

THE OPEN UNIVERSITY OF SRI LANKA

B. A IN ENGLISH & ENGLISH LANGUAGE TEACHING

FINAL EXAMINATION

BASIC CONCEPTS IN ENGLISH

LANGUAGE TEACHING

DURATION

- LEVEL 5

- October 2015

- LSU3202

- THREE HOURS (03 hours)

00024



DATE: 17. 10. 2015

TIME: 09.30 am. - 12.30pm.

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

Part A

1. a) Discuss Piaget's view of language acquisition, highlighting the four stages of development.
b) Explain how Piaget's work can be regarded as the starting point of the cognitivist ideas.
(25 marks)
2. a) Discuss the views of Vygotsky's two developmental levels that determine the learning process.
b) Using three of the hypotheses of Krashen's monitor model, explain the theory of second language acquisition (SLA).
(25 marks)
3. a) Explain the three principle features of interlanguage.
b) Discuss how Corder (1967) compares L2 Acquisition to L1 Acquisition with reference to interlanguage.
(25 marks)

Part B

4. “Although the audiolingual approach in its purest form has many weaknesses, to dismiss the audiolingual approach as an outmoded method of the 1960s is to ignore the reality of current classroom practice.”

Justify or refute this statement supporting your view with examples

(25 marks)

5. “Eclecticism is defined as a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach.” (Hamash, et al. 1985)
Discuss the effectiveness of the eclectic approach in ESL teaching, in light of the above statement. Support your answer with examples.

(25 marks)

6. “The goal of teaching a foreign language is the actual use of language in real situations, and not being overly concerned with gaining grammatical competence as was observed in some of the traditional methods and approaches used in language teaching.”
Comment on this statement in relation to the use of the communicative approach to language teaching. Support your answer with examples.

(25 marks)

Part C

7. “In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants.” Discuss how a teacher can make use of information gap activities in developing speaking skills of second language learners. Give examples of two activities that can be done with a group of English as a second language learners at G.C.E (O/L). Explain the objectives of each activity and describe how those will be carried out in your classroom.

(25 marks)

8. "A mature reader brings two types of knowledge to the act of reading." Describe what these two types of knowledge are and explain how a reading teacher can make use of that knowledge in developing reading comprehension of her / his students.

(25 marks)

9. Discuss the advantages of using 'realia' in the language classroom. Explain how realia can be used to teach vocabulary to a group of second language learners. Elaborate your answer with examples.

(25 marks)