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THE LANGUAGE LEARNER

C.T.E.-1

**Chapter Wise Reference Book
Including Solved Sample Papers**

By: Aditya Nandwani, M.A. (English)

Based on

I.G.N.O.U.

& Various Central, State & Other Open Universities



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**Sample Preview
of the
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QUESTION PAPER

Exam Held in
February – 2021

(Solved)

THE LANGUAGE LEARNER

C.T.E.-1

Time: 2 Hours]

[Maximum Marks: 100

Note: Question number 1 is compulsory. Answer any four out of the remaining questions.
All questions carry equal marks.

Q. 1. Write short notes on the following:

(a) Personal qualities of learners

Ans. Ref. See Chapter-2, Page No. 10, 'Personal Quality of Learners'.

(b) The role of aptitude in second language acquisition/learning

Ans. Ref. See Chapter-3, Page No. 16, 'Aptitude'.

(c) The standard dialect

Ans. Ref. See Chapter-6, Page No. 46, 'The Standard Dialect'.

(d) Aphasia and related disabilities

Ans. Ref. See Chapter-7, Page No. 60, 'Aphasia and Related Disabilities'.

(e) The role of contrastive analysis in language learning

Ans. Ref. See Chapter-10, Page No. 84, 'Contrastive Analysis'.

(f) Consequences of bilingualism

Ans. Ref. See Chapter-12, Page No. 101, 'Consequences of Bilingualism'.

Q. 2. Discuss, with examples, the different types of motivation. How is the motivation to learn the mother tongue different from learning a second language? Is motivation the cause or result of success?

Ans. Ref. See Chapter-4, Page No. 25, 'Motivation' and Page No. 30, Q. No. 14.

Q. 3. "It is language which more than anything else distinguishes human beings from animals." Discuss showing the differences between human and animal communication.

Ans. Ref. See Chapter-5, Page No. 35, 'Uniqueness of Human Language'.

Q. 4. Discuss the origins of English language and the changes that have taken place from old to middle and modern English.

Ans. Ref. See Chapter-8, Page No. 64, 'The Origin of the English Language', Page No. 65, 'Old English (A.D. 450-1150)', Page No. 67, 'Middle English (A.D. 1150-1500)' and Page No. 69, 'Modern English (A.D. 1500 to The Present)'.

Q. 5. What are the differences between the Behaviourist model and the Cognitivist/Mentalist Approach?

Ans. Ref. See Chapter-9, Page No. 73, 'The Behaviourist Learning Theory' and Page No. 75, 'The Mentalist/Cognitivist Approach'.

Q. 6. Do you think the mother tongue can be meaningfully used in the English Classroom? Give insights from your own class if you are a practicing teacher. If not, give your views and thoughts.

Ans. Ref. See Chapter-13, Page No. 105, 'Controversy about Use of the Mother Tongue in the Classroom'.

■ ■

QUESTION PAPER

(June - 2019)

(Solved)

THE LANGUAGE LEARNER

C.T.E.-1

Time: 2 Hours]

[Maximum Marks: 100

Note: Question number 1 is compulsory. Answer any four out of the remaining questions.
All questions carry equal marks.

Q. 1. Write short notes on the following :

(a) Types of motivation

Ans. Ref.: See Chapter-4, Page No. 25, 'Types of Motivation'.

(b) Cognitive style of learners

Ans. Ref.: See Chapter-4, Page No. 22, 'Cognitive Style'.

(c) Four unique features of human language

Ans. Ref.: See Chapter-5, Page No. 35, 'Uniqueness of Human Language'.

(d) Broca's aphasia

Ans. Expressive aphasia, known as Broca's Aphasia is an aphasia caused by damage to or developmental issues in anterior regions of the brain, including (but not limited to) the left inferior frontal region known as Broca's area. In most people the Broca's area is in the lower part of the left frontal lobe. It is one of the main language areas in the cerebral cortex because it controls the motor aspects of speech. Broca's aphasia is characterised by a reduced amount of speech, slow pace of speaking and distorted articulation. Persons with a Broca's aphasia can usually understand what words mean, but have trouble performing the motor or output aspects of speech. Individuals with Broca's aphasia frequently speak short, meaningful phrases that are produced with great effort. Aphasic people suffering from Broca's aphasia have problems with speech initiation, halting, fluency and cannot labour. Their intonation and stress patterns are deficient. Most of them find difficulty in writing as well.

