UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama Sidang 1987/88

<u> PLG_415_-_Kaedah_Mengajar_Bahasa_Inggeris_III</u>

Tarikh: 5 November 1987

Masa: 9.00 pagi - 11.00 pagi (2 jam)

Answer <u>THREE</u> questions. You are advised to spend 40 minutes on each question.

- (a) Discuss the 4 areas of Knowledge and Skill vis-a-vis, Grammatical Competence, Sociolinguistic Competence, Discourse Competence and Strategic Competence that are essential for Communicative Competence.
 - (b) What are the guiding principles for a communicative approach to English Language Learning in Malaysian Secondary Schools?

2. EITHER

What are the assumptions of the CLT model for elementary classrooms? Elaborate on the seven criteria for organising the communicative classroom curriculum.

OR

Communicative activities like Role-Playing, Simulations, Problem-Solving, Writing Games, Fluency Writing and Story Construction constitute the goal of second language learning. Write short notes on <u>TWO</u> of these activities and show, each with an example, how you would use them in teaching any of the four language skills in rural schools.

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3. EITHER

"How you <u>hear</u> English is closely connected with how you <u>speak</u> English", J.B. Gilbert (1984)

What particular stress/intonation patterns will you focus on while aural teaching in our Malaysian classrooms? Give examples.

OR

How would you relate your Reading Comprehension lessons to incorporate the 'Thinking Skills' that are important in Communicative Language Teaching?

4. EITHER

How can Writing Skills be developed so as to be more <u>interactive</u> in our Upper Secondary Schools?

OR

Discuss ERROR ANALYSIS in the context of the development of pedagogic strategies in CLT.

- 5. (a) Discuss the 'Kurikulum Baru Sekolah Rendah' and the 'Kurikulum Baru Sekolah Menengah' (Form 1) English Language programmes.
 - (b) Elaborate on the significance of the 'Kurikulum Baru Sekolah Rendah' and 'Kurikulum Bersepadu Sekolah Menengah' English Language programmes to the teaching and learning objectives of the current Upper Secondary English Language syllabus.

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