

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama
Sidang Akademik 1997/98

September 1997

PLG 541 : Theory and Practice of TESOL

Masa : [3 jam]

This paper consists of sections A and B.

Answer 4 questions altogether.

Question 1 and 2 of Section A are compulsory.

Answer 2 more questions from Section B.

All questions are of equal weighting.

SECTION A

"Like Strevens and Mackey we believe that the model must be comprehensive enough to serve as a unifying and at the same time analytical instrument for all imaginable situations of language teaching. In agreement with Campbell and Spolsky we regard the relationship of theory to practice, and a definition of the role of the underlying disciplines to the practice of language teaching as crucial for a conceptual framework. Lastly, in keeping with Mackey, the model should not only be a practitioner's guide, it should serve as a research map."

[Stern : 1983a]

Discuss the above statement with reference to a conceptual framework for the teaching of English to speakers of other languages (TESOL) which could serve as a model for both the practitioner and researcher.

You need to describe the model and justify its appropriateness.

2. "The integrated theory is able to resolve the central paradox of instructed language learning. Instruction frequently fails to result in the direct acquisition of new linguistic structures, yet instruction results in faster learning and higher levels of achievement. In the main, it is the learner who is in charge of both what can be learnt and when it can be learnt, not the teacher. But the teacher has a definite role to play both by ensuring that there are adequate opportunities for meaning-focused communication to foster the acquisition of implicit knowledge and also by helping the learner to develop explicit knowledge."

[Ellis : 1990]

Discuss Ellis's statement in regard to the "paradox" of instructed language learning. Give reasons to support your argument. Illustrate with examples from your own personal teaching-learning experience.

SECTION B

Answer 2 questions

Choose (a) OR (b) of each question.

3. Either (a) "Knowledge about learning to learn greatly exceeds dissemination and application. The personal and social costs are considerable in terms of such matters as unfulfilled potential, inadequate responses to change and programme dropouts. To be sure learning to learn represents no panacea, but recent research and development provides concepts, rationales, and tools to help make learning in and out-of-school more efficient and meaningful, less mysterious and forbidding. People can be helped to develop and use wider repertoires of strategies and make better educational decisions. They can be taught to take more responsibility and control of learning and also to collaborate more effectively in learning."

(Bergevin and McKinley, 1965;
Candy, 1991)

How would you translate the learning to learn concept into operational terms for the TESOL classroom ?

Provide specific examples of the strategies you would use.

Consider also the problems you may encounter and how you could overcome them.

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- OR (b) "L2 learners vary considerably both in how quickly they learn and in how successful they are. The evidence suggests that the explanation for this lies in differences in personal and general factors."
[Ellis : 1985]

Discuss the influence of personal and general factors in L2 learning and their implications for teaching English to speakers of other languages (TESOL) in the Malaysian context.

4. Either (a) "The Integrated Groupwork Model (IGM) is based on the interaction between Spolsky's (1989) general theory of second - language learning and theories of cooperative learning and teaching. It takes into account the reciprocal influences of the content and process of learning in the second-language classroom and provides the framework for a teaching unit in English as a second language".

(Bejarano : 1987)

How does the Integrated Groupwork Model take into account the reciprocal influences of content and process of learning in the second language/ TESOL Classroom?

Illustrate with examples of cooperative learning strategies which could be used for the content and process components of a lesson.

- OR (b) "It is evident that the multiplicity of definitions and interpretations related to *task* and task-based pedagogy is the result of several scholars working from a number of different perspectives, all undoubtedly contributing to the emerging concept of *task* and task-based pedagogy. This multiplicity of approaches to *task* carries at once the prospect of enriching our understanding of *task* and task-based pedagogy, and also the potential to cloud, if not confuse, task-related issues that need to be investigated in greater detail."

[Kumaravadivelu : 1993]

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Which definition and interpretation of 'task' and task-based pedagogy would you choose for application in your classroom.
Give reasons to support your argument and provide examples of task-based classroom procedures you would use.

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