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THE OPENUNIVERSITY OF SRI LANKA

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

FINAL EXAMINATION - October 2014

THE SECOND LANGUAGE CLASSROOM : ISSUES & CONCERNS - LSU 3204

DURATION - THREE HOURS (03 hours)

DATE: 20. 10. 2014 TIME: 9.30 am. - 12.30pm.

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

Part A (25 marks)

1. English can be used "selectively and purposefully to answer students' questions, give instructions, explain homework assignments, relate an amusing story that students can comprehend, participate in daily interpersonal communications with students in English, and use teacher talk as part of the students planned listening comprehension experience (e.g. in a dictation)" (Gebhard, 1996: 70). Discuss this statement with reference to the teacher's use of language in the ESL classroom giving three (3) examples.

(25 marks)

Part B (Total = 25 marks)

2. Questioning is a way by which teachers can structure their lessons and sustain active participation by generating a need for expression by students. Describe giving three types of questions and discuss the purpose and importance of each type in the ESL classroom.

(25 marks)

3. (a) Define motivation. **(05 marks)**

(b) Explain four important factors that affect learner motivation in learning a second language.

(20 marks)

(Total = 25 marks)

4. (a) Discuss the difference between mistakes and errors in language learning. **(10 marks)**

(b) Why do errors occur when second language learners attempt to use language? Give 3 reasons. Elaborate your answer with examples. **(15 marks)**

(Total = 25 marks)

Part C

5. (a) Describe the process of Action Research.

(b) How would an action research help a teacher to improve teaching?

(25 marks)

6. Explain how classroom interaction can be analysed using Flanders Interaction Analysis Categories (FIAC 1977).

(25 marks)

7. Write short notes on the following:

a) Experimental Studies

b) Validity

c) Ethnography

d) Quantitative data

e) STT

(25 marks)