

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2014

**B.Ed (P) I – Principles and Theories of Teaching Children a Language
(ENG101)**

Full marks: 100

Time: 3 hours

Instruction: Instructions:

Do not write for the first 10 minutes. This time is to be used for reading your questions so that you can decide the questions you want to attempt. There are TWO sections in this paper, Section A and Section B. Choose ANY FOUR pairs of concepts from section A. You are required to answer ANY FOUR questions from section B.

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. Be precise.*
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SECTION A (5X4=20)

SHORT NOTES

Instruction: There are six pairs of concepts presented to you in **Section A**. You are required to choose **ONLY FOUR** and write the response in your answer script provided to you.

Question 1

Write differences between each of the pairs choosing ANY FOUR from the following. Substantiate your answer with appropriate examples.

- Phonetics vs. morphology
- Semantics vs. pragmatics
- Language learning vs. language acquisition
- First language (L1) vs. Second language (L2)
- Instrumental function vs. heuristics function (of language)
- Classical Conditioning vs. Operant Conditioning

SECTION B (20X4=80)
ESSAY QUESTIONS

Instruction: There are **FIVE Questions** in **Section B**; you are required to attempt only **FOUR** Questions. Each question carries equal weighting as indicated in the bracket.

Question 2

- a) Discuss five important factors of second language learning.
- b) For each factor how will you, as a language teacher, facilitate your students in learning a second language? (20 marks)

Question 3

- a) Discuss the key features of Total Physical Response method of language teaching.
- b) What are the advantages and disadvantages of this method?
- c) Evaluate the practicality of TPR in the Bhutanese ESL classroom. (20 marks)

Question 4

- a. Discuss Krashen's Monitor Model and its five interrelated hypotheses.
- b. What does this model mean for curriculum, methods, and assessment in the ESL classroom?
- c. What relevant factors are not addressed by Krashen? (20 marks)

Question 5

Compare the key features of Grammar Translation Method and Direct Method of language teaching. Of the two methods which method do you think is more appropriate in teaching English in Bhutan? Justify your answer with empirical examples. (20 marks)

Question 6

Theory assumes that cognitive development, including language development, arises as a result of social interactions. Justify this statement with evidences. (20 marks)