

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang 1988/89

Mac/April 1989

PDP 475 - Kaedah Mengajar Bahasa Inggeris  
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Masa : 13 jam

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Answer Question No. 1 and 3 other questions. You are advised to spend 1 hour on Question 1 and 40 minutes on each of the other 3 questions.

1. (Compulsory):

The following is a CDC Resource Kit material for your Low English Proficiency students to work on when you teach them Area 13: Reply to or Argument Against a viewpoint; presentation of reasoned opinion.

The Resource Card

Situation : Your classmate feels that English is not an important subject. As you disagree with him, give your reasons.

Stimulus:

Your classmate: What are you doing?

You : I'm trying to finish my English Language report on the field trip we did last week. Have you done yours?

Your classmate: No, I'm doing my Geography homework at the moment. I'll do the English Report last of all.

You : But you've got to hand it in tomorrow. Our Geography homework is supposed to be handed in only on Friday.

Your classmate: I know. But English is not important, so, I'll just spend about half an hour tonight to do it.

You : Why do you say it isn't important? I think it is.

Your classmate: Well, even if I fail English in my SPM exam, I can still get a job or go for further studies. In fact, I don't even need to learn English to survive.

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Questions

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1. a) Write out your expectations of your LEP students' final product consisting of 3 reasons only. As their teacher you know that their reasons could include the following;
    - i) Job prospects are much better with a qualification in English - wider opportunities,
    - ii) English is a resource language in tertiary education,
    - iii) Recreational/entertainment materials - a great amount in English eg: TV, radio, etc.
    - iv) Provides opportunities for exposure to and participation in a wider social circle.
  - b) Write out the lesson plan (the 'Sibert' way) for a 40 minute lesson which will aim at getting the expected final product. Except for mentioning what it is and what your specific objectives are, you need not write out the actual Practice Exercise/Communication Activity.
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2. In your discussion of a Balanced Activities Approach to English Language learning and teaching elaborate on;
    - i) Input
    - ii) Roughly-Tuned Input
    - iii) Finely-Tuned Input
    - iv) Signification and Value
    - v) Practice Output
    - vi) Communication Output.

EITHER

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3. a) What are the stages in learning and teaching the productive skills. Elaborate on a general model for Introducing New Language which has five components vis-a-vis lead-in, elicitation, explanation, accurate reproduction and immediate creativity. Give examples and include a diagram to represent the model.

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OR

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- b) Discuss a model for learning and teaching the Receptive Skills which has five basic stages vis-a-vis, Lead-in, teacher directs comprehension task, students listen and read for task, teacher directs feedback and teacher directs text-related task. The procedure should be presented diagrammatically. Include examples where necessary.
4. To what extent are the theories of language learning and teaching by B. Skinner, N. Chomsky, S. Krashen and R. Allwright significant to the 'Kurikulum Bersepadu Sekolah Menengah' English Language Programme which emphasises the integration of skills approach.
5. How would you teach the receptive skills that incorporate the 'Thinking Skills' which is important to facilitate communicative interaction.
6. Discuss the guiding principles for a communicative approach to English Language learning and teaching in Malaysian Secondary Schools. Focus on the 4 areas of knowledge and skill vis-a-vis, grammatical competence, sociolinguistic competence, discourse competence and strategic competence that are essential for communicative efficiency.

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