

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 007**



**SCHOOL OF DISTANCE EDUCATION
M.A. ENGLISH – PART II**

**COURSE I: SECOND LANGUAGE LEARNING AND TEACHING
ASSIGNMENTS (2018 – 2019)**

(This set of assignments has 11 printed pages.)

**Assignment 1
(Based on Block I)**

ANSWER ALL QUESTIONS

Q.I. A. Read the extracts given below and answers the following questions:

(20-40 words for each answer)

- i. Who are supposed to be the participants in the interaction?
 - ii. Is the interaction taking place at a specific time and place?
 - iii. Is it written or spoken?
 - iv. What is the topic?
-
- i. “Just as background information, what do you do in your spare time?”
I’ve always enjoyed drama and also debating”.
“Why do you wish to obtain a scholarship to study in Britain”?
Well, I’m interested in Immigration Law, and there are several good colleges in Britain dealing with this!
 - ii. Free concerts daily in Prince Garden –classical or jazz. Sculpture Park with works from all around the world! Summer Theater –see plays in the Breezes tent every evening!
 - iii. Protesters turned Washington into an armed camp, slashing tires, breaking windows and pulling cars into intersections. One student described the scenes as a more of “civil war” than a student protest!

B. Examine the following sentences and explain why they are unacceptable.

(20-40 words for each answer)

- i. “Are you a south Indian? But you are fair complexioned! (A girl to her new acquaintance)
 - ii. “I want my child to pursue more higher studies”(A mother about her child)
 - iii. “I don’t think you can go to that restaurant. It is for the affluent lot!(a person to his colleague in a meeting)
- Q. II.** Is strategic competence the same as grammatical competence? Support your answer with suitable examples. (250—300 words)

Q. III. Identify the assumptions about language learning underlying the following statements:
(50-80 words for each answer)

- a. There is always a gap, a zone, between what the child can do and what the child is capable of doing further.
- b. The social and psychological distance of the second language learners from that language will affect their learning.
- c. Using the mother tongue in the second language classroom all the time will hamper the student's ability to learn the second language.

Q.IV. Giving examples from your own experience of second language learning, discuss the impact of the following on second language learning. (250-300 words)

- i. Individual and social factors
- ii. Formal classroom setting

Assignment II
(Based on Block II)

Q. I. Do you agree with these statements? Give reasons for your position:
(Give your answer in 30-40 words each)

- a. Education can influence the development of intelligence
- b. Aptitude would not matter in conditions of implicit learning
- c. Personality is externally determined

Q.II. What are the individual differences that can influence learning outcomes in language learning? In what way can gender influence the way people learn a second language?
(400 words)

Q.III. Discuss the various ways in which language information is processed and retrieved for use.
(450-500 words)

Q.IV a. What do you understand by the term 'g'? (250-300 words)

b. Do you think IQ tests would be good indicators of language ability? Why/ Why not?
(350-400words)

c. Think of a person with a high aptitude for second language/English and describe the characteristics of that person. To what extent are the four components proposed by Carroll applicable to that person?
(400-450 words)

Assignment III
(Based on Block III)

- Q. I. Discuss the term Anxiety in the context of second language learning. Is anxiety harmful or helpful? Give examples from your own experience as a learner.
(250-300 words)
- Q. II. What are motivational strategies? How can they be used in a second language classroom?
(300-350 words)
- Q. III. Reflecting on your own experience, say which of the motivational strategies developed by Dorneyi are viable in a typical Indian second language classroom. Give reasons for your assertions.
(300-350 words)
- Q. IV. a. How does Oxford classify metacognitive strategies into three subsets?
(300-400 words)
- b. How important are social strategies? What is the role of social strategies in language learning?
(250-300 words)

Assignment IV

- Q. I. Discuss Canale and Swain's concept of Communicative Competence.
(300-400 words)
- Q. II. What is Speech act theory? What insights does this theory give us on communication in a second language? Support your answer with suitable examples. (200-250 words)
- Q. III. Examine the following idioms. Which of them are unfamiliar to you? With reference to the following idioms discuss the role that culture plays in understanding or using idiomatic language. (400 words)
- | | | |
|--------------------------------|---|---------------------------------------|
| ▪ A blessing in disguise | : | a good thing that seemed bad at first |
| • Go back to the drawing board | : | start over |
| ▪ A bite at the cherry | : | an attempt or chance to do something |
| • To get bent out of shape | : | to get upset |
| ▪ Give someone the pip | : | make someone irritated or depressed |
| ▪ Rain on someone's parade | : | to spoil something |
| ▪ Let it drop : | : | say or do no more about a problem |
| ▪ Leaps and bounds : | : | with startlingly rapid progress |
| ▪ Wrap someone in cotton wool | : | be over protective about someone |
| ▪ Have square eyes | : | habitually watch TV. |