(e) Code-mixing and code-switching in the English classroom

Ans. Ref.: See Chapter-13, Page No. 104, 'Code-mixing and Code-switching'.

(f) Interlanguage

Ans. Ref.: See Chapter-13, Page No. 88, 'Interlanguage'.

(g) Difference between compound and coordinate bilinguals

Ans. Compound bilinguals, it is thought, do not have an independent grammar for their second language. It is asserted that people can learn a second language in such a way that it will always be dependent on (i.e., compounded to) the first language. A putative example would be the case of the student who is taught an English equivalent for every French word. The student might eventually become a balanced bilingual and his ordinary conversation might become indistinguishable from that of a native Frenchman. Yet it would be asserted by some psycholinguists that this compound bilingual, because of the way he originally learned French, would still be translating into English every time he heard French, and translating out of English every time he spoke French.

Coordinate bilinguals, on the other hand, would be those people who learned two languages in separate contexts; therefore, the grammars of their two languages would be completely independent. It is even thought that coordinate bilinguals would have great difficulty in translating because of this separateness of their two languages.

Q. 2. Would you as an English language teacher keep the mother tongue totally outside the classroom? Why/Why not? Also, would you permit

Sample Preview of The Chapter

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THE LEARNER

1

Who are the Learners of Language?–1

INTRODUCTION

The introductory chapter focusses entirely on the importance of language and the learners of the language. The entire course is dedicated to the teaching and learning of languages. This is in special reference to the English language. Before we plunge into the depths of the teaching of languages, it is essential for one to try and understand certain necessary features and characteristics of the learners, their capabilities, motives and expectations in return in the whole process of learning. In order to this, we need to focus on education, instruction patterns, designing syllabuses and training of the teachers with special place of the role of the learners like children—who would be our central focal point of attention. They are the passive receivers for the teachers and instructors and they, in turn, provide those inputs in the form of lessons and courses. Different universal laws of learning have been formulated or discovered in the course of many psychological experiments wherein both human and non-human animals had been used as subjects in order to know the role of learning and its patterns. Thus, specialists appeal to these laws or principles to "design" and set an effective curriculum which is both successful and efficient for teachers and students i.e. the learners. The success rate of this kind of designing the curriculum depends solely upon the fact whether the students or

learners or pupils have learnt all or maximum of their "inputs" which they were supposed to learn in the online or offline sessions.

In the latter sections of this chapter, one might be surprised to see the fact that lots of learning is unintentional or unplanned or possess any kind any deliberate teachings. In this kind of learning, one might see an amalgam of both the involvement or exercises of physical human body and mental faculties. This is observed in every infant where he/she does not require any kind of "teaching" or "learning" either through the teacher or parents. As child psychologist **Carl Jung** says "It is inborn factor for every human being". One might even remember language specialist **Noam Chomsky** "It is the natural syntax and semantics present in the human brain where there is no learning involved ...".

Philosophically the knowledge has to be transferred from one generation to another. In other words, specialists in guise of specialists or "masters" have to pass it on to the "young" or "naives". The children are devoid of such mastered faculties. They have to attend to schools and learn them in the form of "subjects". Thus, children have to attend the formal schools to be taught by the teachers and this continuous for many years for regular physical and mental exercises. However, it is mandatory that a child learns few things from his or her first school i.e., the home and the teachers role is played by the parents-teaching them their first language or

mother tongue before they get admitted to a school. This itself is enough to show that language is already learnt before getting admission to any kind of formal school and this is true for school dropouts or children who never attended any formal classroom at all. For example, the street or poor children who never get a chance to attend any classes. Still they are masters of their languages and absolutely fluent in their community languages. Amazingly such children have gained complete control over the complex grammar, vocabulary, semantics and syntax of their languages rather than able to read and write. In other words, natural languages needed for the survival is easily "learnt" even without any kind of formal training from the schools.

Therefore, one might be able to understand the clear difference between formal and non-formal styles of learning of the languages by the human beings in their respective communities. Both of them are wider in process and broader in scope. One must recognise the fact that there are two factors involved in learning languages—"inside" and "outside" of the school. The immediate question in front of us is "Can we identify agency outside the school teaching the language to The Learner?" Clearly the answer is no. Thus, we come to the conclusion that human beings, the learners of the language, have some special capacity to learn language.

