



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2011/2012

SECOND SEMESTER EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION

ECT 516: LANGUAGE IN ENGLISH

DATE: Thursday 29th March 2012

TIME: 9.00a.m – 12.00p.m

INSTRUCTIONS: Answer Question One and any other Two

1. a) In what ways can a language educationist use Erick Lenneberg's views of L1 acquisition in language planning and teaching? [4marks]
 - b) Discuss three conclusions and implications from your knowledge of second language learning for bilingual educators. [6marks]
 - c) Discuss six different purposes for which language may be used. [6marks]
 - d) Using illustrations, describe the implications that knowledge of individual differences may have for the language educator. [4marks]
 - e) Language Across the Curriculum bridges existing curricular and disciplinary boundaries, creating more integrated learning environments and energizing the disciplines in new ways. Explain. [4marks]
 - f) Differentiate between simultaneous bilingualism and sequential bilingualism in language learning. [6marks]
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2. a) "Communicative competence can only be achieved by putting a learner in a situation which asks for genuine and purposeful communication in which language is used as a means toward an end". Discuss this statement in the light of the use of English language across the curriculum in Kenya. [10marks]

- b) Explain with the use of illustrations, the ways in which study skills can be taught in secondary schools as a good example of using English across the curriculum. [10marks]
3. a) What is the significance of knowledge about different types of communication for the language educator? [10marks]
- b) How does the teacher's interacting through different levels of formality with learners influence the latter's classroom participation and achievement in English.
4. a) Explain four recent theories (Colin Baker's and others) on the relationship between bilingualism and intelligence and bilingualism and thinking. [8marks]
- b) According to Oxford (1990), students who employ learning strategies frequently enjoy a high level of self efficacy. Discuss four different categories of language learning strategies that learners employ in language learning, showing how each reflects Oxford's views. [12marks]
5. a) Explain Jean Piaget's theory L1 acquisition demonstrating its implications for the designing and teaching of English as a Second Language. [12marks]
- b) Finegan and Biber (1994) argue that "socially stratified variables tend to involve some kind of reduction and simplification and complexity of linguistic form correlates with socio-economic status". Do you agree with their views? Discuss this in relation to register in language teaching and learning in Kenyan situation. [8marks]