Q. IV. Andy Kirkpatrick (2007), says "Teachers must be multilingual and multicultural and

ideally know the language of their students”. Do you agree? Support your argument with examples. (300-350 words)

Q.V. There are several ways in which the mother tongue can support, fail to support or actively hinder someone who is learning or using the vocabulary of a second language. Do you agree with this statement? Give examples from your own experience to justify your answer. (300-400 words)

ASSIGNMENT V (Based on Block V)

Q.I Given below are profiles of languages in curriculum in four schools. Discuss the reason for the following:

Choice of medium of instruction

Choice of second language at the stage at which it is introduced

Choice of third language and the stage at which it is introduced.

(350-400 words)

Keep in mind: the location of the school, the need for more than one language, the purposes for which a particular language is taught.

Name of the school: Gurukul Global School
Location: Chandigarh, urban
Medium of instruction: English
English as a subject : Class I
Hindi as a subject : from Class IV

Name of the school: Nehru Colony Government High School
Location: Chennai Nanganallur, Semi Urban
Medium of instruction: Tamil
English as a subject : from Class V

Name of the school: Badanapasi High School
Location: Orissa, Angul, Badekera, Rural
Medium of instruction: Oriya
English as a subject : from Class IV

Name of the school: Subrahmanya Model High School
Location: Lakshmi Nagar, Hyderabad
Medium of instruction: English
English as a subject : from Class I
Hindi as a subject : from Class VI
Sanskrit as a subject : from Class V

Q.II Here are the plans of two units taken from two textbooks. What type of syllabus do they appear to be, **Type A (Product)** or **Type B (Process)**? What principles of language teaching do you think they are based on? (250-350 words)

Extract 1:

Text no. and title	Structure and usage	Vocabulary	Speech practice/Spelling/Punctuation	Writing
1. Elephants that Struck	Adverbs: three types	Prefix & Suffix	Strong and weak forms	Writing about a personal experience
2. The fund they Had	The present perfect tense and the simple past tense	Meanings of words and phrases in context	Falling and rising tones on tag questions	Empathy task: first person narrative; dialogue writing from notes
3. Three Questions	Relative clauses: restrictive and non-restrictive	1. Time expressions. 2. Collocations.	Doubling of consonants	Writing the story from a different point of view
4. Bound Feet	Agreement of tense between main and subordinate clauses	Meanings of words and phrases in context	The dash	Paragraph, expressing personal conclusions and judgements
5. The Last Class	Subject-verb agreement with <i>one of</i> , <i>a number of</i> , <i>etc.</i>	Expressions <i>out of</i>	Words often confused	Writing the story from a different point of view

Extract 2:

No.	Activity	Language Functions	Time Required
1.	Going away	Talk about things you need to do before a trip, giving advice and make suggestions, talking about travel and vacations	30-45 minutes
2.	Time to talk	Exchanging and comparing information and opinions; Describing	45 minutes
3.	Things Happen	Asking and answering questions; Exchanging information, telling anecdotes, responding to anecdotes	60-90 minutes
4.	Appearances	Describing people's appearances	60 minutes
5.	Waste Not, Want Not	Reporting, Comparing and Describing	30 minutes
6.	Around Town	Giving directions, Recommending places ,offering help, asking directions	60 minutes

Q III. In the box given in the following page are 3 stages of a classroom activity .Examine the stages of the activity and then answer the questions that follow. (250-350 words)

I. Choose one of these ways of communicating. Make a list of its advantages and disadvantages.

e-mail regular mail instant messaging text messaging

Advantages of cell phones	Disadvantages of cell phones
Cell phones are useful	They're annoying.
They're convenient	They ring during concerts and movies.
You can make calls from anywhere	People talk in a loud voice.

II. Now write a short article on your topic. Use your list and the help note below.

The Pros and Cons of Cell Phones

Cell phones are very popular these days, especially with young people. Most people have them

Cell phones are very useful. They are more convenient than regular phones because you can make calls from anywhere.

However, cell phones are also annoying. People often talk in a loud voice when they use them in public. Sometimes cell phones ring during concerts and movies.

In my opinion, cell phones are very useful, but people should be more polite when they use them in public.



