

**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 (2017 – 2018)**

(This set of assignments has 12 printed pages.)

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

ANSWER ALL QUESTIONS

- 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 at a specific time and place?
 - iii. Is it written or spoken?
 - iv. What is the topic?
- a. "How cold does it usually get in Korea?"
"Usually around minus 5 degrees Celsius, but sometimes it gets as cold as minus 12 degrees."
"How cold does it get in Alaska?"
"Depending on the area, but it's common for the temperature to be below 0."
"Is that in Fahrenheit or Celsius?"
"Fahrenheit."
"That means it's 20 below zero!"
- b. "You don't look too well. What's going on?"
"I just lost my job. I'm just worried about how I'm going to pay the bills."
"I'm sorry to hear that. Have you been looking for another job?"
"I just started, but the job market is very bad right now. I'm not optimistic about it."
"That's tough. What does your wife think about this?"
"She's trying to be supportive, but I can tell she is very worried about our financial situation as well."
- c. "Some of the major items for deduction under this section are- amount paid or deposited towards life insurance, contribution to Provident Fund set up by the Government, recognised Provident Fund, contribution by the assessee to an approved superannuation fund, subscription to National Savings Certificates, tuition fees, payment/ repayment for purposes of purchase or construction of a residential house and many other investments".
- d. "The introduction of new anesthetic applications enables patients to undergo lengthy and complex procedures as outpatients and then promptly and safely be discharged home."

- B. Examine the following sentences and explain why they are unacceptable.
(20-40 words for each answer)
- i. "She is the most loveliest woman I have ever seen" (A man to his friend)
 - ii. "No wonder he behaves like this. It's typical of people belonging to that community" (A man to his colleague.)
 - iii. "Isn't the dress you wearing very low-priced? (Hostess to her guest)
- C. What is the role of mother tongue in a second language classroom? Does it help or hinder the process of second language learning .Justify your answer.
(250-300 words)
- II. Here are some statements made by teachers about language learning. Identify the assumptions underlying the statements:
(50-80 words)
- i. Second language learning is not possible unless you are intelligent.
 - ii. Anxiety can have a positive effect on language learning.
 - iii. Language has the ability to create novel ways of meaning.
- III. Discuss the difference between behaviourist and cognitivist views of language learning. Give suitable examples where necessary.
(250-300) words

Assignment II
(Based on block II)

- I. Do you agree with these statements? Give reasons for your position: (Give your answer in 30-40 words each)
- a. Personality is determined by heredity.
 - b. Errors in a second language are very often caused by transfer from the first language.
 - c. It is impossible to learn a second or foreign language after puberty.
 - d. Emotional competency is an innate talent.
- II. a. How does working memory help in maintaining information in the mind? Support your answer with examples.
(250-350 words)
- b. What is the role of memory in second language learning? (350-400 words)
- III. Given below are some items from an IQ test. Identify which aspect of intelligence is tapped by them. Give reasons for your choice.
(20-30 words each)
- i. Pick the odd word out from the following:
 - a. milk
 - b. tea
 - c. coffee
 - d. beer

- ii. Identify the word which is synonymous with the word given below:
lavish
a. abundant
b. slavish
c. laughable
d. thrifty
- iii. 105 students started on their way to the exhibition but then 66 turned back because they did not get the conveyance. And 35 students went by their own cars. So the total number of students who went to the exhibition was:
a. 65
b. 74
c. 83
d. 66
- iv. Insert the missing letter to form two words:
GOA EAM
OPTION OTHING
PUS USH
- v. One hospital has 130 patients. 23 are going to be discharged by the end of the day. At about lunch time 25 new patients are admitted. How many patients will be there in the afternoon?
a. 155
b. 130
c. 107
d. 178
- vi. Rearrange the following letters to make a meaningful word and mark the category to which it belongs:
IOTRAPR:
a. travel
b. health
c. education
d. economy
- vii. Which number should come next in the series?
41, 82, 164, 328,.....
a. 665
b. 656
c. 720
d. 742

- viii. Sixteen workers work on a floor. Three go home. An hour later they return along with six more. How many workers are working on the floor?
- 15
 - 12
 - 19
 - 25
- ix. Which number will follow?
750, 720, 690, 660,.....?
- 560
 - 690
 - 630
 - 600
- x. *Water* is to *glass* as *tea* is to
- drink
 - kettle
 - tankard
 - cup
- IV. a. What are the components of aptitude? How does aptitude affect second language learning? (300-350 words)
- b. How does age affect aptitude? How is the issue of the difference between first language aptitude and second language aptitude related to the age factor? (350--400 words)

Assignment III
(Based on block III)

