

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 (2016-2017)
(Total number of pages: 8)

INSTRUCTIONS

These assignments (which comprise eight 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
(Based on Block I)

- I. a. Differentiate between language learning in formal and informal contexts. [150-200 words]
b. Discuss the teaching of English in a formal context in your State / region. [200-250 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. [200-250 words]
b. What, in your opinion, is the role of a teacher in a language classroom? [200-250 words]
- III. Discuss instances of mutable and immutable problems in the learning / teaching of English in your context as a learner / teacher. Can a mutable problem move towards the immutable category? Illustrate with suitable examples. [450-500 words]
- IV. Discuss the impact of a learner-centered perspective in language teaching. Does a teacher relinquish her/his role in such an approach? [450-500 words]

Assignment II
(Based on Block II)

- I. Use examples from your experience of learning / teaching English language to discuss the Law of Effect, Law of Readiness, and Law of Exercise. How do they impact learning /teaching a second language? [450-500 words]
- II. Explain, using suitable examples, the relevance of the Behaviourist and the Cognitivist views on second language learning. [450-500 words]
- III. Mention a listening / speaking activity you have come across recently. State whether the activity aims to develop fluency or accuracy, and analyze it. Do you think the activity is able to meet its goals? Why / why not? [450-500 words]
- IV. 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? [400-500 words]

Assignment III
(Based on Block III)

Examine the lesson attached to this Assignment paper (“Mirror” for Class X) 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. [400-500 words]
- II.
 - a. Identify the sub-skills of reading being developed in the lesson. Are they developing factual, inferential or evaluative skills, individually or in some combination? Discuss with examples from the questions at the end of the lesson. [250-250 words]
 - b. Read the lesson and identify the sub-skills of writing. Would you suggest any further activities? Why / why not? [200-250 words]
- III.
 - a. What do you think is the importance of listening skills in learning a language? Should listening be a part of instructed language learning? How will it enhance the learning? [200-250 words]
 - b. Would you agree that it is easy to develop speaking skills in a classroom? Why / why not? [200-250 words]

Poetry UNIT

P. 2 Mirror

by Sylvia Plath

1. In pairs discuss the following questions:

- (a) When do you generally use a mirror?
- (b) Is a mirror essential for us?
- (c) Given below is a list of possible reasons why a person uses a mirror. Tick the ones you agree with:
 - (i) to check one's appearance
 - (ii) to look beautiful
 - (iii) to make sure one is neat and tidy before going out
 - (iv) to check for a pimple or grey hair
 - (v) to apply make-up
 - (vi) to make a phone call
 - (vii) as a decorative item at home



2. The teacher will now play a recording of the poem. Listen carefully and answer the questions that follow:

I am silver and exact. I have no preconceptions.

Whatever I see I swallow immediately

Just as it is, unmisted by love or dislike.

I am not cruel, only truthful -

5 The eye of a little god, four-cornered.

Most of the time meditate on the opposite wall.

It is pink with speckles. I have looked at it so long

I think it is a part of my heart. But it flickers.

Faces and darkness separate us over and over.



- 10 Now I am a lake. A woman bends over me,
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.
 I see her back, and reflect it faithfully.
 She rewards me with tears and an agitation of hands.
- 15 I am important to her. She comes and goes.
 Each morning it is her face that replaces the darkness.
 In me she has drowned a young girl, and in me an old woman
 Rises toward her day after day like a terrible fish.

About the Poet

*Sylvia Plath (October 27, 1932 - February 11, 1963) was an American poet, novelist and short story writer. Born in Massachusetts, she received acclaim as a professional poet and writer. She married fellow poet Ted Hughes in 1956 and they lived together first in the United States and then England, having two children together: Frieda and Nicholas. Following a long struggle with depression and a marital separation, Plath committed suicide in 1963. Plath is credited with advancing the genre of confessional poetry and is best known for her two collections *The Colossus and Other Poems* and *Ariel*. In 1982, she became the first poet to win a Pulitzer Prize posthumously for *The Collected Poems*. She also authored *The Bell Jar*, a semi-autobiographical novel published shortly before her death.*

3. On the basis of your understanding of the poem, answer the following questions by ticking the correct choice

- (a) When the mirror is being described as being 'unmisted by love or dislike' we understand that the mirror is
- not misted
 - not prejudiced
 - has four angles
 - is silver in colour
- (b) The other word for 'contemplation' is.....
- contempt
 - meditation
 - mediation
 - thoughtful



- (c) When the mirror says '*it has no preconceptions*' it means that:
- it reflects back an image objectively
 - it modifies an image as it reflects it
 - it beautifies an image as it reflects it
 - it gives a biased view of a person/object
- (d) The mirror has been called '*a four-cornered god*' because:
- it is square shaped
 - like God it watches you unbiased and fair from all four angles
 - it reflects back all that it sees
 - it never stops reflecting
- (e) The '*speckles*' refer to:
- a pink object
 - the opposite wall which has spots on it
 - a person with pink pimples
 - pink spots in general
- (f) The phrase '*agitation of the hand*' suggests that the person is:
- very ill
 - very upset
 - very angry
 - very happy
- (g) By saying '*Now I am a lake*' the narrator wants to show that
- the poem is not only about external beauty but also the inside of a person
 - the lake can also reflect surfaces
 - the depth of the lake is important
 - the lake does not show as exact an image as a mirror

4. Answer the following questions briefly

- What is the poetic device used when the mirror says '*I swallow*'?
- How does the mirror usually pass its time?
- What disturbs the mirror's contemplation of the opposite wall?



