CONFIDENTIAL GDB2013

UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
SECOND SEMESTER 2008/2009 SESSION

CODE/COURSE : GDB2013 SECOND LANGUAGE ACQUISITION
DATE : 21 APRIL 2009 (TUESDAY)
TIME : 12.30 – 3.00 P.M. (2 ½ HOURS)
VENUE : TE

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in THREE (3) printed pages, excluding the cover page.
2. Section A contains FIVE (5) structured questions. Section B contains TWO (2) essay questions. You are required to answer ALL the questions.
3. Answer Section A and Section B on the answer sheets provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: ____________________________ (in words) (in figures)

IDENTITY CARD NO.: ____________________________

LECTURER:

GROUP: _______ TABLE NO.: _______

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO

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SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL questions.

1 (a) Identify the FIVE (5) central processes in Selinker’s (1972) interlanguage Hypothesis. 

   (5 marks)

(b) Describe briefly the role of ONE (1) of these processes in second language Development. 

   (5 marks)

2 (a) State the difference between ‘strong’ and ‘weak’ versions of the contrastive analysis hypothesis. 

   (5 marks)

(b) Explain the claim that second language acquisition is rule formation and not habit formation. 

   (5 marks)

3 (a) Explain briefly the critical period hypothesis. 

   (5 marks)

(b) What is the ‘competence-performance’ distinction? 

   (5 marks)
4  (a) Explain briefly Chomsky's (1981) notion of Universal Grammar. (5 marks)

  (b) Discuss briefly the notion of 'comprehensible input' in Krashen's (1982) Input Model. (5 marks)

  (c) What is the significance of the affective filter in the Input Model? (5 marks)

5  (a) Discuss briefly the information processing perspective of second language acquisition. (5 marks)

  (b) What is the interaction hypothesis? (5 marks)

  (c) Explain briefly Schmidt's (1990) claim that "nothing is learned unless it has been noticed." (5 marks)

End of SECTION A
SECTION B (40 marks)

INSTRUCTIONS:
Answer ALL questions.

1. Discuss the issue of learner’s errors in second language acquisition in the context of
   (a) interlingual interference and intralingual overgeneralization. Provide suitable examples.
   (b) the significance of errors from the perspective of
      (i) teachers
      (ii) researchers
      (iii) learners

   (20 marks)

2. Five individual learner differences are stated below. Select any THREE (3) from the list and explain their impact on the second language acquisition process.

   (a) Intelligence
   (b) Attitude
   (c) Learning styles
   (d) Identity
   (e) Motivation

   (20 marks)

END OF EXAM PAPER