

Spring Semester Examination 2015

Paro College of Education

Royal University of Bhutan

Paro

Module: ENG101 (Principles and Theories of Teaching Children a Language)

Program: B.Ed (P)

Level: I

Writing time: Three hours

Full mark: 100

Instructions:

Do not write during the first 15 minutes; use this time for reading the questions. You will get full three hours for answering the questions.

Write the answers to all the questions in the answer sheets provided by the college.

Read the directions to each section and to each question carefully before answering the questions.

SECTION A

Four questions – 20 marks

Answer any four questions; each question carries equal marks

1. Write short notes on any FOUR of the following concepts. Substantiate your answer with appropriate examples and illustrations.
 - a. Language Acquisition Device (LAD)
 - b. Morphology
 - c. L1, L2 & FL
 - d. Bhutan's language education policy
 - e. Comprehensible input
 - f. Instrumental function of language
 - g. The monitor hypothesis

SECTION B

Four questions – 80 marks

Answer any FOUR questions; each question carries equal mark

2. Compare the key features of Behaviourist theory and Innatist theory of language learning. Which theory according to you is a more feasible theory to teach English to Bhutanese language learners? Why?
3. Compare the key features of Grammar Translation method and Direct method of language teaching. What are the practical problems the language teachers are likely to face if Grammar Translation method is used in the Bhutanese classroom?
4. ‘Comprehensible input’, ‘Modified interaction’ and ‘Scaffolding’ are the three main strategies used to teach language according to the Interactionist theory. What is the key difference between the three? Suggest two ways for each of the three strategies to teach English to primary level.
5. Of the two language teaching methods, the Total Physical Response method and the Communicative Language Teaching method, which is a more feasible method in teaching English to lower primary level? Give reasons for your choice of method, drawing cues from the key features of the method.
6. One of the five hypotheses proposed by Stephen Krashen in his Natural approach of language learning is the distinction between ‘learning’ and ‘acquisition’.
 - a. How does learning differ from acquisition?
 - b. If you teach English following Krashen would you encourage more of learning or acquisition?
 - c. How would you design the learning activities based on your choice?