

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama
Sidang Akademik 1997/98

September 1997

PDP 415 : KAEDAH MENGAJAR BAHASA INGGERIS I

Masa : [2 jam]

This paper consists of Sections A and B.

Answer THREE (3) questions altogether.

Question 1 from Section A is compulsory.

Choose TWO (2) other questions from Section B (i.e. 2a or 2b; and 3a or 3b)

All questions are of equal weighting.

SECTION A

1. "..... a great many of a teacher's choice spring from established principles of language learning and teaching. By perceiving and internalizing connections between practice (choices you make in the classroom) and theory (principles derived from research), your teaching is likely to be enlightened."

(Brown : 1994)

Prioritize the principles you would apply to justify your practice of teaching English to speakers of other languages in the Malaysian classroom.

Give reasons to support your argument. Use the KBSM English Language programme as your frame of reference.

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SECTION B

2. **Either (a)** “For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.”

(Nuttall: 1995)

- i) What strategies would you use to guide your learners through a reading comprehension lesson?
- ii) Give examples of activities you would use for the specific phases of a reading comprehension lesson.

- OR (b)**
- i) Explain the difference between accuracy and fluency in oral communication.
 - ii) Show how you would provide opportunities for developing both accuracy and fluency in oral communication in a lesson?

3. **Either (a)** “A few decades ago writing teachers were mostly concerned with the final product of writing : the essay, the report, the story, and what that product should “look” like But in due course of time we became more attuned to the advantage given to learners when they were seen as creators of language, when they were allowed to focus on content and message. We began to develop what is now termed the process approach to writing instruction”.

(Shih : 1986)

- i) Explain how the process approach to teaching writing is different from the product oriented approach.
- ii) Which approach would you choose for the KBSM classroom? Give reasons to support your argument. Illustrate with examples.

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- OR (b)
- i) Define "interaction" as it is understood in communicative language teaching.
 - ii) How does the interactive classroom differ from a "traditional" classroom. List the factors and discuss them.

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