started moving. I saw my father gradually receding into the distance. I saw that the road we had come by looked like a giant motionless rope. Father would use the same road to go back home. Simultaneously our journeys started in two opposite directions, with me seated in the luxurious seat of a bus and father walking back with weary legs on the pebble-strewn road.

- *Yeshe Dorjee Thongchi (Translated by D P Nath)*



About the author

Yeshe Dorjee Thongchi (born in May, 1952) is a prominent name in Assamese literature. Though he grew up in poverty, he studied well and entered Arunachal Pradesh Civil Service and was later elevated to the Indian Administrative Service. He writes fiction, drama and essays in Assamese and English. He has received a national recognition for his novel 'Mouna Ounth Mukhar Hriday', which won the Sahitya Academy award in 2005. Many of Thongchi's novels, including *Sonam*, deal with the cultural life of the Monpa and the Sherdukpen tribes of Arunachal Pradesh.

Glossary

lethargy (<i>n</i>)	:	the state of not having any energy or enthusiasm for doing things
creeps (<i>v</i>)	:	develops very slowly
dilly-dallying (<i>v</i>)	:	taking a long time to do something, go somewhere or make a decision
shun (<i>v</i>)	:	to avoid something or somebody
dissuade (<i>v</i>)	:	to convince somebody not to do something
plight (<i>n</i>)	:	a difficult and sad situation
guilt (<i>n</i>)	:	the unhappy feelings caused by knowing that you have done something wrong
self-consciousness (<i>n</i>)	:	feelings of nervousness about what other people think of you
contentment (<i>n</i>)	:	a feeling of happiness or satisfaction
weary (<i>adj</i>)	:	very tired

Comprehension

I. Answer the following questions.

1. 'After spending a leisurely Sunday at home, the very thought of returning to work on Monday is tiring.' Do you agree? Have you ever felt so?
2. The last sentence of the first paragraph and the first sentence of the second paragraph appear to contradict each other. What could be the reason for the change in the decision?
3. Why did the author get into debt? Think of some possible reasons.
4. Why was the author reluctant to carry his own luggage? What would you do if you were in the author's place?

5. The author feared that the whole world would laugh at him if he carried the trunk. Was the fear imaginary or real? Give reasons for your answer.
6. Choose one sentence from the story that best expresses the author's false prestige. Support your answer with details from the story.
7. What does the phrase 'opposite directions' in the last sentence suggest?
8. How was the story told? Were the events narrated in the order in which they had happened? Spot the sentences where the course of narration changed its directions. How effective was it?

II. Write the number of the paragraph that gives the stated information in each of the following sentences.

1. The author enjoyed his married life.
2. The author tried to convince himself that he had not done anything wrong.
3. The author was ashamed of making his father carry his trunk.
4. The author looks at himself and his father as two travellers taking two different roads.

III. The following statements are false. Correct them.

1. The author offered to carry the trunk for some time.
2. The author could decide on whether to allow his father to carry the trunk or not.
3. The author took unpaid leave.
4. The father was not happy with the old shoes his son gave him.

Vocabulary

I. Look at these words from the story:

1. newly-wed wife 2. bus stop 3. forehead

They are all compound words. A compound word is a union of two or more words to convey a unit idea or special meaning that is not as clearly or quickly conveyed by separated words. As shown above, compound words may be hyphenated, written open (as separate words), or written solid (closed). The use of compounding in English is an evolving process.

As expressions become more popular or adopt special meanings, they follow a gradual evolution from two or more separate or hyphenated words to single words.

audio visual	audio-visual	audiovisual
copy editor	copy-editor	copyeditor
wild life	wild-life	wildlife

The words in the first, second and third columns are called 'open compounds', 'hyphenated compounds' and 'closed compounds' respectively. In this unit we focus on hyphenated compounds.

A hyphenated compound is a combination of words joined by a hyphen or hyphens. Here, the hyphen aids understanding and readability and ensures correct pronunciation. Words are hyphenated mainly to express the idea of a unit and to avoid ambiguity.

- A. Pick out all the compound words from the story and group them under the headings as explained above.**
- B. Fill in the blanks to make hyphenated compound words. Refer to a dictionary and get the meaning. Write a few sentences using them appropriately.**

1	20	kilo	chest
		rupee	
			tin
2	newly	wedded	wife
			association
		constructed	
			particle
	flood	hit	

3	home	made	wine
	flood		villages
	pebble		road
4		hearted	people
	well		man
	white	collar	job
	pink		
			union

C. Fill in the blanks with the missing parts of compound words.

Kedarnath lived in Uttarakhand. Due to heavy rains, his village was hit by floods. His newly _____ house fell down and he became _____ less. The Chief Minister visited all the _____ hit villages and announced immediate help. However, Kedarnath lost his self _____ and tried to commit suicide by jumping into the flooded river. Some brave and _____ hearted people rescued him risking their lives. They told their stories too. Someone had lost his _____ wedded wife, and someone else had lost all his family members. One of them offered him a _____ collar job. It required him to carry rice bags. But he could not carry even a 20 _____ bag, so he asked for a _____ job. But no such jobs were available. One of them suggested _____ employment scheme. But Kedarnath had no money. One day as he was walking on the pebble _____ road, he found some _____ plated idols and jewellery in a box.

