

SURNAME FIRST NAME
 MATR..... DATE

PART 2: 90 minutes, including copying time.

Write a short essay in academic style on **one** of the topics below (450-500 words).
 Give your essay a title (max. 10 words).

- Your essay **must** answer the question asked.
- All claims **must** be substantiated.
- You **must paraphrase and cite three of the academic concepts** from overleaf
- All sources **must** be cited according to academic conventions (APA format).
- Essays without paragraphing will fail. Do not exceed the word count given.
- Avoid using section headings.
- Write your answers in PEN only.
- **Do not use tippex or pencil** at any point during this exam.

Use single spacing, and leave margin space both right and left (as on this page) Before handing in your work, cancel with a diagonal line anything that is **not** your final draft. Mark your final text with the words FINAL DRAFT at the top of the page. Numbering your pages at the bottom will help markers to identify the sequence of your text. Place all exam materials inside your FINAL DRAFT answer page, with your name and matriculation number written at the top left.

The exam papers of students found using notes or electronic devices will be cancelled.

PLEASE DO NOT WRITE BELOW THIS LINE

CRITERIA	NOTES
TITLE /2	
CITATIONS & PARAPHRASING /6	
ACCURACY & RANGE /5	
APPROPRIACY & RANGE /5	
COHESION & COHERENCE /5	
CRITICALITY & SYNTHESIS /5	
TASK /2	
TOTAL /30	

Academic concepts:

1. Jones (2010, p. 112) argues that “most SLA research sidelines adolescent learners, yet their distinctive cognitive and motivational profiles demand bespoke teaching strategies.”
2. Garcia (2013, p. 223) observes that “task-based activities— anchored in real-world goals— engage teenagers more fully than traditional drills, cultivating both intrinsic interest and extrinsic purpose.”
3. Nguyen (2016, p. 139) maintains that “integrating task-based with topic-based approaches aligned to adolescents’ interests sustains their engagement and lowers resistance to language study.”
4. 4. Roberts (2011, p. 45) contends that “teenagers’ language learning is driven chiefly by grades and parental pressure, so intrinsic enjoyment— common in younger learners— cannot reliably justify specialized pedagogies.”
5. Lee (2014, p. 88) suggests that “as adolescents develop abstract reasoning, well-calibrated general tasks suffice; designing entirely new, age-specific curricula risks unnecessary complexity.”
6. Thompson (2015, p. 67) notes that “teachers routinely adapt child and adult methods for teens with little trouble, implying distinct adolescent-only strategies may be redundant.”

ESSAY PROMPTS

1. **Discuss the challenges and opportunities in developing pedagogical approaches tailored to the unique needs of young learners aged 13-17, given the relative scarcity of literature specifically addressing this age group.**
2. **Compare and contrast the motivational factors influencing English language learners aged 13-17 with those of younger children or adults. How do these differences necessitate distinct teaching methods for adolescents?**
3. **Discuss the changes that occur during adolescence, specifically ages 13-17, and how these changes impact behaviour, social interactions, and decision-making. How do these developmental shifts prepare teenagers for adulthood, and what challenges do teenagers face during this transitional period?**

Submission of your answer to this exam is confirmation that you understand plagiarism and confirm that this submission is your own work and that you have acted with complete academic integrity throughout the exam.