

**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 (2021 – 2022)**

This set of assignments has 6 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 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. What do you understand by the term “interlanguage?” Explain with examples.

(200-250 words)

Q.1II. Giving examples from your own experience of second language learning, discuss the impact of the following on your own second language learning. (250-300 words)

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

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. 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?
(350-400 words)
- Q.III.** 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. IV.** How does Oxford classify metacognitive strategies into three subsets?
(300-400 words)

Assignment III
(Based on Block IV)

- Q. I.** 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.II.** 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.
(350-450 words)
- Q III.** Using your own involvement in the learning process, comment on how biculturalism impacts language learning.
(150-200 words)

ASSIGNMENT IV
(Based on Block V)

- Q.I.** Read the statements given below and comment on the language perspectives reflected in them with respect to:
(300-400 words)
- a. the mother tongue
 - b. the role that English is expected to play

- c. needs of learners
- d. role of the education
 - i. “In this International School, our focus is on developing a student into a global citizen, fluent in English and willing to work anywhere in the world.”
 - ii. “The schools in tribal areas must have teachers who may not know the tribal language but who are proficient in English and who will enable learners to take courses in high education.”
 - iii. “We must have teachers in primary schools who have a good idea about the migrant labour and the languages spoken by them so that learners can receive education in their own language.” (From an Immersion Programme in the USA)

Q.II Here are the plans of two units taken from two textbooks. What type of syllabus does it appear to be, **Type A (Product)** or **Type B (Process)**? Explain the principles of language teaching they seem to be based on. (250-300 words)

Extract 1:
Unit 7: Science:

Text No	Focus	Vocabulary	Grammar	Extension
1.	Focus on understanding science fiction story	Scientific terms	Looking at tenses: irregular verbs	Short stories on similar theme
2.	Reading focus silent reading: <i>On Killing a Tree</i>	Imagery	-----	Read poems on nature
3.	Reading focus: Interview with Jayant Narlikar on AIDS	Synonyms and antonyms	Sentence connection	Write a note on problems of the AIDS patients

Extract 2:
Section 3: Talking to Each Other

No.	Activity	Language Functions	Time Required
1.	More equal than Others	Comparing, describing, reflecting making resolutions	30-45 minutes
2.	Time to talk	Exchanging and comparing information and opinions; Describing	45 minutes
3.	Ask me a question	Asking and answering questions; Exchanging information	60-90 minutes
4.	Collecting Key words	Comparing	30-45 minutes
5.	Topics from A- Z	Asking and answering questions,; Disclosing information; Agreeing and Disagreeing	60 minutes

6.	Past Present and Future	Asking and answering questions in different tenses	30 minutes
7.	Waste Not, Want Not	Reporting, Comparing and Describing	30 minutes
8.	General Motors	Giving personal information	30 minutes
9.	Safety First	Giving advice to different kinds of people	45 minutes

Q.III In the box below are 3 stages of a classroom activity .Examine the stages of the activity and then answer the questions that follow. (250-300 words)

Read the following passage and do the tasks that follow:

Read the following poem and do the tasks that follow:

I KNOW that I shall meet my fate
Somewhere among the clouds above;
Those that I fight I do not hate,
Those that I guard I do not love;

My county is Kiltartan Cross,
My countrymen Kiltartan's poor,
No likely end could bring them loss
Or leave them happier than before.

Nor law, nor duty bade me fight,
Nor public men, nor cheering crowds,
A lonely impulse of delight
Drove to this tumult in the clouds;

I balanced all, brought all to mind,
The years to come seemed waste of breath,
A waste of breath the years behind
In balance with this life, this death.

⊕ Activity I (Whole class discussion)

The Irish Airman is a Fighter-Pilot. Why did he join the fighting forces? Does he have common cause with anybody? Discuss.

⊕ Activity II (Group activity)

Human beings have always wanted to fly. You must have wanted to fly, too. What are your reasons? Divide yourselves into groups of four and talk about your reasons. Compare your reasons with the reasons of the Irish Airman.

**Activity III (Pair activity)**

Imagine you are an Indian soldier posted on the icy glacier of Siachen. Think of all the reasons why you may have joined the Indian Forces. In pairs, Write them down under two sub-headings: **Personal – Public**. Write a brief conclusion about why you became a soldier.

- A. Refer to the list given on Page no .79, Review question III of Block V. Which of the principles listed there do the stages in the above activities promote or reflect?
- B. Comment on the teacher's role and the learners activities in the classroom.
