

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

FIRST YEAR EXAMINATION IN ARTS – SEMESTER 2 – 2019

ESL 1202 – Introduction to English as a Second Language

Time: Two (02) Hours

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This question paper contains (03) parts. Answer (04) questions choosing at least (01) question from each section.

Part A

**Question 1**

*Acquiring/Learning a Second Language*

- i. Briefly describe the **four** major perspectives used in understanding the acquisition of human language. (4 marks)
- ii. Take any **two** perspectives mentioned above and give **one** strength and **one** weakness of these two perspectives. (4 marks)
- iii. Explain with examples how instruction can become useful in teaching Sinhala/Tamil L2 learners of English. (7 marks)

**Question 2**

*Language and Society: Descriptive Tools of Language Variation*

- i. What is a linguistic variable? Describe with examples. (4.5 marks)
- ii. Name **five** different types of linguistic variation. (2.5 marks)
- iii. Discuss the concept of grammatical variation with examples of at least **two** types of grammatical variation from at least **two** dialects/varieties of English. (8 marks)

**Question 3**

*Language and the Learner*

- i. Name **five** learner variables that influence a learner's success in language learning. (2.5 marks)
- ii. Describe how some learner variables could be managed by language teachers to increase the effectiveness of a language teaching-learning process in relation to **two** variables of your choice. (5 marks)
- iii. 'Opportunities to practice speaking, reading, and writing, acknowledged as central to the Second Language Acquisition process, are socially structured in both formal and informal sites of language learning'. Discuss this statement with examples. (7.5 marks)

## Part B

### Question 4

#### *Learning Listening*

- i. Briefly explain interactional listening and provide **one** example. (3 marks)
- ii. Discuss why interactional listening can be more demanding than reading for an adult, second language learner. Provide at least **two** reasons in your discussion. (4 marks)
- iii. Learning strategies are ‘techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information’ (Chamot, 1987: 71). Examine how an adult ESL learner might try to use explicit strategies to make listening to an English medium lecture easier. In your discussion, use at least **one example each** for cognitive, meta-cognitive and affective strategies. (8 marks)

### Question 5

#### *Learning Speaking*

- i. Explain the specific demands made on the learner when attempting to speak when compared to the demands made on her him when attempting to write ESL. (4 marks)
- ii. How is the discourse-based approach to speaking is different form earlier approaches to teaching speaking? Discuss at least **two** differences. (5 marks)
- iii. You are expected to utilize the genre of academic speech in delivering an oral presentation you do as part of a university course. Take an example topic and discuss characteristics of your presentation using the **three** key characteristics included in Martin and Rothery’s definition of genre. (6 marks)

### Question 6

#### *Learning Reading*

- i. Explain at least **two** differences between the phonics approach and the whole-word approach to teaching reading. (4 marks)
- ii. State what bottom-up processing is. Why is it problematic to rely only on bottom-up reading strategies when learning to read? Discuss at least **two** reasons. (5 marks)
- iii. Carrell and Grabe (2010) discuss many differences between learning to read in a first language (L1) and in a second language (L2). Discuss **two** of them using examples from your own or a friend’s attempts to learn a second language. (6 marks)

### Question 7

#### *Learning Writing*

- i. Why were the controlled composition approach and the paragraph pattern approach to writing seen as limited after they had been used for sometime as teaching strategies for writing? Explain at least **two** reasons. (5 marks)
- ii. A writer does not have full control of their discursive identity when they write for an audience other than themselves. Discuss **two** reasons for this. (5 marks)

- iii. Imagine you are writing a news article for a local English newspaper. What are some of the strategies you could use to explore your theme and to write in a manner that's suitable for a newspaper. Pick a theme for your imagined article and discuss the specific strategy you would use with examples. (5 marks)

## Part C

### Question 8

#### Grammar

- i. Define the concept of lexicogrammar. Explain the problems involved in defining its boundaries with examples. (4 marks)
- ii. Briefly explain the four methods used in teaching grammar, namely *input flooding*, *consciousness raising*, *grammaring*, and *feedback*. (5 marks)
- iii. The following examples show the English double-object construction phenomenon, where L2 learners of English may encounter difficulty because there is no indication in their L2 input to discourage them from producing the unacceptable sentences given below. (6 marks)

**Note:** Unacceptable sentences are marked with an asterisk (\*).

*She baked a cake for him.*

*She baked him a cake.*

*She baked it for him.*

*\*She baked him it.*

*He threw the ball to her.*

*He threw her the ball.*

*He pushed the ball to her.*

*\*He pushed her the ball.*

*He threw it to her.*

*\*He threw her it.*

*He pushed it to her.*

*\*He pushed her it.*

*He sent a parcel to him.*

*He sent him a parcel.*

*He sent a parcel to Kandy.*

*\*He sent Kandy a parcel.*

*The teacher sent the student to the principal.*

*\*The teacher sent the principal the student.*

*\*The heat gave a headache to him.*

*The heat gave him a headache.*

Considering the above situation, suggest one of the above-mentioned methods as the best way to teach the double-object construction so that the L2 learner is discouraged from producing the unacceptable sentences mentioned above. Give reasons for your choice.

### Question 9

#### Pragmatics

- i. What are the **three** main variables Brown and Levinson (1987) identify that speakers take into account when deciding how to word a face-threatening utterance? Describe briefly with a suitable example. (5 marks)
- ii. With the aid of real-life example(s), briefly explain how the psychological notion of context affects a communicative act. (6 marks)
- iii. Identify which of the cooperative maxims is violated in each of the following dialogues. (4 marks)

- a. A: When is the next train?  
B: In a while.
- b. A: Where is the post office?  
B: Postal charges are insane these days, no!
- c. A: Are we allowed to bring food into the theater?  
B: Have you no sense of propriety? This esteemed establishment abhors any attempt to smuggle edibles into its confines.
- d. A: How much is a bubble gum?  
B: Five thousand rupees a piece.

### Question 10

#### *Discourse Analysis*

- i. What are the key differences between informal spoken discourses and formal spoken discourses? Describe briefly using at least **two** key differences. (5 marks)
- ii. A grammar written entirely based on written texts is incomplete because it does not address features unique to spoken discourse. Comment on the validity of this statement referring to at least **one** syntactic pattern and **one** lexical pattern unique to spoken discourse. (6 marks)
- iii. Using the rank-scale developed by Sinclair and Coulthard (1975) to analyze spoken discourse, identify the various levels found in the following dialogue. You are expected to name the types of moves found in it as well. (4 marks)
- A: What's the time, please?  
B: It is 10.00 am  
A: Thank you.