Some of the important questions answered in this chapter are:

1. Is there something unique in human beings to possess the capabilities to learn a language?
2. Who are learners of language?
3. What are their abilities, styles of learning, their sources of motivation, etc.?

The answers to these questions would in turn help us to design "the language syllabus" and "language teaching methodologies" to be formulated. If we are able to capture those resources which are necessary for human beings to learn the language, then language instruction would be highly effective and one might be able to build upon it in a natural manner.

In this chapter we are more interested in the capabilities and the kind of resources the learners possess and study them in depth for more comprehensive understanding. We would start off with the importance of the role of language in day-to-day life of human beings and proceed with the learning resources of such members.

CHAPTER AT A GLANCE

THE CENTRAL ROLE OF LANGUAGE IN HUMAN SOCIETY

The primary means of communication for human beings is through language and it is the extra-ordinary characteristic feature of the human species in the animal kingdom. We do observe that most of the non-human animals using different signs in order to communicate with each other. However, there are important differences in the languages of human beings and non-human animals. The language used by animals is very simple by nature and is said to be inflexible. It is said that such languages are universal by nature and is said to be understood by all species of animals. The best illustration of this is depicted in the "Jungle Book" by Rudyard Kipling wherein the single roar of a lion is understood by all animals of the jungle and it communicates an alert message to each and everyone present in the jungle. Such languages are said to be Non-natural Languages.

On the other hand, the languages used by human beings are complex, versatile and creative by nature. The primary position of language is accompanied by speech and thus, we call human beings as "Talking Animal". The human language is classified as Natural Language.

The main role of communication through such natural languages helps human beings to communicate in their day-to-day life. It is pivotal of their lives. In fact all human beings are able to handle and operate their daily activities through these languages in their societies. There is no doubt about it and it goes without saying. In other words, it is inevitable. The important principle is that each and every member of the human society is competent and uses the language in a very efficient manner. Though we do observe exceptions in the form of mentally retarded or deaf or dumb or handicapped individuals. However, it does not mean that they are devoid of language learning faculties. The learning processes in such individuals are rather slow and long process. The learning of the mother tongue itself takes a long duration of time. On other hand, we do see many individuals who are exceptionally good in learning more than one language. It is very easy to learn "Other" languages and cut short the national or international boundaries. Thus, the emergence of multi-lingual societies wherein the individuals are capable of

speaking more than one language and are mastering "OTHER" languages also in a very efficient manner. Most of us are language learners in the society. Some of us learn it quickly where as for others it takes some time. Nevertheless, we do learn the languages for communication.

SOCIALISATION: THE LEARNING OF LANGUAGE AND CULTURE

It is a universal fact that human beings are never born in isolation. They are always surrounded by other fellow beings for their nurture through their lives. However, the growth and development of a child depends on two main associated processes:

- (1) Physiological Growth or Maturation and
- (2) Psychological Growth of the Individual.

The first process revolves around the nutrition and exercises and protection from external dangers where as the second one is rotating around the social development of the individual. It is the very presence of the society that the individual learns to adapt to the immediate environment to gradually grow to be independent member of the community. This is why human beings are called Social animals. They know how to interact and communicate with each other in a very effective manner and help in the growth of each others survival in the society. This is entirely dependent on language or to specify the first level of language learnt at home from parents. We define a human being in terms of great philosopher Hume who said that human being is a Person—an individual with a unique set of characteristics that identifies him or her and presents the personality. These are personality traits, interests, abilities and talents.

Socialisation is defined as a very slow and long process of psychological and social development of the child in a given environment. Human being is called a social animal because the individual is interacting with other members of the environment right from the time he/she is existing in this world—that goes from the embryonic stages (in this case the mother-mother-is the immediate other person for the growth). History has proved that human beings always lead a community life wherein individuals lived together in form of families and communities. Though there are exceptions for this also. However, such individuals are not devoid of any social links. They must have formed or lived in some sort of social gatherings in form of family or society. Psychologists' debate is always on the topic—Culture Versus Nature. The first socialisation for the embryo is

the mother's womb. Slowly the growth introduces the child to his or her immediate culture and society. This further enhances an individual's personality and behaviour patterns. The seeds are in dormant stage in each and every child. It takes that very moment or time to "Water" these seeds to crackle and develop in a vast number of ways. The immediate culture provides the opportunity and support for learning different things to become a member of the society. Therefore, the first language is learnt from home and neighbourhood for the child. Simultaneously, one might conclude that language and culture go hand in hand and can never be separated from each other. Both of them are important ingredients for the process of socialisation for the individual.

