

THE OPEN UNIVERSITY OF SRI LANKA

B.A IN ENGLISH & ENGLISH LANGUAGE TEACHING -

LEVEL 5

FINAL EXAMINATION -

October 2013

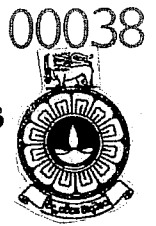
BASIC CONCEPTS IN ENGLISH

LANGUAGE TEACHING -

LSU3202

DURATION -

THREE HOURS (03 hours)



DATE: 28. 10. 2013

TIME: 09.30 am. -

12.30 pm.

ANSWER FOUR (04) QUESTIONS, CHOOSING AT LEAST ONE EACH FROM PARTS A, B & C

Part A

1. a) Discuss the differences between environmentalist theories and nativist theories, and
b) the way in which second language acquisition is viewed by the two different approaches.

(25 marks)

2. a) Briefly describe the Audio Lingual method of language teaching.
b) Discuss the theory of language learning that underpins the Audio Lingual method and how the theory is linked to the teaching method. Illustrate your answer with examples.

(25 marks)

- a) Write a short description of the following and
b) discuss the implications that each of these have for second language acquisition
- Critical period hypothesis
 - Fossilization
 - Input, Interaction and Output hypothesis

(25 marks)

Part B

4. Reading is considered as a triangular interactive activity. Describe this interaction and discuss the essential points on teaching reading, providing examples where necessary.

(25 marks)

5. How does writing help students learn? Discuss what is meant by the process approach and describe how to use it in the writing classroom.

(25 marks)

6. List the potential problems Sri Lanka learners face when learning to listen in English and explain the teacher's role in minimizing these problems.

(25 marks)

Part C

7. "In order to use language effectively, learners need to develop their communicative competence, ie. the ability to use the language they are learning appropriately in a given social encounter". Justify or refute this statement by discussing two (02) language teaching methods that are currently in use.

(25 marks)

8. i) What are the strengths of the Communicative Approach? What aspects of language does it emphasize?
ii) Are there any aspects of language use that are not addressed by this method?
iii) What are the demands this method makes on the teacher?

(25 marks)

9. The underlying principle of the Direct Method is that one should attempt to learn a 2nd language in much the same way as children learn their 1st language. Discuss the effectiveness of the Direct Method for language teaching in relation to the above statement.

(25 marks)