- I. Discuss the concept of “affective domains” and its relevance for second language learning. Give examples wherever necessary (250-300 words)
- II. What do you understand by the term motivation? What are the factors that have a positive impact on the motivation for second language learning? Justify your answer by giving examples from your own experience of learning a second language. (300-350 words)
- III. a. What are learning styles? Given below is a list of activities a second language teacher used in her class. Comment on the learning style each activity encouraged in the classroom. Give reasons. (250-300 words)
- Sharing experiences
 - Role play
 - Drawing pictures
 - Listening to audio clips
 - Watching videos
 - Painting

- Composing songs
 - Reading aloud
 - Playing crossword
 - Solving jigsaw puzzles.
- b. What implications do learning styles have for second language acquisition? Justify your answer. (250-300 words)
- IV.A Elucidate the concept of “strategies for second language learning”. Can learners be trained to use them? What are the ways through which this can be done? Discuss with examples wherever necessary. (250-300 words)
- B. What is the difference between Direct language learning strategies and Indirect learning strategies? (250-300 words)

Assignment IV
(Based on block IV)

- I.A. What are the kinds of activities that draw on a Communicative Language Teaching approach? What are the key principles of communicative language teaching reflected in these activities? (250-300 words)
- B. Read the following sentences. Explain each of their functions briefly, in terms of Halliday’s categorization of the functions of language.
- Why do people get angry without any reason?
 - I will eat ice cream today
 - Green soup, Bean soup
 - Shut up!
 - Let’s go out and have some coffee.
 - It’s not safe to walk on the road in the night.
 - You are cool!
- (150-200 words)
- II. a. How do you understand “culture” in the curricular context? What are the ways of incorporating it into second language teaching? (200-250 words)
- b. Discuss the cultural synergy approach to second language learning. (250-300 words)
- III. a. Look at the following idioms. Which of them are unfamiliar to you? Do you think culture plays any role in understanding or using idiomatic language? Why/why not? (200-250 words)
- Cat got your tongue: why aren’t you speaking?
 - Be part of the furniture: being part of a place for so long as to seem an integral part of the place!
 - Cut a rug: to dance!

- Paddle one's own canoe: to act independently and decide your own fate
 - Pass the hat around: to collect money asking people or organizations
 - Go bananas: go crazy over something
 - Be a cut above: to be better than other things or people
 - Dark horse: one who was previously unknown and now prominent
 - Go the extra mile: going above and beyond whatever is required for the task at hand
- b. What are the domains of cross -cultural training for developing Intercultural Communicative Competence? How does it help in second language learning?
(200-250 words)
- IV. a. Discuss the significance of Power and Discourse in second language learning.
(300-350 words)
- b. List and discuss some strategies which learners may use for developing their reading and writing skills in school. Give suitable examples where necessary.
(250-300 words)

Assignment V
(Based on block V)

- I. Reflect on your own school education .What was your mother tongue and what was the medium of instruction in your school? Did the medium of instruction help or hinder your growth as an individual academically/career wise? Give reasons.
(350-400 words)
- II. How are the objectives of Type A syllabus different from that of Type B? Look at the Language syllabus plan in the following page taken from a text book .Identify the features of type of syllabus it reflects. Give reasons.

Unit	Name of the text	Structure and usage	Words in use	Functions	Speech practice/ Spelling/Punctuation	Dictionary work	Writing
1	The Enchanted Pool	mixed tenses	1. the prefix <i>over-</i> 2. collocations with <i>warning</i>		intonation	studying a dictionary entry: <i>sharp</i>	dialogue writing
2	Maggie Cuts her Hair	1. adverbial clauses of time 2. modal verbs: <i>may, might</i>	meanings of words and phrases in context	offering consolation	the hyphen	<i>seeing</i> words: using the dictionary	paragraph writing
3	What Happened to the Reptiles	the passive voice	1. description words 2. verbs followed by a preposition 3. meanings of words in context		1. word stress 2. the <i>u</i> sound		writing a letter to the editor
4	Everest Reactions	the three conditionals	1. collocations with <i>piece</i> 2. synonyms		suffixes: <i>-ory, -ery, -ary</i>	studying a dictionary entry: <i>sense</i>	writing the story from a different point of view
5	Unsung Hero	sentence connectors	1. fixed expressions with <i>no</i> 2. the prefix <i>fore-</i>	seeking a special favour	intonation		1. writing a conversation 2. paragraph writing
6	Gajpati and the Baby	1. <i>would</i> (habitual activity in the past) 2. <i>to-</i> infinitives (to show purpose)	1. phrasal verbs 2. <i>run</i> words	expressing obligation	the semicolon		developing a story from an outline
7	The Cop and the Anthem	1. <i>would</i> for predictions made in the past	1. phrasal verbs with <i>pull</i> 2. negative forms of words using affixes	pleading a case	British and American spelling	studying a dictionary entry: <i>spirit</i>	describing an event
8	Making Things Simple!	reported speech	1. fixed expressions 2. the suffix <i>-proof</i>		word stress		process writing
9	Buck's Trial of Strength	1. <i>one of...</i> 2. <i>the more...the more</i>	idioms/phrases		1. word stress 2. <i>s</i> and <i>z</i> sounds		writing an argument