Help note

Writing an article

Write an introduction to the topic.

Write about the advantages.

Write about the disadvantages.

However, . . . / On the other hand, . . .

Write a conclusion, giving your views,
I think . . . / In my opinion . . .

III. Read your classmates' articles. Whose opinion do you agree with?

- A. What items of interaction in the classroom do these stages reflect and promote?
- B. What kind of teacher and learners role do you envisage through these activities?

- Q IV. Examine the four items (A,B,C) given below and:
- i. State what skills and elements are being tested in each.
 - ii. For each item state whether
 - a. It is discrete –point or integrative
 - b. It lends itself to objective or subjective assessment. (400-450 words)

Task-A

Read these notices

- a. Decide where you might see them.
- b. Write out the instructions in full.

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">No Parking</div>	<p>a) In front of gate</p> <p>b) You can't park here</p>
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<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Pay here</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Don't walk on the grass</div> <div style="border: 1px solid black; padding: 5px;">Please take a leaflet</div>	<p>a)-----</p> <p>b)-----</p> <p>a)-----</p> <p>b)-----</p> <p>a)-----</p> <p>b)-----</p>
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Task-B

Shahin Chatterjee is a resident of Badli colony. After reading the following newspaper article, she writes a letter to the editor of a local newspaper, giving her strong views on the disadvantages of this project and making an appeal to the Government to reconsider its decision. Using ideas of your own, write Shahin's letter in 150 words.

Mahipur: 14th August. The government has decided to cut down a large forest area near Badli colony to provide housing for 10,000 families. The project is likely to be completed by 2010. However, it is facing stiff opposition from farmers whose agricultural land is also being acquired.

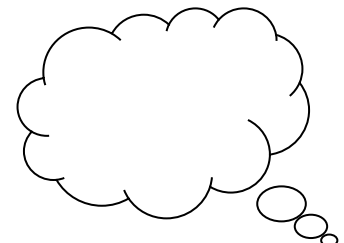
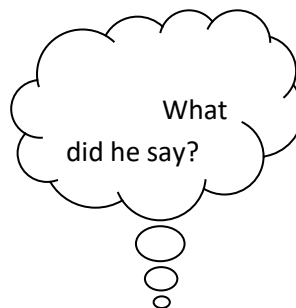
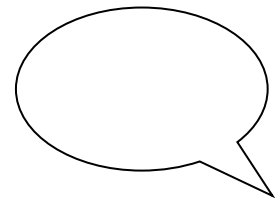
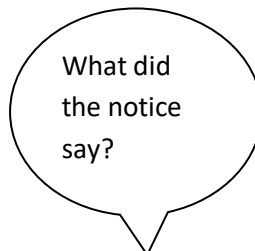
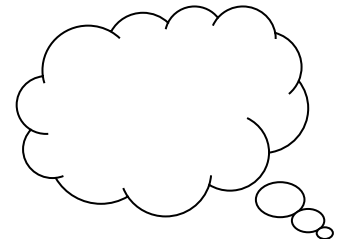
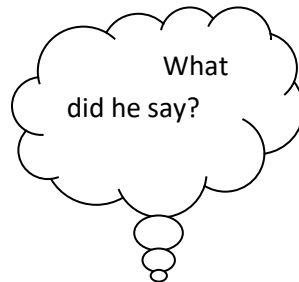
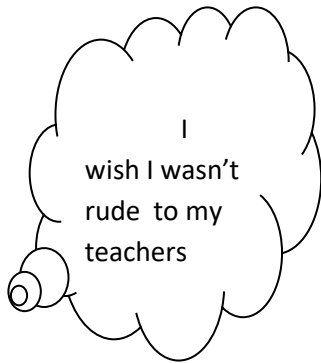
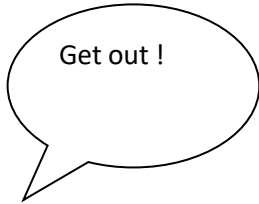
Task-C

Fill in the empty bubbles in column C with reports of what was said in column A. The first one is done for you.

A(First speaker)

B(Questioner)

C("Reporter")



Task D

A young girl was kidnapped from the main street of Srutipur at 3 'O clock yesterday afternoon. Chetan was there at that time.

Activity:

Pairwork: The police interview Chetan to get an eyewitness account of the kidnapping. One of you can be Chetan and tell your partner, who is the police officer, about what happened when the kidnapping occurred.

Note: The Police officer should ask as many relevant questions as possible, to get a detailed account.