- (d) Why does the mirror appear to be a lake in the second stanza? What aspect of the mirror do you think is being referred to here?
- (e) What is the woman searching for in the depths of the lake?
- (f) How does the narrator convey the fact that the woman looking at her reflection in the lake is deeply distressed?
- (g) What makes the woman start crying?
- (h) What do you think the '*terrible fish*' in the last line symbolizes? What is the poetic device used here?

5. Read the poem silently and answer the following questions:

- (a) List out the adjectives that have been used to describe the mirror. Add a few more adjectives to the list.
- (b) In the second stanza why has the narrator replaced the mirror with a lake? What is he/she trying to focus on?

6. Find the various instances of personification used in this poem.

7. Read the given lines and answer the questions that follow by ticking the correct choice:

A woman bends over me,
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.

- a. What is the woman bending over?
- the mirror
 - the lake
 - the opposite wall
 - the moon and the candles
- b. Why have the candles and the moon been called '*liars*'?
- because they make people beautiful
 - they hide the blemishes of people with their soft light
 - they hide the blemishes and make people look beautiful in their soft glow
 - they can't talk
- c. Why does she turn to them in spite of calling them '*liars*'?
- the reality is too harsh for her to bear
 - she is desperately looking for someone to comfort her



- iii. she wants to be **told** that she is still beautiful
- iv. she can hide her signs of graying in their light

8. **Imagine you are the mirror. Write a speech that you would like to deliver to the humans who come to see their reflection in you. You could begin like this....**

Good Morning dear humans.

I feel honoured to have been given the opportunity to express my feelings and share my thoughts with you. As you know, all my life is spent in faithfully reflecting all that comes before my eyes.....

9. **Here is another poem on mirror. The narrator calls the mirror a 'fibber'. How is this poem different from the poem by Sylvia Plath? Have a class discussion on the comparison in terms of the theme, the tone and the language used.**

MIRROR

Mirror, mirror, on the wall,
 Can't you show me tall and slim?
 Mirror, mirror, on the wall,
 Must I look so bloody grim?
 Mirror, mirror, on the wall,
 You're distorting my poor waist!
 Mirror, mirror, on the wall,
 And why the heck am I defaced?
 Mirror, mirror, on the wall,
 Why have I a double chin?
 Mirror, mirror, on the wall,
 And what's the stupid, goofy grin?
 Mirror, mirror, on the wall,
 Pointless asking 'Who's the fairest-?
 More bloody likely, 'Who's the queerest?'
 Now look, I paid a big bucks for thee,
 So why can't you be nice to me?
 Mirror, mirror, on the wall,
 Who's the fairest of them all?
 Me, you say? Ah, that's better -
 Mirror, mirror, bloody fibber!

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Assignment IV (Based on Block IV)

- I. a. How can we use the SQ3R tool for studying a text? Illustrate with the help of a suitable example. [200-250 words]
- II. a. Enumerate the differences between G_1 , G_2 and G_3 in terms of understanding how learners learn a language. [200-250 words]
- b. **Attach 2 samples** from a textbook on teaching grammar, (i) in isolation and, (ii) in context, and discuss the advantages and disadvantages of both. [200-250 words]
- III. a. How does taking notes help in developing study skills? [100-150 words]
- b. Do you think that taking notes from a text is different from taking notes while listening to a lecture? Discuss with relevant examples. [150-200 words]
- c. How, in your opinion, can a teacher help learners improve their study skills? [150-200 words]
- IV. Choose a prose piece / poem to illustrate how you would differentiate teaching literature from using literary texts for developing language. Discuss using the objectives and methodology as well. **Attach your example** to your answer. [300-400 words]

Assignment V (Based on Block V)

- I. a. What does the term “evaluation” signify to you? [50-100 words]
- b. What are the differences between evaluation, testing and assessment? [150-200 words]
- c. Ideally speaking, who do you think should be involved in the evaluation process? Why? [200-250 words]
- II. a. **Enclose** a copy of a test paper and discuss the questions for testing reading and writing skills. Discuss them in terms of whether they are (i) direct, (ii) indirect or (iii) memory based. [200-250 words]
- b. List the advantages and disadvantages of “formal” and “informal” assessment, as well as “formative” and “summative” assessment. [200-250 words]
- III. a. What are the differences between norm-reference and criterion-referenced tests? [200-250 words]
- b. Do you think using grades is more useful when assessing language ability? Why? [200-250 words]