

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2012

B.Ed(S) I – The Study of Language (ENG101)

Full mark: 100

Pass mark: 50

Time: 3 hours

Instructions:

Do not write for the first 15 minutes, this time is used for reading your questions so that you can decide the questions you want to attempt. This time is crucial because this is the time you make important decisions about what you are going to do in next three hours. All answers should be written in a separate answer sheets.

While writing keep the following in mind:

- 1. Use simple and appropriate language.*
 - 2. Make your sentence structure sensible to your reader.*
 - 3. Avoid verbosity (do not write wordy answer).*
 - 4. Write ONLY what is asked from you, do not write everything you know (but not asked in the question).*
 - 5. Maintain logical coherence in your answer.*
 - 6. Provide illustrations and examples wherever necessary.*
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Section A: Writing examples (20 marks)

Answer the questions precisely, i.e., do not write the definitions or descriptions. Write only the examples and substantiate your examples with reasons.

Question 1

Write four examples of the following concepts with illustrations.

- a. Phonemes.
- b. Gradable antonyms.
- c. Acronyms.
- d. Hyponyms.
- e. Derivational morphemes.

Section B: Matching (10 marks)

Do not copy the sentences of the characteristics; instead, write the numbers in the right column against the alphabets in the left column.

Question 2

Match the characteristics of teaching methods (from the right column) with their respective teaching approaches (to the left column).

a. Grammar Translation Method.	1. Language is taught using both oral and physical production.
b. Direct Method.	2. Learners' stress and anxiety are reduced.
c. Silent Method.	3. The teacher works on the learners and the learners work on the language.
d. Total Physical Method.	4. Learning is based on problem-solving, and this is facilitated by using coloured rods and other objects.
e. Audio-lingual Method.	5. Vocabulary is presented using visual aids and demonstration.
	6. Lessons are taught directly in the target language.
	7. Vocabulary is taught in context.
	8. Teaching is done using imitation, drilling and repetition.
	9. Classes are taught in the mother tongue.
	10. Classical texts are discussed.

Section C: Writing differences (20 marks)

Answer **only four** questions from this section. Write only the differences and substantiate with examples and illustrations.

Question 3

Write differences between the following pairs of concepts with examples.

- Phoneme vs. Allophone.
- Semantics vs. Pragmatics.
- Derivational morpheme vs. Inflectional morpheme.
- Language acquisition vs. Language learning.
- Language vs. Dialect.

Section D: Writing short notes (20 marks)

Answer **only four** questions from this section. Your answer should contain both information from text and your own critical analysis of those information.

Question 4

Write a short note on the following topics (only four topics) with examples.

- a. Definition of language.
- b. Human language and animal system of communication.
- c. Origin of language.
- d. Language Acquisition Device (LAD).
- e. Antonyms.

Section E: Essay type questions (30 marks)

Answer **only two** questions from this section, each question carries 15 marks. Avoid being verbose (using too many words, which are not necessary) discuss the key points and critically evaluate those points.

Question 5

- a. Krashen's Natural (or Monitor) model of language learning is based on five hypotheses; briefly discuss the following four hypotheses and evaluate its feasibility (possibility) in language teaching.
 - i. Input hypothesis.
 - ii. Monitor hypothesis.
 - iii. Affective filter hypothesis.
 - iv. Natural order hypothesis.
- b. Discuss the key features of Behaviourist theory of language teaching, and evaluate its applicability in the current teaching practices.
- c. The following diagram illustrates the Innatist's theory of language teaching. Explain the diagram to discuss its application in language teaching.

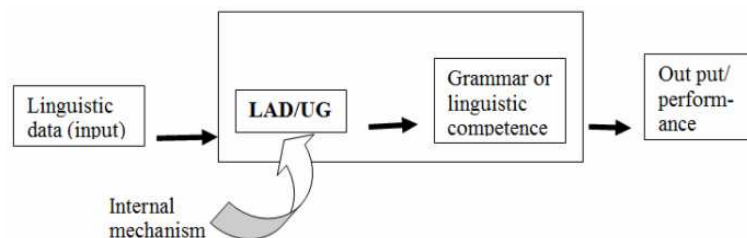


Figure 1 LAD in Language Acquisition