

Tutorial letter 202/1/2014

APPLIED ENGLISH LANGUAGE STUDIES: FURTHER EXPLORATIONS ENG2601

Semester 1

Name of Department: English Studies

IMPORTANT INFORMATION

This tutorial letter contains important pre-examination information and feedback on Assignment 02.

BAR CODE

Dear Students

Thank you for submitting the second assignment. A number of you dealt well with the questions and provided well-structured responses. The following are answers to all FOUR questions in this assignment.

Question 1: Cohesion

In this question, you were required to find **five examples of cohesion** in the following passage.

Early on Christmas morning, Jakes and I went to Krugersdorp Prison with a picnic basket for Johnnie. I'd met a friendly warder the day before and paid him to smuggle a bottle of Klippies and a box of Kentucky into the prison for Johnnie. I had to keep his spirits high because, believe me, there's no bleaker day behind bars than the twenty-fifth of December. More birds slash their wrists or hang themselves on that day than on any other day of the year.

Johnnie, however, was in a buoyant mood, despite nursing a slight hangover. He had served a third of his sentence and would be considered for parole in the new year. He was convinced that he was going to get out.

Lexical cohesion: there are many related words and phrases in this passage belonging to the same semantic field, which is **imprisonment**. This related vocabulary enables us to recognise the context, thus aiding coherence. Examples are 'prison', 'warder', 'behind bars', '(jail)'birds', 'served ... a sentence', 'parole' and 'get out'.

Repetition: the word 'prison' is repeated.

Synonymy: 'prison' and 'jail'.

Antonymy: 'behind bars' means the opposite of 'get out'; 'that day' contrasts with 'any other day'.

Collocation: words that occur together: 'served a ... sentence'.

Time markers: 'Early on Christmas morning'; 'the day before' and the fact that most verbs in the passage are in the past tense, indicate the time period in which these events took place – the past.

Grammatical cohesion:

Reference cohesion: 'his' relates to Johnnie; 'themselves' refers to (jail)'birds'.

Substitution: 'the twenty-fifth of December' and 'on that day' substitutes for 'Christmas morning'.

Ellipsis: 'Kentucky ...'; ('fried chicken') is omitted; 'get out ...'; '(of prison)' is omitted.

Conjunctive relations: 'and', 'because', 'however', 'despite' provide linkages and logical connections.

Any five examples, correctly identified, were given credit.

(5 x 2 = 10)

Question 2: English language use and variation

In this straightforward exercise you had to fill in the blanks in the tables below.

Word	Meaning	Original language
Stoep	verandah, porch	Afrikaans
lingua franca	A common language	Italian
Hinterland	Interior of a country, away from coast	German
Aisle	Passageway in a church or theatre	French
Bizarre	Strange, outlandish, weird	Spanish
Tycoon	Rich and powerful businessman	Japanese
Faux pas	Literally 'false step', mistake	French
Tsunami	Tidal wave caused by undersea earthquake	Japanese

(7x2=14)

(b)

South African English	British or American English
tackies/tekkies	Trainers, sneakers
Sosatie	Kebab
Bakkie	Pickup, light delivery van
Naartjie	Mandarin
Platteland	Countryside
Lappie	Wiping cloth

(6)

Question 3: Correcting an extract from an assignment.

This question required you to correct a poorly written text on the novel *To Kill a Mockingbird*.

It is clear that the student has read the book, but there is no way that he or she could be given a pass mark for this assignment because the grammatical errors make it difficult to understand. Sentence structures are so faulty (see the final sentence, for example) that it is not clear what the writer is trying to say. The marker is likely to be frustrated and unsympathetic when assessing this. Basic inaccuracies, such as the wrong title of the book, indicate carelessness and a failure to check the writing, which creates a very poor image of the student.

- (a) From your marking and annotations, your marker will have assessed how perceptive you were in picking up errors, and whether you were able to identify the type of error made.

