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THE OPEN UNIVERSITY OF SRI LANKA

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

FINAL EXAMINATION - October 2013

THE SECOND LANGUAGE CLASSROOM :

ISSUES & CONCERNS - LSU 3204

DURATION - THREE HOURS (03 hours)

DATE: 21. 10. 2013 TIME:9.30 am. - 12.30pm.

ANSWER QUESTION 1 AND ANY 3 OTHERS CHOOSING AT LEAST ONE EACH FROM PARTS B & C.

Part A

1. "We believe that it is questions from both teacher and students that have the power to generate vivid ideas, spur imagination and incite both teacher and student into a shared creative learning process" (Morgan & sexton, 1991: 7). Using this statement, describe by giving examples of three (03) major types of questions. State how these different types of questions could enhance student learning.

(25 marks)

Part B

2. (a) 'A positive atmosphere can make a classroom a motivating place to learn'. Do you agree? How can a teacher create a positive classroom atmosphere for second language learners?

   (b) Describe the effects of the teacher's presence in the classroom.

(25 marks)

3. (a) Compare and contrast Contrastive analysis and Error analysis.

   (b) What is meant by fossilization in language learning? Elaborate your answer giving examples.

   (c) Explain the difference between mistakes and errors .

(25 marks)

4. (a) Discuss the drawbacks of the 'Lockstep classroom'.

(b) Explain 3 advantages and three disadvantages of group work.

(c) Describe 2 ways in which you could do random grouping.

(25 marks)

Part C

5. Discuss the advantages of using FLINT as a research tool in identifying good language teaching instead of using the ten-category observation schedule.

(25 marks)

6. The widening gap between the researcher and the teacher can only be bridged by efforts of th teacher to make research relevant. Explain how you could become a researcher to improve you classroom activities.

(25 marks)

7. Write short notes on the following:

a) Reliability & Validity in research

b) Ethnographic research

c) Qualitative & Quantitative data

d) Learner strategies

e) Peer coaching & Peer observation

(25 marks)