

Tutorial letter 202/1/2015

**APPLIED ENGLISH LANGUAGE STUDIES:
FURTHER EXPLORATIONS**

ENG2601

Semester 1

DEPARTMENT OF ENGLISH STUDIES

IMPORTANT INFORMATION:

This Tutorial Letter contains important information on 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 suggested responses.

Question 1: Cohesion

You were required to identify specific cohesion devices used in **Text 3.1** from *The Sandman-The Doll House* on pages 68-69 from *Working with Texts* by Carter et al, to comment on how these devices impact on your impressions of the delegates, their attitudes and feelings, and to substantiate with textual references.

In Text 3.1, the writer makes use of lexical cohesion devices with a play on words in order to comment on the delegates' feelings and attitudes. Most of the delegates' expressions make use of words related to the same semantic field, namely, death, and relate to the violent activities and the nature of the convention. As readers, our attention is immediately drawn to the delegates' annoyance at being cooped up in this little town in which they 'wouldn't be seen dead' and 'hate.' That they are also exhausted is indicated in their journey being 'a real killer'. However, the use of grammatical cohesion comes into play with the use of conjunctive cohesion in 'if', which alludes to the sacrifices they are prepared to make. Apart from being tired, they are also hungry as revealed in 'murder a steak'; the underlined word emphasizing the intensity of their hunger. The words 'killer', 'dead', 'murder' and 'bloody' are examples of collocation. However, the double meaning of 'bloody' conveys the speaker's preference for rare meat as well as something unappetizing. The repeated reference to food as in 'chocolate fudge is to die for' is an example of how antonyms are used as a cohesion device. Their different food preferences are highlighted: 'to die for' claiming preference for refined superior quality.

The writer also makes use of antonyms to convey the relationship among the delegates. In the first frame, 'warily' and cautious' (synonyms) and 'acquainted' and instant **knots and whorls**' immediately point at delegates reluctance to communicate and their suspicious tendencies. But in the tenth frame, 'knots become **groups and clusters**' there is a hint at the delegates easing into conversations. The delegates neither cooperate with nor heed the requests of the convention organizing representative. He repeatedly asks, 'Has anyone seen the family man?' to which, only the registration officer responds. There is clearly a group divide among the speakers: organisers versus delegates. The repetition of questions asked by the organizing team is an example of grammatical cohesion which is further reinforced by the rhetorical 'excuse me?', the negative 'don't', and the interjection, 'um', all of which, convey the desperate appeal to get the delegates to register. The disinterested delegates continue with their conversation, using the extended metaphor in expressions such as 'the issue was dead and buried' and 'the TV version butchered it'.

Other cohesion devices: substitution, and reference cohesion in the use of pronouns.

[15]

Question 2: English language use and variation

2.1 From the words 'Woza weekend!', 'PSS101 test' and 'lecturer', we can infer that these are university students who experienced a difficult week on campus and are looking forward to an exciting weekend.

(3)

2.2

| AMERICAN ENGLISH | STANDARD ENGLISH |
|------------------|--------------------|
| e.g. dude | Friend |
| Hollering | shouting/screaming |
| kindergarten | pre-school |
| slammer | Jail/goal |
| Guys | Friends |
| | |

1 mark for identification and 1 for Standard English

(6)

- 2.3
- | | | |
|----------------|---|--------------|
| e.g. ja | - | yes |
| maats | - | friends |
| fret | - | worry/bother |
| bliksem | - | hit/punish |
| dronk | - | drunk |

1 mark for identification and 1 for Standard English

(6)
[15]

Question 3: Academic English

3.1 You were expected to submit a photocopy of your marked version of Text 1.10 from *Working with Texts* by Carter et al.

Your marking and annotations should have identified the type of errors committed, made constructive comments to improve on the quality of the essay, drawn attention to the content that is relevant and the sequence of events that is logical. Your assessment should have also flagged common errors in the text such as incorrect spelling, poor punctuation and incorrect sentences. The essay should have been written in paragraphs.

(10)

3.2 The re-written version should have eliminated the errors identified in the 3.1. The revised answer should also have shown paragraphs with topical unity. Therefore, credit was given to students who showed some of the features that characterize narrative writing, such as descriptors and transition markers.

(10)
[20]

Text 1:10

P. ~~The~~ my birthday sp

ww When it was my birthday I went to
 P a island for a picnic. I take T
 Simone and Megan. We went in a boat
 sp When we got there we played for
 exp a bit then we had the picnic
 P then we came to going home the
 boat had gone I started to
 sp cry. I want to go home
 P Simone had a ~~idea~~ idea We can
 sp make a word out of pebbles.
 Rewrite "What is the word going to
 sp say? ~~help~~ help?? yes Side
 Megan. hosts get going I ho ??
 I ho its of to work we
 go There we have ~~word~~ frag.
 P wave finish At home mum
 sp and dad had Send a T
 Sertch party. At On the island
 frag. (the) we were sitting writing. sp
 A helicopter they saw the
 exp words "h.e.l.p". then we all
 sp Side help. the helicopter
 sp came with ladders we ~~stand~~
 sp climbed up.

An interesting story but
 need to improve your spelling
 and sentence structure
 paragraphs ??

Question 4: Writing Academic English

You were expected to choose one of the topics and write an essay of about 1 ½ pages. You should have discussed the topic in detail, drawing on secondary resources. Your discussion should have shown an intimate engagement with the topic, and matching close reading of the appropriate textual details. 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 to academic English conventions 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.

In your introduction you should have:

- made the topic and purpose of the essay clear,
- addressed the question directly from the outset,
- outlined the essay's main argument and its structure/organization,
- made sure that your introduction is not long and rambling.

In the main body you should have:

- 'signposted' (e.g. topic sentences, discourse markers, comparative markers) to help the reader follow the sequence of your argument,
- presented information in a logical order, and synthesised your ideas,
- provided evidence to support your points.

In your conclusion you should have:

- highlighted the main/key points by drawing from the essay as a whole,
- outlined the implications of your main/key points for the assignment title,
- made 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 aspects 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.
- Understand the specific terminology 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!

ENG2601 Teaching Team