Unit	Name of the text	Structure and usage	Words in use	Functions	Speech practice/ Spelling/Punctuation	Dictionary work	Writing
10	The Kabuliwala	participial clauses	1. <i>strike</i> and <i>thrash</i> words 2. meanings of words in context	suggesting alternatives instead of refusing		studying dictionary entries: <i>patient, overlook, charge, study</i> and <i>impression</i>	1. describing a meeting 2. composition
11	The Boy, the Dog and the Spaceship	more on participial clauses	synonyms				rewriting the story with a different ending
12	The Case of the Missing Will	complements with and without <i>as</i>	1. the suffix - <i>like</i> 2. synonyms		silent letters	studying dictionary entries: <i>fancy, cavity, alien</i> and <i>object</i>	essay writing

III. In the box below are stages of a class room activity. Examine the stages of the activity and then answer the question that follow.

Task
The teacher forms groups and explains the activity.

	1 Your Individual Ranking	2 The Team's Ranking	3 Experts Ranking	4 Difference between steps 1&3	5 Difference between steps 2&3
1. Agricultural worker					
2. Police officer					
3. Deep Sea Diver					
4. Construction Worker					
5. Cattle Farmer					
6. Welder					
7. Chemical Worker					
8. Miner					
9. Trawler Person					
10. Fire Fighter					
Total Score				Your Score	Team Score

Each team member is given a **Ranking Sheet** and is asked to privately rank the jobs according to the degree of danger in the job. The most dangerous is ranked "1" and so on to a rank of "10" for the least dangerous job. Once the individual rankings have been completed the team is asked to develop a team ranking of the jobs. **Consensus Decision Making Process Review** is distributed. Each person, is asked to complete the form, but not discuss it.

Consensus Decision-Making Process Review

Reflect on this activity for a few minutes.

1. What helped the team reach a consensus?
2. What hindered the team?
3. What should the team do to increase its effectiveness in arriving at a consensus?
4. What can you do to increase the effectiveness of the team in arriving at a consensus?

An **Answer Sheet** is presented to the teams and they are asked to complete column 4 and 5 including the totals.

Answer-Sheet

1. Deep Sea Diver
2. Trawler Person
3. Miner
4. Construction Worker
5. Agricultural Worker
6. Welder
7. Chemical Worker
8. Police Officer
9. Fire-fighter
10. Cattle Farmer

From the People's Almanac 1988

The students are asked to post a flip-chart with the scores from each team as follows:

	Team A	Team B	Team C
Average Individual Score			
Team Score (Column 5)			
Differences			

The teacher leads a discussion on the reasons for the difference between the average individual score and the team score.

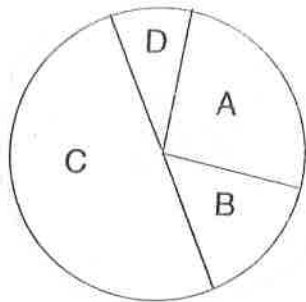
Each team member is asked to share and discuss their answers on the **Process Review Form**.

The teacher concludes the session with a discussion on the learning from the activity.

- a. How many stages do you see in the classroom activity?
 - b. Comment on the teacher's role and the learners activities in the classroom.
 - c. Which principles of language teaching do you think are reflected in these activities?
- IV. Examine the three 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.

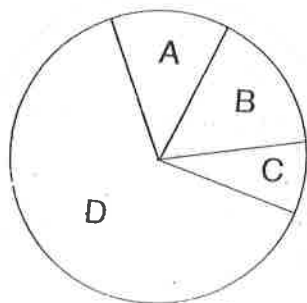
A. Look at the pie charts below and write short summaries of the results:

1. "TV advertising-should it be controlled?"



- A = should be banned completely
- B = should be on TV only after 8 pm.
- C = only certain products should be banned e.g. alcohol
- D = no restrictions

2. "What is the best age to get married?"



- A = 16-18 years old
- B = 18-21 years old
- C = 21-25 years old
- D = older than 25

B. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied.

Children love picnics and outings of their	e.g. of <u>with</u>
parents though they are equally happier doing	a)
things with them around the house. A parent	b)
may make his child feels special by following	c)
some simple rituals. Bedtime stories, the game	d)
of cards or simply talking and laugh together	e)
before going to bed some give children a	f)
wonderful sense of well-being. They hardly ever	g)
forgot these moments, and cherish them	h)
throughout these lives	

C. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.

Wright and Fleming found out that treatment	e.g. that <u>the</u> treatment
being used was doing harm than good. Each of	a)
the chemical antiseptics more harmful to the	b)
leucocytes than to the germs; and some cases the	c)
antiseptic actually facilitated multiplication	d)
germs. Wright and Fleming insisted that the	e)
surgeon's aim be not much to kill the germs as to	f)
help the leucocytes to do natural germ-killing	g)
work.	

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