

Tutorial letter 202/1/2016

**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 answers. The following are suggested responses.

Question 1: Cohesion

Before we launch into a discussion on Question One, let us re-establish what we know about cohesion and its importance to understanding and the creation of meaning. A text is made up of grammatical and lexical elements, and cohesive features are those that link one part of it with another. These linkages provide a sense of wholeness and internal unity, and allow a text to be read and understood easily. Thus, cohesion plays a vital role in achieving coherence.

Conjunctions belong to one of the sub-categories of grammatical cohesion and involve the use of linking words which serve many purposes. Sometimes they provide reasons for the action mentioned in the first part of the sentence such as the use of the word **'because'**, or they are used to revise the first part of the sentence and change the action, as in the use of the word **'but'**. Reread Unit Four of your Study Guide for a better understanding and attempt all the feedback activities.

You were required to read Text 5:16 which is a leaflet from HIGH PEAK BOROUGH COUNCIL - CONSERVATION AREAS on page 168 of the prescribed textbook, *Working with Texts* by Carter et al. (2008). Thereafter you needed to **identify** the **six types** of conjunctions used and discuss **HOW** each of them creates meaning and assists the Council to convey their message clearly.

In the leaflet, the Borough Council wishes to inform its constituents about what features are necessary in order for an area to be regarded as a conservation area, as well as what actions need to take place thereafter and all the different variables that influence certain decisions.

'Then' is the first conjunction and is a temporal connective (the word 'temporal' refers to time). The use of the word **then** implies that first something needs to happen or some condition needs to be fulfilled before the next event can take place. In this case, buildings that fulfil a certain requirement must first be identified before they are designated as conservation areas.

The word **'however'** is the next conjunction used and is an adversative since it tends to contradict the first proposition. The first proposition indicates that buildings that are identified as conservation areas have certain qualities or features like traditional details or materials used, but the use of the word **'however'** implies that certain conditions have to be met before these features can be recognised as important. In this case, the buildings and spaces need to relate to each other in a prescribed manner and the form and layout of street patterns, views and other landscape features also need to be taken into account. Notice how the process is narrowed down from a broad to a specific area through the use of conjunctions,

Paragraph five begins with a negative statement which in essence means that when they are looking for areas to be identified as conservation areas they do not rule out the need for new development which is needed for economic growth in such an area. So the use of the word **'rather'** implies that contrary to the proposition stated, they actually promote new development so that old and new developments can exist side by side.

The use of the connective **'it follows that'** can be very misleading in this context because one can very easily assume that the word **'follows'** belongs to the temporal type of conjunction. In this context it does not refer to an event or to time, but is an additive since it adds or builds on the previous statement to make their intentions clearer. It actually relates to the **logic** of the text: the second statement is the logical consequence of the first. In the previous statement mention was made of historic and new buildings living in harmony and the additive conjunction links the previous with an action that explains the intention of the first statement.

Finally the word **‘and’** in both instances is an additive and in this context serves to demarcate actions that are different in nature, like *maintenance and improvements* which are going to be performed on two areas of conservation, buildings and their surroundings.

If the writer of the text did not use conjunctions in the text would his intentions have been clear? And would you have been able to describe the text as a cohesive piece of writing?

SUB-TOTAL: 15 MARKS

Question 2: English language use and variation

2.1 ain’t – this contraction, which corresponds to the Standard English contractions ‘isn’t’, ‘aren’t’ or ‘haven’t’, is slang usage particular to the United States of America.

cussin’ – this verb corresponds to the Standard English word ‘cursing’ (or ‘swearing’) and is also associated with the US.

doin’ – ‘doing’, (as above)

favor - this US spelling is written ‘favour’ when UK spelling is used. Remember that South Africa follows UK spelling conventions.

[any 3] 3x2 (6)

2.2 Omission - The apostrophe indicates a contraction; that (a) letter(s) has/ve been left out. ‘don’t’ corresponds to ‘do not’; or, in this case, ‘does not’. (2)

2.3 “Shadrack doesn’t wear hats/ never wears hats.” (2)

SUB-TOTAL: 10 MARKS

Question 3: Genre and Register/Academic English

3.1 This is a piece of writing written by a student, and is a personal, creative text. The student speaks his/her mind and the lexical choices as well as structural features indicate that the grasp of the English language usage is poor. It is written in a very careless and informal manner paying scant attention to logical progression or syntactical accuracy e.g. **“girls need to be girls”**; **“the life of work”**; **“every man... needs to be rich”**; **“every girls”** etc. It also has several spelling mistakes with **‘because’**, **‘your’**, **‘personally’** and **‘distress’**, spelt wrongly.

(5)

3.2.1 Line two – the apostrophe is in the wrong place. Should be between ‘n’ and ‘t’ – ‘don’t’

3.2.2 In line one the reference, **‘they’** is not clear as we do not know whether it is referring to the boys or the girls.

3.2.3 The writer in line 8 says he /she does not believe **“that boys should have the life of work and distress”** but in lines 10-11 he/she finishes with **“Boys start working”**.

3.2.4 ‘because’, ‘personally’, ‘distress’, ‘your’ are all misspelt.

3.2.5 ‘Have a great time’ is not a complete sentence.

(10)

- 3.3 The re-written version should have corrected all the errors identified in question 3.2 as well as all syntactical and semantic errors. Credit was given to students who bore in mind that rewriting a text in Standard English does not mean changing the original meaning or opinions of the writer.

(10)

SUB-TOTAL: 25 MARKS

Question 4: Essay-writing

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, a main body and a conclusion. The following are guidelines as to how you were expected to structure your 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 was 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 and logic of your argument;
- present information in a clear, 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 in relation to the assignment title;
- make an overall concluding statement

SUB-TOTAL: 50 MARKS

TOTAL FOR THIS ASSIGNMENT: [100]

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:

- English Language Systems: Persuasion and Narration/Rhetorical Analysis
- Language and Meaning
- Register and Genre
- Text Cohesion
- English Language Use and Variation
- 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 interests 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 on 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 purposes.
- Practise the writing of sample essays in order to develop your ability to write in a style appropriate for academic purposes.

Good luck with your studies!

ENG2601 Teaching Team