

Spring Semester Examination 2018
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG102 (Listening and Speaking)

Programme: B. Ed (P) **Level:** I

Writing Time: Three hours

Full Marks: 100

Instructions: Do not write during the first 15 minutes. Utilise 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. Once the writing time begins, you are not allowed to ask questions, speak with others, or move around. Do not leave the examination hall before you are certain that all the questions, as directed in the paper, have been answered.

SECTION A
ONE question -20 marks

Direction: This section consists of objective type questions. You do not have to copy the sentences onto your answer booklet. Write the question number and beside it your answer/s.

Question 1

(10x2=20)

- a. Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and
 - A. 9% writing.
 - B. 8% writing.
 - C. 7% writing.
 - D. 6% writing.
- b. Listening as a major component in language learning and teaching first hit the spotlight in the late
 - A. 1960s.
 - B. 1970s.
 - C. 1980s.
 - D. 1990s.
- c. Listening requires all of the following EXCEPT
 - A. receiving.
 - B. attending.
 - C. assigning meaning.
 - D. becoming vulnerable.

- d. Oral language involves
- A. reading and writing.
 - B. listening and speaking.
 - C. listening, speaking, reading.
 - D. listening, speaking, reading and writing.
- e. The learning objectives in the English Curriculum are
- A. redundant.
 - B. developmental.
 - C. difficult to easy.
 - D. easy to difficult.
- f. The combination of pitch, volume, clarity and the 'music' of the speech which makes the language pleasant or unpleasant to listen to is
- A. tone.
 - B. pitch.
 - C. verbosity.
 - D. articulation.
- g. In English our thinking time is not silent, we insert certain fillers such as uh....um.... well.....you know.....I mean, like etc. called as
- A. clustering.
 - B. reduced forms.
 - C. colloquial language.
 - D. performance variables.
- h. A feeling of achievement and children's confidence can be built by allowing children to learn chunks of language through
- A. listening.
 - B. speaking.
 - C. storytelling.
 - D. songs and rhymes.
- i. A child responds to specific songs, uses two-word sentences, depends on intonation and gestures, understands simple questions, and points and/or names objects in pictures. This period is the
- A. infant stage.
 - B. 2 to 3 years stage.
 - C. 3 to 4 years stage.
 - D. 18 months to 2 years stage.

j. The type of teaching which focuses and ensures that learning has meaning, purpose and function can be classified as

- A. Theme teaching.
- B. Teacher centered.
- C. Student centered.
- D. Constructivist teaching.

SECTION B

ONE question - 30 marks

Question 2

Direction: Write short notes on any FIVE of the following. Substantiate your answer with appropriate examples and illustrations. (5x6=30)

- a. Checklist and Anecdotal record
- b. Social and Cultural influence on language development
- c. Assessment and Evaluation
- d. Language as symbolic representation
- e. Non-Verbal Behaviour
- f. “Reading and Writing float on a sea of Talk”
- g. Listening versus Hearing

SECTION C

FIVE questions - 50 marks

Direction: There are six questions in this section. Choose any **FIVE**

Question 3

(5x2=10)

Discuss five advantages of having a thematic approach curriculum.

Question 4

(4x2+2=10)

Describe one storytelling technique and discuss the four benefits of storytelling.

Question 5

(5x2=10)

At the primary levels, listening is the most important skill of all the modes of language. Children’s success in school depends a lot on this skill. Yet it is the most neglected skill. Listening is not given the importance it deserves in the English curriculum in Bhutan. Discuss five reasons for this.

Question 6

(3+6+1=10)

- a. State three reasons why teaching songs, rhymes and chants are important activities at the lower level.
- b. Describe how you can use songs and rhymes to teach learners the following:
 1. Pronunciation.
 2. Culture.

Question 7

(1+9=10)

Read the Class I nursery rhyme below and answer the following question.

I USE MY BRAIN

I use my brain to think, think, think, I use my nose to smell.

I use my eyes to blink, blink, blink. I use my throat to yell.

I use my mouth to giggle, giggle, giggle, I use my hips to bump.

I use my toes to wiggle, wiggle, wiggle, And I use my legs to jump.

- a. Design an activity involving all three stages/phases of an oral activity. Elaborate on the three stages using the nursery rhyme above. (10 marks)

Question 8

(5+5=10)

Games are interesting and meaningful ways of helping children nurture their listening and speaking skills.

- a. Design a game that would facilitate class I children's listening and speaking skills. (5)
- b. State four reasons for choosing that particular game. (5)