

Spring Semester Examination 2021
Paro College of Education
Royal University of Bhutan
Paro

Module: ENA506 (SLA Theories and Pedagogy) **Programme:** M. Ed (P) **Level:** I
Writing Time: 1.5 hours **Full Marks:** 50

Instruction: Do not write during the first 15 minutes. Use this time for reading the questions. You will get one and half hours for answering the questions. Read the directions carefully before answering the questions.

SECTION A (20 marks)

Direction: Write short notes on any FOUR.

Question 1

(4x5=20)

- a. Interlanguage
- b. Critical Age Hypothesis
- c. Explicit and Implicit Learning
- d. Phatic Communion (Crystal, 1987)
- e. Language Transfer in SLA

SECTION B (30 marks)

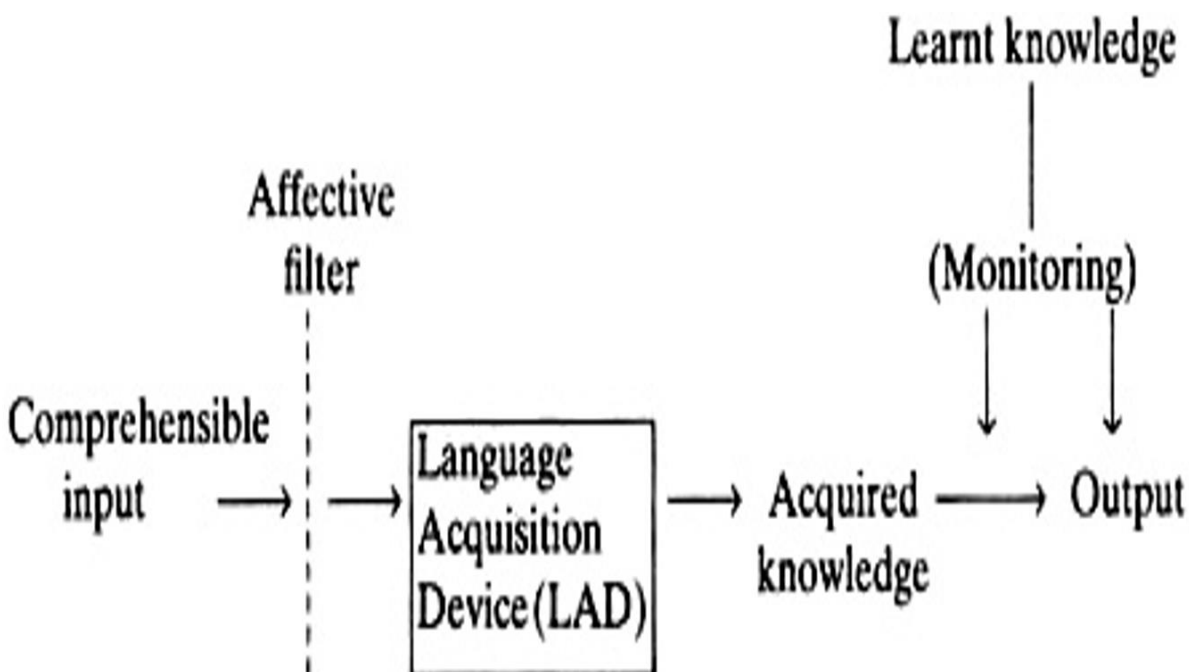
Direction: There are four questions in this section. Attempt only TWO.

Question 2

(3+3+3+6)

Behaviorism and Innatism are two different schools of thought that explain language acquisition. There has been a constant struggle between the supporters of nature and nurture to explain language learning. In the light of the nature versus nurture debate, answer the following questions.

- a. Discuss briefly 2 features of Behaviorism that make it a theory of nurture.
- b. Discuss 2 features of Innatism that contradict the Behaviorist claims.
- c. State 2 features that make the Interactionist theory a compromise between the two.
- d. Which theory are you most likely to adapt into your language classroom. Justify your choice.

Question 3**(10+5)**

The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

- Explain the above Model representation of Krashen's Theory in your own words with particular reference to "comprehensible input", "affective filter", "LAD", "acquired knowledge" and "output".
- Suggest FOUR ways of minimizing your learner's affective filter so that they acquire language better.

Question 4**(5+ 10)**

- Which language teaching method do you find the most applicable in the Bhutanese classroom? State the method, followed by five features of the method.
- Design a short English teaching activity using the method of your choice. Your activity must clearly mention topic, class level, objectives and the teaching strategy.

Question 5**(15)**

Communicative Language Teaching is premised on the assumption that learners do not need to be taught grammar before they can communicate but will acquire it naturally as part of the process of learning to communicate. In some versions of Communicative Language Teaching, then, there is no place at all for the direct teaching of grammar” (Ellis, 1997).

Do you believe that second language learning is possible with only a focus on function (“communication”) and no focus on form (“grammar”)? Justify your stance with relevant examples.