(10)

The name of the book is *^ Kill a Mockingbird* (not the full title; underline or italicise titles). The author is Harper Lee, published in 1966 (the book, not the author is published). This novel is happening (wrong expression) in Maycomb, a small town in *^ the deep south* (not capitals) state of Alabama. They (who?) regarded (use present tense when discussing a book) themselves as superior (*^ white people*: make this the subject of the sentence) and there are very few people black people (repetition) in 1930 Alabama who were (use present tense) ‘middle class’ (jumbled sentence construction). This *^ novel* (subject missing) is about a man whose name is Atticus Finch. (Insert fullstop and end sentence.) He have (concord error) two children, Scout and Jem. Scout and Jem’s mother had died (wrong verb tense) when Scout was two and Jem was six. Calpurnia is looking (wrong verb form; replace with ‘looks’) for (wrong preposition; replace with ‘after’) the children when Atticus is *^ at* (preposition missing) work.

Yes (too informal) it is a good book because it is taught in English speaking countries (where is the logic?). It is a good book especially in adulthood (explain why). It is a good book because it had (use present tense) *^ a well planned plot* (insert comma) for example (insert comma) an introduction (insert comma) body and conclusion. (This says nothing useful about the plot.) I consider this book as a good book (repetitive structure) as it deals with the issues that affect our communities (such as?). It is a good book (repetition) because it gives us an overview of challenges that some of our learners are relevant (wrong word) to their developmental level (jumbled sentence structure – meaning unclear).

(10)

(b) You were required to rewrite the first paragraph of the passage in grammatically correct Standard English, appropriate for academic purposes.

The name of the book is *To Kill a Mockingbird*. The author is Harper Lee, who published it in 1966. This novel is set in Maycomb, a small town in the deep south state of Alabama. The white people in the town regard themselves as superior and there are very few people black people in 1930 Alabama who are ‘middle class’. This novel is about a man whose name is Atticus Finch. He has two children, Scout and Jem. Scout and Jem’s mother died when Scout was two and Jem was six. Calpurnia looks after the children when Atticus is at work.

(10)

Question 4: Writing Academic English

You were expected to choose one of the topics and write an essay of about 1 ½ pages. You needed to discuss the topic in detail drawing on any resources that may be available to you. Your discussion should have shown a critical understanding of the topic, and you should have provided relevant examples and evidence to support your answer. In addition, you were supposed to acknowledge all the sources in the body of your essay and in the bibliography.

Credit was given to those students who adhered to the assignment instructions and used academic English conventions that were covered in this module. Your essay was supposed to have an introduction, main body and conclusion. The following are guidelines as to how you were expected to structure your essay.

Structure of the essay

In your introduction you needed to:

- make the topic and purpose of the essay clear
- address the question directly from the outset

- outline the essay's main argument and its structure/organisation
- make sure that your introduction is not long and rambling.

In the main body you needed to:

- use 'signposting' (e.g. topic sentences, discourse markers, comparative markers) to help the reader follow the sequence of your argument
- present information in a logical order, and synthesise your ideas
- provide evidence to support your points.

In your conclusion you needed to:

- highlight the main/key points by drawing from the essay as whole
- outline the implications of your main/key points for the assignment title
- make an overall concluding statement.

EXAMINATION GUIDELINES

The examination is **two hours long**. It consists of THREE sections, and you must answer all questions from each section. You will have to answer questions on each of the following sections of the module:

- Cohesion
- English language use and variation
- Genre and register
- Language use and context
- Academic English

The examination for ENG2601 counts for 75% of your final mark. Your assignments count for the remaining 25%. It is therefore in your interest to be well prepared for the examination.

In Section A and Section B you will be required to read extracts from different sources and answer questions demonstrating your ability to read closely and with attention to the details of the texts. Section C is an essay-type question.

Use the following guidelines to help you prepare for the examination:

- Read your study guide and the prescribed book. Make notes of the important features of each genre of writing.
- Familiarise yourself with specialised terms used in this module.
- Analyse and interpret texts provided in your study material. Write notes on each of the texts, outlining the different language features and strategies that are used in the texts.
- Pay attention to the way language usage creates different meanings and effects as you analyse the extracts in your study material in preparation for the examination.
- Write sample essays for practice in order to develop your ability to write in a style appropriate for academic purposes.

Good luck with your studies!

Dr P Makoe (Primary Lecturer)