

That's debatable!

LINKS TO:

Stage 3, Module 15

Learning Object 2: *Giving speeches*

Exercise 1

Sample answers:

- 1.1 What are the main ideas in the text? Summarise, in English, the main ideas from each paragraph.**

Paragraph 1

The purpose of an education is to give a person knowledge and skills.

The world is increasingly globalised.

A second language is essential.

Paragraph 2

The world population is about seven billion.

The text lists the top 10 languages spoken in the world.

To get on in the world, a person needs to speak one or more of the top 10 languages.

Paragraph 3

Intercultural understanding is important.

Literature gives us a way to understand other cultures.

Only a small percentage of books are translated.

Therefore, we need to learn a second language to develop intercultural understanding.

Paragraph 4

International relations are increasingly important.

Lack of intercultural understanding can lead to misunderstandings.

We need to be able to cooperate and communicate with people from other linguistic and cultural backgrounds.

Paragraph 5

People who have a second language can play an important role in their country's future, and even contribute to world peace.

Paragraph 6

We owe it to our children to prepare them for the future by ensuring they learn a second language.

- 1.2 Were there particular words or phrases you found difficult to understand? What strategies did you use to understand these words or phrases, or to understand the text as a whole despite not being sure what they meant?**

There are several strategies that I use to understand difficult words or phrases. This passage has a lot of the *meN~...~kan* words such as *memainkan*, *menggunakan*, *menjalankan*, *menimbulkan*, and so on. To understand these words I would first consult my notes on the meaning of the affixes *meN~...~kan*. After that, I would determine the base word and then consult the dictionary to find its meaning. For example, the base word of *menimbulkan* is *timbul*, and according to the dictionary *timbul* means 'emerge' or 'arise', so I know that *menimbulkan* then means 'to cause' or 'to create'.

- 1.3 Identify and summarise an example of inductive reasoning used in this text.**

Do you think the example you have chosen is weak or strong inductive reasoning? Give reasons for your answer.

The second paragraph is an example of inductive reasoning. It gives two particular facts; the population of the world, and the top 10 languages spoken worldwide. It then draws a general conclusion, that

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everyone needs to be able to communicate in at least one of those languages.

I think this is moderately strong inductive reasoning. It does make sense that an individual should be able to speak at least one of the top 10 languages spoken in the world. However, it isn't clear from the text how many people speak those languages. Also, if your first language is one of those languages, it isn't clear why you would need to learn a second one.

1.4 Identify and summarise an example of deductive reasoning used in text.

Do you think the example you have chosen is an effective form of persuasive writing?

The first paragraph is an example of deductive reasoning. It gives two general statements, one about the purpose of an education, and the second about the increased globalisation of the world, and then draws the conclusion that young people need a second language.

I think this is quite a convincing piece of deductive reasoning, because both of the general statements, although not strongly verifiable, seem reasonable to me, and the final conclusion does connect the two statements in a logical way.

Exercise 2

Sample answers:

2.1 What are the underlying assumptions in the text?

I think that the author makes the following assumptions:

- An education refers to a child's education, rather than to adult education or lifelong learning.
- The author assumes that the topic refers to a 'good' or 'rounded' education.
- I think it is possible to infer that the author assumes students will be fluent in reading, writing and speaking their first language.
- The author implies that participating in the global community is a good thing, and that most students will aspire to participate in the international community.

2.2 What evidence does the author provide to support their arguments? How reliable or relevant is the evidence they present?

The author provides the following pieces of evidence in support of various parts of their argument:

- The world population is around 7 billion people.
- The top ten languages spoken are Chinese, Spanish, English, Hindi, Arabic, Bengali, Portuguese, Russian, Japanese and Punjabi.
- An average of 80 per cent of books published in Indonesian are translated works, mostly from English.

Each of these pieces of evidence is relevant, although I think the world population is possibly the least pertinent fact.

It isn't clear from the context whether the facts are reliable, but I think it would be fairly simple to check them against figures from a reliable source.

2.3 What other evidence could the author have included? Identify at least one other piece of evidence that would support the author's claims, and one that would show another side of the issue.

I think some other relevant facts that could have been included would be:

- the number or percentage of Indonesian students who are currently learning a second language
- the languages that are being taught in Indonesian schools
- the languages that are being taught in other schools internationally
- the number of people in Indonesia who are bilingual
- if possible, statistics about, or examples of, people with a second language who have achieved significant successes in their lives.