What are the features of First Language? They are the following:

1. One learns the first language in a natural manner
2. Managed with great effectiveness
3. No conscious planning is required
4. No effort at all
5. No organised teaching
6. Co-operation and coordination is present through help of other members of the society
7. Natural process of socialisation exists.

DIFFERENT CONTEXTS AND SETTINGS FOR HUMAN LEARNING

The socialisation process covers a set of complex and comprehensive activities like customs, values, attitudes, languages, etc., and these are passed from one generation to another. These informal social activities are distinguished from the schooling or formal education.

Schooling is a broader process of socialisation. The main features are the following:

- (a) It takes a long time
- (b) It is organised and intentionally implemented activities of the school are present
- (c) They have special characteristic features
- (d) Teachers and students are present
- (e) Classrooms are present
- (f) Responsibility is present for both teachers and students
- (g) Attention has to be paid
- (h) One has to be serious
- (i) Exams are regularly held.

The three types of the contexts in which learning takes place are:

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1. Process of socialisation through learning in classrooms.
2. Learning restricted to specific domains and skills.
3. Instructions—there is conscious effort to learn something which is highly informal like driving or music or sports coach.

The process of socialisation in teaching in schools is highly recommendable and necessary for the overall development of the child. There are certain differences between learners and pupils. Pupil is a useful label. Pupil needs to attend a school whereas a learner learns anything from anyone if that particular notion or topic or lesson interests him or her. This is not so in the case of a pupil. No matter what happens a pupil has to attend classes and learn the things delivered to them in the classroom by their teachers and instructors. Learners are general and always involved in the processes of socialisation. Pupils are restricted to the teachers in a classroom either online or offline.

The second important aspect of schooling is that it is meant only for some specific types of knowledge and skills. These are selected in a programmed and set of instructions are present and constitute the Curriculum. Apart from theoretical curriculum which is subjective by nature, there are extra-curricular activities like sports, cooking, home decoration, music classes, cultural programmes, etc. These are also classified as educative in the sense that they are beneficial for the child in many ways and away from the classroom settings. These are not compulsory and help to develop interests of the child. Under this we have the following:

1. Portions of the syllabus is always present.
2. Time tables are present.
3. Syllabus has to be covered.
4. They are based on the interest and enjoyable for the students.
5. Exams are conducted and they are based on the syllabus only.
6. Represents highly structuralised formal context for learning.

Apart from these, there are many other activities which are "Outside" for the school and taken care by the socialising agencies or school like institutions.

The characteristic features of instructive kind of learning are the following:

- (a) There is a conscious effort to learn
- (b) There is always two different kind of individuals present—one who is highly experienced and the other who is naïve one

- (c) One of possesses more skills or knowledge and is always willing to help and guide a learner with less ability
- (d) Highly informal by nature
- (e) It has its own purpose and efforts to teach
- (f) It is also considered to be planned and serious way of learning something.

Each context of learning is different from one another. One cannot restrict on one context or the other. One should remember that an individual learns from both formal and informal ways of teaching and gains in life for his or her good. One cannot declare which is better one than the other. Each has its own place in the society.

THE VERSATILITY OF THE HUMAN LEARNER: THE CRUCIAL ROLE OF LEARNING IN DEVELOPMENT

It is a fact that the child is born with potential. The environment provides the opportunity to learn and the child has the potentiality to learn from the given immediate environment. The child is exposed to his or her immediate environment in the form of parents or relatives or other family members to make him or her learn the first language. In other words, human beings are more confident about their highly adaptable nature. This is missing in non-human animals. The differences among human beings are due to their psychological and social behaviour and this is essential for them. The potentialities are very different for each one of us. There might be certain behaviour patterns which are same however we are still different individuals due to our upbringing and cultural differentiators. This is all due to our learning interactions and socialising communities.

Environment plays a major role in our learning capabilities. We are always changing with circumstances or situations or times or contexts. However, all of them constitutes some kind of learning from time to time. The physical and social surroundings bring in major changes. Changes are nothing but the new learning's in life of an individual. It is never ending chapter in our lives.

THE LEARNER'S ROLE IN LEARNING: PERSONAL BUT NOT FIXED CHARACTERISTICS

The two universal principles for learning are:

- (a) Effectiveness in human learning and
- (b) Learning based on interaction with the environment.