

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang Akademik 1994/95

Februari 1995

PDP 425 - Kaedah Mengajar Bahasa Inggeris II

Masa : [2 jam]

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Answer **THREE** (3) questions altogether. Question 1 from Section A is compulsory. Choose **TWO** (2) other questions from Section B.

All questions are of equal weighting.

**SECTION A**  
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1. a) In view of current approaches in English Language Teaching, suggest ways to operationalize KBSM (Integrated Curriculum for Secondary Schools) through the English Language Programme.
- b) What sort of activities are likely to promote effective performance and learning. Give examples.

**SECTION B**  
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2. a) Outline the ways in which you could enlist learners' views for designing an English language course for a well-defined student population of your choice.
  - b) Using the procedures outlined in the Taba-Tyler curriculum model discuss the steps you would take in designing your course.
3. Each item in the list of micro-skills in listening in the left-hand column can be matched up with an item in the right-hand column which lists types of listening materials and tasks.
    - a) Match each micro-skill in listening with the material and task which complement it.
    - b) Give your reason(s) for each match up.

...2/-

List of micro-skills in listening -----	Type of material and task -----
A. Picking out discourse signals such as 'First ....., ' and 'To move on a bit .....	1. A tape of a three-minute conversation. The task is to state how many people were talking and what about.
B. Understanding the gist of an extended conversation.	2. A taped dialogue. The teacher stops the tape often and asks students what word comes next.
C. Summarising mentally so that recall and comparison are effective in listening to long stretches of speech.	3. A tape of a lecture. The accompanying sheet contains a large number of signpost words. The task is to tick the ones heard in the lecture.
D. Predicting what might come up next in terms of content.	4. The first half of a conversation. Students listen and then discuss what points might come up in the second half.
E. Knowing what class of word should follow at any point and in what form.	5. Short stretches of talk. After each stretch, a student has to recap briefly in their own words

...3/-

4. The passages cited below contain errors.

Identify, describe and account for the errors in both passages

- a) City life began in the morning with traffic jams full of people who are going to work in their offices. The situation could not be imagined. There is hooting and there is screaming from the car drivers. Sometimes it led to quarrels between them. This situation did not occur in villages or small towns, although villagers also need their own transport. It is not very easy for villagers to go anywhere if they didn't have their own transport. There are many types of people in the city. Some of them prefer to stay alone without mixing around, and some of them didn't even know their next-door neighbour. They just didn't care to make friends with them. They lead their own life and had their own way of living. Maybe this is because of their job that needed them to work hard all day.
- b) It's not fair. How can I pass my exams? My school is'nt rich and it hasn't got many facilities. Our classroom has holes in it's roof and my books get wet every time it rains. My class can't study properly because we have'nt got a Science teacher. My Maths book is torn and several of it's pages are missing. My father wants to know why I do'nt bring home books to study at night? But I don't dare to tell him that I've lost my History book. And I can't tell him that Pak Johari's goat has eaten my English book, because he would'nt believe me. But it's true. What can I do.