



THE OPEN UNIVERSITY OF SRI LANKA

B.A. HONOURS IN ENGLISH & ENGLISH LANGUAGE TEACHING/- LEVEL 5

B.A. IN ENGLISH & ENGLISH LANGUAGE TEACHING

FINAL EXAMINATION

- JUNE 2025

THE SECOND LANGUAGE CLASSROOM:

ISSUES & CONCERNS

- LEU5504/LSU3204

DURATION

- THREE HOURS (03 hours)

DATE: 14.06.25 TIME: 09.30 am. - 12.30pm.

ANSWER 04 QUESTIONS SELECTING ONE QUESTION FROM PART (A) AND AT LEAST ONE QUESTION FROM PART (B) AND PART (C) EACH.

Part A

1. Based on Porter et al. (1990), teachers in training are encouraged to keep journals as a form of non-structured participant observation during their courses and seminars. Discuss the educational purposes of this practice. (You should focus on the connection between learning and writing, the social and cognitive nature of writing, and its relevance to the communicative approach).

(25 marks)

OR

2. A typical second language classroom consists of both intrinsically as well as extrinsically motivated learners. In light of the above statement, discuss the significance of the role of the teacher in the context of as ESL classroom.

(25 marks)

Part B

3. (a) Describe how questioning can be used as an effective strategy to elicit the target language (English) from students in the second language classroom. The answer should be based on the purpose, types and guidelines of asking questions. **(15 marks)**

- b) Using two (2) seating patterns, explain how they facilitate the teaching-learning process in the second language classroom. **(10 marks)**

4. a) Explore how the Interlanguage Theory affects error making in the second language classroom. Consider its characteristics and factors which influence the process of language learning, in your answer.

(15 marks)

- b) Critically analyse and present your ideas on whether all class room errors made by second language learners should be corrected by the teacher. Use appropriate examples.

(10 marks)

5. Provide a brief description of the following in relation to the second language classroom:

- (a) The lockstep classroom
- (b) Techniques of dealing with errors in writing
- (c) Fossilization
- (d) Wait-time
- (e) Characteristics of a successful group in group work

(05 x 05 =25 marks)

Part C

6. Compare and contrast experimental studies and naturalistic studies in language research. Your answer should reflect - aims, methodologies, strengths, and limitations. Provide clear examples where appropriate. (25 marks)

7. Describe the use and benefits of Flanders Interaction Analysis Categories (FIAC) in language teaching. In addition, discuss the significance of silence or confusion during classroom interactions. (25 marks)

8. Write short notes on any 5 of the following

- a) Prescription & Description
- b) Teacher Behavior & Learner Behavior
- c) Received Knowledge & Experiential Knowledge
- d) Experimental Group & Control Group
- e) Population & Sample
- f) Qualitative & Quantitative Data

(05 x 05 =25 marks)