

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD 500 007



SCHOOL OF DISTANCE EDUCATION  
M.A. ENGLISH - PART II

Course II: SECOND LANGUAGE LEARNING AND TEACHING  
ASSIGNMENTS (2020-2021)  
(This set of assignments has 09 printed pages)

**INSTRUCTIONS:**

These assignments are designed to check your understanding of the Blocks on which they are based. Please read each Block carefully and make notes or highlight important points before you attempt to answer the Assignment on it.

You are advised not to write any one assignment in one sitting. You will require 2 to 3 days to attempt each assignment.

You should answer the questions in your own words, illustrating your ideas with suitable examples wherever required. The approximate word length for each answer has been suggested.

You will be penalized if your answer –

- is too long or too short,
- relies heavily on the Units or any other source
- is downloaded from websites.

**ASSIGNMENT 1**  
(Based on Block 1)

**ANSWER ALL QUESTIONS**

**Q.I. A.** Read the extracts given below and answer 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?

- a. The United Nations High Commissioner for Human Rights Ms Navi Pillay attended a meeting about caste-based discrimination on 6 November in the House of Lords at the invitation of the ACDA. The meeting to which organisations and Parliamentarians who have lobbied for a law to outlaw caste-based discrimination in the UK were invited was hosted by Lord Eric Avebury.
- b. A researcher is required to present at least two papers on topics related to his/her area of research. At least one of these will be required to be presented orally to the faculty and researchers in that area.
- c. "Bloody feudalists," he screamed. "Reactionaries, bloodsuckers! Can't you talk to them like human beings instead of snapping your fingers like a... they slog and slave all day and you can't spare a polite word?" He literally spat the words out in the haze alcohol had produced in the twilight zone of his consciousness.
- d. Free IELTS mock test. It's FREE. 5000+ questions! Success guaranteed. Just join now! It's absolutely FREE!

**B.** Examine the following sentences and explain why they are unacceptable:  
(20-40 words for each answer):

- i. I ain't willing to take a load of dis Boss! (Clerk to her Supervisor)
- ii. We would be highly obliged if Your Highness could kindly step into the kitchen to produce a mighty meal to alleviate the pangs of our hunger. (Children to their mother.)
- iii. They made me to realize my mistake. (Teacher to his colleague)

**Q II** Identify the assumption/s about language learning underlying the following statements:  
(50 – 80 words for each answer)

- i. If you repeat and memorize all the words, you can learn a second language.
- ii. Using the mother tongue in the second language classroom all the time will hamper the student's ability to learn the second language.
- iii. The best way to learn a second language is to read a lot of books and see movies in that language.

**Q III** Explain the difference between strategic competence and grammatical competence with examples.  
(250-300 words)

**ASSIGNMENT II**  
(Based on Block II & III)

- Q. I.** Do you agree with these statements? Give reasons for your position: (Give your answer in 30-40 words each)
- a. The study of personality traits can be boiled down to some basic personality types.
  - b. Understanding personality types is not of much use to the language teacher.
  - c. Extrovert persons are better at learning a second language.
  - d. Emotional intelligence is the ability of learners to handle their interpersonal relations in a more mature way.
- Q.II.** Do you think memory plays a role in learning of vocabulary and grammar? Discuss with appropriate examples. (350-450 words)
- Q. III.** What do you understand by 'aptitude'? List the factors that constitute the aptitude of a person. (250-350 words)
- Q. IV** 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)

**Assignment III**  
(Based on Block IV)

- Q I** a. What do you understand by "communication" in the context of second language learning? Explain with the help of the Speech Act theory. [300-400 words]
- b. Discuss Canale and Swain's concept of Communicative Competence. [300-400 words]
- Q II** What, according to you, would be the role of "culture" in the context of a second language learning classroom? [300-400 words]
- Q III** List the dimensions of *intercultural communicative competence* (ICC). Use examples to explain how ICC enables language learning. [300-400 words]
- Q IV** Discuss Schumann's model of acculturation. Do you think acculturation is a feasible goal in an English language learning classroom in a country like India? [300-400 words]

**ASSIGNMENT IV**  
**(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 test items (A, B, C, D) given below and answer the following questions: (250-300 words)

(Note: You do not have to answer these questions yourself.)

- i. State the skills and elements that are being tested in each
- ii. State whether it lends itself to subjective or objective assessment and justify your answer.
- iii. State whether it is a norm-referenced or a criterion-referenced item

**Test Item 1:** Look at the table given below presenting data of percentage of admissions in a college for three programmes and then write a paragraph showing the year-wise percentage rate, its rise and fall and the comparative analysis of the data.

Year	XI-XII	B.A.	M.A.
2008	43%	36%	21%
2009	40%	35%	25%
2010	50%	30%	20%
2011	52%	30%	18%

**Test Item 2:** Study the following table and add at least four examples of similar pairs of words:

**Instruction:** Explain the difference between these pairs of words. Use a dictionary if necessary:

- i. Outlook – lookout
- ii. Set up - upset
- iii. Outlay- layout



- Test Item 3:** **Instruction:** There are some people at the tourist information centre. Look at what they want to know and then report their questions to your friend.
- i. Mila: I am from the US. What are the most interesting sites?
  - ii. Jonas: Have you got a town plan or map of the town?
  - iii. Eli: Are there guided tours of the city?
  - iv. Polly: Which areas have been most popular?
  - v. Kiri: Where is the shopping area and what are the things I can buy there?

**Test Item 4:** Look at the following page of the diary of a political leader. Write a paragraph describing his activities over the week.

Mon. 25:	2.30	Meeting with Gram Panchayat leaders
Tues. 26:	9.00 am.	Inauguration of health camp
	11.30	Prize distribution in MG School
Wed.27:	12 noon	Receive CM
Fri. 29:	10.00 am.	Discuss issue of opening a new school in the tribal area
Sat. 30:	6.00 pm.	Felicitation of award winning poet in Cultural Festival