II. Look at the word 'dilly-dally' from the text. This is a reduplicative word. The words super-duper and bye bye are also reduplicative words. But they belong to different categories shown below:

1. Duplicative type: Here, the first part of the word is repeated without any change.
Eg. bye bye
2. Alliterative type: Here, the two parts have the same consonants but different vowels.
Eg. dilly-dally, chit-chat
3. Rhyming type: Here, the second word starts with a different consonant but rhymes with the first part.
Eg. super-duper

A. Look at the following reduplicatives carefully and put them under proper headings in the table given below.

ding-dong	aye-aye	bow-wow	chuk-chuk	easy-peasy
tata	ping-pong	bang-bang	zigzag	see-saw
okey-dokey	hip-hop	hodge-podge	helter-skelter	chop-chop
papa	itsy-bitsy	boo-boo	hush-hush	tip-top
chit-chat	ha ha	nitty-gritty	pitter-patter	hanky-panky
teeny-weeny	hurly-burly	mish-mash	night-night	tick-tock

Duplicative	Alliterative	Rhyming

Reduplicatives are used in a variety of ways. Some simply imitate sounds: ding-dong, bow-wow. Some suggest alternative movements: flip-flop, ping-pong. And some intensify meaning: teeny-weeny(very small), tip-top(very good).

Find the meanings of the words you like and use them in your own sentences. You will find similar words in your language too. For example, in Telugu, we have words like chi-chi, pho-pho, kaadu-kaadu, tara-tama, taado-pedo, pilla-jella, auto-ito. Give some examples from your language. Don't they sound musical?

B. Answer each of the following questions using a reduplicative word.

1. What does the clock say? _____
2. What does the school bell say? _____
3. How does the rain drop? _____
4. What does the dog say? _____
5. How do you laugh? _____

Grammar

1. In this story the author used the past perfect tense (had + past participle) in many sentences. If you observe the following sentences from the story and the rules given under them, you will understand why and how the past perfect tense is used.

1. It was 10.20 My father had already left. (para 6)

When an action takes place before a point of time in the past, the action is expressed in the past perfect tense. (Sometimes the point of time can be understood from the earlier sentences and other contextual clues.)

2. Finally we reached Dirang. The bus from Tawang had not yet reached Dirang.(para 11)

When two actions in the past are clearly separated by time, the earlier action is expressed in the past perfect tense.

3. I quickly sat down on a rock. My father laughed at my plight. (para 7)

When two actions in the past happen simultaneously, both of them are expressed in the past tense.

4. a) Sunitha never saw a bear before she was transferred to Maredumilli. (not from the story)

b) Shindh closed the doors because she heard loud noises from outside.

c) I never met him after I left India.

Normally, when the time relation is unambiguous, (by the use of before, after, because, etc.), the simple past (past perfect is optional) is used to refer to both past actions.

Comment on the use of the simple past tense / past perfect tense (as illustrated above) in the following sentences. Identify the tense and give reasons for the use of the tense used.

1. I had come home this time round for a special purpose: to get married. My parents had arranged my marriage according to the customs of our tribal society.
2. Time flew, and five months into my marriage I realized it.
3. But after some dilly-dallying I finally decided against it because marriage had increased my responsibilities and I had got into debt.

4. On my way home from the bus stop my trunk had been carried by a porter. (para 3)
5. A large crowd gathered at our place the day I was to leave. People had come to wish me luck. (para 6)
6. Father was quiet for some time. He thoughtfully looked at the sun for a moment, and then his eyes fell on the can of home-made wine that I was carrying. (para 9)
7. I gave him the can of wine. He poured himself a mug and handed me the can. He drank all of it at one go. He then arranged the belt that was attached to the trunk carefully on his forehead. (para 10)
8. I had never got used to physical labour having stayed in hostels right from my childhood. (para 11)
9. His feet had developed cracks and somehow resembled those of an elephant. (para 14)
10. I noticed this for the first time. I hadn't noticed that the road was uneven. (para 14)
11. I checked my wallet and saw I still had around Rs.40 with me. (para 14)
12. I then took out my pair of leather shoes from the trunk, and noticed my father's face lighting up with contentment. (para 15)
13. I saw that the road we had come by looked like a giant motionless rope. (para 16)
14. He stopped his business after he became old.
15. I never ate 'haleem' before I visited Hyderabad.

Writing

- I. In the story 'The Journey' the author says "... my education had made me shun physical labour". This is an adverse effect of education. Now write an essay on 'The Adverse Effects of Education'. Here are some points:

Effect on

- doing some work that involves physical labour
- dress / fashion
- family relationships
- giving respect to elders
- the treatment of illiterate people