

**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 AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

**Course: Educational Psychology (5664)**

**Level: MA TEFL**

**Semester: Spring, 2014**

**Total Marks: 100**

**ASSIGNMENT No. 1**

- Q.1 “Conceptualization is a form of categorizing”. How will you make use of this idea while teaching writing to your class? Explain in detail preparing a detailed lesson plan on teaching writing? (20)
- Q.2 Go through Reading Passage 1, ‘Learning according to Rogers..... intellect’ and mention those aspects of your language class that fall into the category of meaningless learning. How can you change those into meaningful learning? (20)
- Q.3 “Why is Discipline Desirable? Most of our classes, in schools and colleges, fall short of agreed standards of behavior, mutual respect and a desirable system of values that lead each person in the group to develop self-control and self-direction.” In the light of this statement: (20)
- a) What standards of behavior would you like to inculcate in your class?
  - b) How would you develop these in the learners?
- Q.4 “Poor academic work sometimes seems to be related to the student’s perception of himself as unable to learn.”
- Identify a student who fits into this statement and describe his/her motivational level. In the light of this statement try to bring a change in his/her motivational level by talking to him/her about self-image. Mention the outcome. (20)
- Q.5 Go through the reading passage on ‘Five Stimulus Modes.’ Take up a small poem or part of a story and write how you would use the five stimulus modes for presenting the lesson to your class. (20)

## ASSIGNMENT No. 2

### Project: 1

Find a colleague in whose class you may sit and observe the questioning techniques used by him/her, keeping in view the six points mentioned in this section.

Class level	
1. What's the question	(Purpose of the question)
2. Type of questions asked by the teacher: why, what or how.	
3. Did the teacher nominate the students to answer or chose those who raised hands?	
4. How long did the teacher wait for the answer?	
5. How did the teacher respond to student's answer?	
6. Was there a class discussion?	(What role did the teacher play in that discussion?)

- a) Describe the class you observed in detail.  
(Physical space, the learners and the atmosphere)
- b) Fill in the observation sheet in detail. Write about at least 10 interactions in the class.
- c) What did your observation tell you about the teacher's questioning techniques? Mention some positive points and some areas that need improvement.
- d) Give recommendations based on your observation.

**OR**

### Project: 2

- a) Observe your class carefully and pick out a student(s) who usually does not attend to your lessons. Talk to him individually and find out why he is not interested in the lessons.
- b) Report the problems and the suggested remedies to the problem.  
(If your learners are very young then analyse the situation yourself).
- c) In the light of the above, think carefully about your daily classes. Have you taken any positive steps to establish discipline? Describe those steps if your answer is in negative, then think about your classroom disciplinary situation and analyse it in your answer.
- d) Make a complete plan to be implemented in the class and presented in the presentation.