

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

THIRD YEAR EXAMINATION IN ARTS – SEMESTER 1 – 2017/ 2018

ESL 3143 – Learning Listening, Speaking, Reading, and Writing

Two (02) hours

Answer three questions (03) in Part A. Part B is compulsory.

This paper carries 50% of your total mark.

Part A (Answer 3 questions of Part A)

1. Bottom-up listening is one of the earliest approaches to understanding listening comprehension.
 - I. Define bottom-up listening and provide an example. (3 marks)
 - II. Discuss any two criticisms of the bottom-up listening approach. (4 marks)
 - III. Evaluate the usefulness of bottom-up listening to an adult low-proficiency language learner compared to a child. (5 marks)

2. Top-down listening is an approach that emphasizes meaning making.
 - I. Briefly explain the comprehension process that takes place in top-down listening. (2 marks)
 - II. What are the functions of content schema and rhetorical schema in aiding listening comprehension? Discuss with examples. (4 marks)
 - III. Through an example of a real-world listening comprehension exercise, explain how the pre-listening stage can aid the listening comprehension process of a language learner. (6 marks)

3. The role society plays in learning to speak is emphasized in some explanations of how language is learnt.
 - I. Explain two basic concepts underlying the Social Interaction Theory with regard to a child learning a language. (4 marks)
 - II. Explain the concept of the Zone of Proximal Development (ZPD) and discuss the role of the More Knowledgeable Other in making the ZPD work. (5 marks)
 - III. Discuss two limitations of the Social Interaction Theory in explaining how language is learnt. (3 marks)

4. Reading and listening are both receptive skills.

- I. What are the differences between reading and listening? Explain three distinctions between these two skills that make a difference in comprehension. (4.5 marks)
- II. Explain the Phonics Approach to teaching reading and discuss the merits and demerits of this approach in teaching reading in English. (4 marks)
- III. "In our anxiety to show progress in English L2 reading, we often rush students into texts that are too difficult, without allowing them the time to acquire automaticity with English graphemes and common spelling patterns" (Birch 2002: 147). Discuss this statement in relation to the Direct Approach to teaching reading in English. (3.5 marks)

5. The interactive approach to reading originated due to shortcomings in the linear approaches that existed before it.

- I. Briefly explain the five processes that take place during reading according to Goodman's (1969) model. (5 marks)
- II. Discuss three main limitations of Goodman's model. (3 marks)
- III. What are the deficiencies of linear models as identified by later interactive models of reading? Discuss at least two of the identified deficiencies. (4 marks)

6. Writing involves a complex relationship among elements such as writer, reader, text and reality.

- I. Explain the relationship between the relational, the strategic and the textual aspect of writing as presented by Matsuda and Silva (2011). (6 marks)
- II. What are the reasons for the development of the Controlled Composition Approach to writing? (2 marks)
- III. Discuss two advantages of the Process Approach in comparison to the Paragraph Pattern Approach. (4 marks)

Part B: Compulsory question

7. Read the following scenario extracted from Vandergrift and Goh (2012). Then, answer the given questions.

Rose and Nina, English speakers in the same beginner-level French class, listen individually to a dialogue in which a talk show host informs a woman that she has won a weekend ski trip for two. Their task is to "think aloud": that is, to reveal to the researcher, as closely as possible, all the thoughts in their mind as they attempt to understand. Working individually with each listener, the researcher stops the recording at pre-determined points to allow each one to relate what is going on in her mind, the emerging meaning of the text, any difficulties she is struggling with, and what she is doing to resolve these points of difficulty. In order to obtain a more

complete picture of the comprehension process, each listener began **“cold”**: that is, she was not given any preliminary information about the text.

As Rose listens and attempts to convey her understanding, she cites, verbatim, bits and pieces of the dialogue that relate to either the beginning or the end of the segment that she has just heard. She continues in this same pattern, sometimes providing an individual word that she has understood. After a second listen to the text, her understanding remains rudimentary: she understands that a man is calling a girl about a ski weekend and that her sister is involved.

Nina, on the other hand, begins by noting that this is a phone conversation where the two speakers do not know each other and she thinks it may have something to do with advertising. She translates the word “news” as “new” and then speculates about how this might have something to do with advertising. She uses her understanding of the word “surprise” to suggest that this might be a radio talk show. She also thinks that she heard the word for “win” but she’s not sure about that. In the next segment, she confirms the idea of winning something related to skiing. In her second listen to the entire text, Nina confirms her understanding of “news” and “winning a draw,” and comments again on the surprise and excitement she hears in the woman’s voice.

- I. Describe the difference in approach to comprehension between the two listeners. (4 marks)
- II. What does Nina do that makes her approach more successful? Discuss using at least two features of her listening practice. (4 marks)
- III. Besides a difference in approach, might there be other differences in cognitive processing between the two listeners? Use **three features** from perception, parsing, utilization, metacognition, parallel processing, and mental representation of comprehension included in the listening comprehension model proposed by Vandergrift and Goh (2012) to present your ideas. (6 marks)