

UNIVERSITY OF COLOMBO – SRI LANKA

FACULTY OF ARTS

FIRST YEAR EXAMINATION IN ARTS – SEMESTER 2 – 2017/2018

ESL 1202 – Introduction to English as a Second Language

Time: Two (02) Hours

This paper consists of three (03) parts. Follow the instructions given in each part.

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Part A

Answer only one (01) question from Part A.

**Question 1**

*Acquiring/Learning a Second Language*

- i. Is it true to say that language acquisition or second language acquisition does not merely depend on simple imitation of speech? Explain briefly. (3 marks)
- ii. When learners utter certain grammatical structures correctly in a particular context, can we say that they have mastered all the grammatical aspects of those syntactic structures? Why or why not? Explain with examples. (3 marks)
- iii. It is believed that some features of a learner's L1 can influence the learner's L2 to some extent. Are there L1 features that are more transferable than others? Give examples from English. (3 marks)
- iv. A Lankan L2 English learner in his/her initial stage is likely to confuse the position of negative markers in English. Explain this phenomenon using the sample sentences given below.  
*The book is not in the cupboard.*  
*My friend was not at the party.*  
*They didn't come to work.*  
*Some Hindus and Buddhists don't eat meat.*  
(6 marks)

**Question 2**

*The Place of English in Neo-colonial Contexts*

- i. Explain the importance given to language in the nation building process in the ex-British colonies. (4 marks)
- ii. Singapore adopted the "unity in diversity" approach regarding its language policy. Evaluate the success of this attempt. (5 marks)
- iii. One of the reasons that English regained a dominant position in the neo-colonial contexts was the perception that it is a "neutral" language that could "link" different ethnic groups and thereby avoid conflict. Critically examine this perception providing examples from neo-colonial contexts. (6 marks)

### Question 3

#### *Language and Society: Descriptive Tools of Language Variation*

- I. How does phonological variation relate to the study of sociolinguistics? Explain with an example. (4 marks)
- II. In sociolinguistics, why is phonological variation easier to study than any other form of variation? Explain. (5 marks)
- III. Name two social factors that correlate with language variation and provide examples from your own experience of how the given social factors correlate with them. (6 marks)

### Part B

Answer any two (02) questions from Part B.

### Question 4

#### *Learning Listening*

- i. Name three unique features of listening texts. (3 marks)
- ii. Define top down processing and bottom up processing in listening comprehension. (4 marks)
- iii. Explain how content schemata and rhetorical schemata are activated in a successful learner when he/she attempts to listen and comprehend the following news broadcast. (8 marks)

A group of students from the Sabaragamuwa University were injured in a road accident which occurred on the Bandarawela – Haputale Road on Sunday morning. The collision occurred near the Oththakade Level Crossing on the Bandarawela – Haputale Road.

A bus carrying a group of students from Bandarawela to the Sabaragamuwa University, had collided with a container truck headed in the opposite direction. Twenty-seven students were admitted to the Diyathalawa Hospital while two of them were later transferred to the Badulla General Hospital due to the severity of their injuries.

The location in question has been the scene of many road accidents in recent years. The Bandarawela Police noted that this section of road is treacherous due to a short bend near the level crossing.

### Question 5

#### *Learning Speaking*

- i. Explain the discourse-based approach to speaking. (5 marks)
- ii. Compare and contrast the following speech events in relation to Martin and Rothery's definition of genre as a 'staged, goal-oriented, social process'
  - an oral presentation you do for a course at university
  - a speech you make to a Grade 10 class at your old school(6 marks)
- iii. Using one speech event given in (ii), write at least one utterance that would occur in the four 'obligatory' elements that would take place in the 'staged' delivery of the genre. (4 marks)

### Question 6

#### Learning Reading

- i. Cognitive processes that are activated in us when we read vary according to our purpose of reading. Name at least three processes that are activated in us when we read for academic purposes. (3 marks)
- ii. Name two types of differences between learning to read in a first language (L1) and in a second language (L2) noted in Carrell and Grabe (2010) and briefly explain them. (4 marks)
- iii. Read the following teaching/testing item and answer the questions given below.

Underline the correct answer.

- “They” in paragraph 2 of the passage “Climate Change” refers to .....

  - a) human beings
  - b) animals facing extinction
  - c) government officials
  - d) people who contribute to climate change

- (a) What is the reading skill that is taught/tested through this question? (2 marks)
- (b) What is the technique used in this question? (2 marks)
- (c) Evaluate the suitability of this technique to teach/test reading comprehension. (4 marks)

### Question 7

#### Learning Writing

- i. What are the advantages of the Process Approach to writing in comparison to previous approaches? Discuss. (6 marks)
- ii. Why is it important for a writer to assess the rhetorical situation before starting to write? Explain. (3 marks)
- iii. As a writer, what are some of the strategies you could use to explore and develop a topic when you are preparing to write an assignment? Discuss at least three specific strategies with examples from your experience. (6 marks)

### Part C

Answer **only one (01)** question from Part C.

### Question 8

#### Grammar

- i. What do applied linguists expect pedagogical grammar to contain? Explain by discussing its nature and key features. (3 marks)
- ii. How do you distinguish *form/formal grammar* from *function/functional grammar*? Discuss the difference by bringing out some key features of them. (6 marks)
- iii. Explain what Celce-Murcia and Larsen-Freeman (1999) mean by a “three-pronged approach” in second language pedagogical grammar and why some linguists consider this approach as quite a comprehensive approach. (6 marks)

## Question 9

### *Pragmatics*

- i. What is meant by the pragmalinguistic perspective and the sociopragmatic perspective of language use? Explain briefly with examples. (5 marks)
- ii. Leech (1983) maintains that the 'Politeness Principle' is a necessary supplement to Grice's Cooperative Principle, arguing that people often break the Co-operative Principle for 'politeness' reasons. Discuss the validity of the above statement using an example. (6 marks)
- iii. Classify the following expressions according to the speech act each expression performs in the given context. (4 marks)
  - a. I hereby declare this library open to the public. (a mayor at a ceremony).
  - b. Please listen to me. You need to drink this to get better. (mother to a sick child)
  - c. The exam starts at 9.00 am.
  - d. Don't you dare talk back to me! (a parent to a child)