SURNAME ……..……..…… FIRST NAME

……...……..……

MATRICULATION No. ……. DATE ……..

PAPER ONE

Please do not turn this page until instructed.

- ***There are four parts to this paper.***
- ***You must complete all parts.***
- ***Write your answers in PEN. NO TIPPEX.***
- ***The exam papers of students found using notes or electronic devices will be cancelled.***

Part 1: Complete gaps a-e with a single word in BLOCK CAPITALS on this paper.

Part 2: Analyse any three of items 1-6 for a minimum of five key features. Use bullet points to answer this task on your answer sheet.

Part 3: In **paragraph 4 of** the text overleaf, identify and eliminate **five** instances of redundancy (each consisting of **two or more consecutive words**) in order to improve concision. For each instance:

- **Strike through** the redundant segment directly in the text (using a single line).
- **Copy** the struck-through words **in BLOCK CAPITALS** into the corresponding row of the table below.
- Insert **the line number** of the paragraph you are referring to.

An example of this procedure is shown here and on the following page.

Line 1	STILL COMPLETELY	DO NOT WRITE HERE

Part 4: Justify where the text would appear in a research paper and what the thesis of the study is in 100 words maximum on your answer sheet.

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.

A challenge in approaching the teaching of young learners aged 13-17 is the relative scarcity of literature **a)**_____ addressing this age group. **(1) Much of the existing research** on teaching young learners is concentrated on children aged 7-12. In contrast, a substantial range of course books and activity books targeting teenagers is available (Williams, 2002, p. 306), indicating that the pedagogical approaches for teaching teenagers should be distinct from those for both younger–children and adults. Consequently, an examination of three significant differences between these young learners and adults follows, relating these differences to teenagers by drawing upon existing research and personal experience **(2) when necessary.**

(3) While adults can be motivated both extrinsically and intrinsically, young children are generally driven by intrinsic motivation, “because they enjoy the process of learning English for its own sake” (Pinter, 2006, p. 37). However, extrinsic motivations begin to **b)**_____ after the age of 12 (Nikolov, 2000, p. 42). Teenagers possess a greater awareness of the necessity of learning English compared to younger learners. However, unlike adults, they are often not solely motivated by the need to learn English. English study is often mandated by their school curriculum, to pass exams, or due to parental pressure. Consequently, intrinsic motivation to learn the language itself may appear diminished.

One approach to addressing this issue is the adoption of a task-based approach. **(4) This can enhance motivation** in the classroom by shifting the learner's focus to the completion of specific tasks (Bourke, 2006, p. 282). This can be particularly **c)**_____ for learners aged 13-17. **(5) Although some may exhibit** adult-like motivation to learn, the majority of learners in this age group require clear, purpose-driven tasks to fully engage. Another effective strategy is to structure lessons and courses around topics rather than purely language objectives. "A topic-based/task-based syllabus can yield very stimulating units of work for young learners" (Bourke 2006 p. 286).

Children are ~~still completely~~ involved in the process of learning about the world and have not yet fully developed the cognitive abilities of adults (McKay, 2006, p. 6). This developmental stage implies, for instance, that **(6) they may struggle with** abstract thinking (Cameron, 2001, p. 106). Additionally, quite a few tasks may pose challenges for them on **d)**_____ cognitive and linguistic levels (Cameron, 2001, p. 24). Their ability to concentrate for extended periods and maintain focus may also be lower than that of adults, although if a task or activity is engaging, teenagers “can focus for quite a lengthy period on a single project for an entire lesson” (Lewis, 2007, p. 7). Teenagers, therefore, possess greater cognitive capabilities than children, **e)**_____ less than adults. According to Piaget’s slightly outdated but influential theory of stages of development, children aged 11 and older "are able to think beyond the immediate context in more abstract terms" (Pinter, 2006, p. 7).

THE KEY TO THE EXAM IS ON THE NEXT PAGES

KEY PAPER 1

Part 1

A challenge in approaching the teaching of young learners aged 13-17 is the relative scarcity of literature **a) specifically/directly** addressing this age group. **(1) Much of the existing research** on teaching young learners is concentrated on children aged 7-12. In contrast, a substantial range of course books and activity books targeting teenagers is available (Williams, 2002, p. 306), indicating that the pedagogical approaches for teaching teenagers should be distinct from those for both younger children and adults.Consequently, an examination of three significant differences between these young learners and adults follows, relating these differences to teenagers by drawing upon existing research and personal experience **(2) when necessary.**

(3) While adults can be motivated both extrinsically and intrinsically, young children are generally driven by intrinsic motivation, “because they enjoy the process of learning English for its own sake” (Pinter, 2006, p. 37). However, extrinsic motivations, such as the perceived importance of English, begin to **b) emerge/arise/show** after the age of 12 (Nikolov, 2000, p. 42). Teenagers possess a greater awareness of the necessity of learning English compared to younger learners. However, unlike adults, they are often not solely motivated by the need to learn English. English study is often mandated by their school curriculum, to pass exams, or due to parental pressure. Consequently, intrinsic motivation to learn the language itself may appear diminished.

One approach to addressing this issue is the adoption of a task-based approach. **(4) This can enhance motivation** in the classroom by shifting the learner's focus to the completion of specific tasks (Bourke, 2006, p. 282), thereby tapping into the intrinsic nature of young learners' motivation. This can be particularly **c) crucial/significant/important** for learners aged 13-17. **(5) Although some may exhibit** adult-like motivation to learn, the majority of learners in this age group require clear, purpose-driven tasks to fully engage. Another effective strategy is to structure lessons and courses around topics rather than purely language objectives. "A topic-based/task-based syllabus can yield very stimulating units of work for young learners and remove many of the roadblocks to successful second language learning" (Bourke 2006 p. 286).

Children are still ~~completely involved~~ in the process of learning about the world and have not yet fully developed the cognitive abilities of adults (McKay, 2006, p. 6). This developmental stage implies, ~~for instance~~, that **(6) they may struggle with** abstract thinking, such as when grappling with grammatical concepts (Cameron, 2001, p. 106). Additionally, ~~quite a few~~ tasks may pose challenges for them on **d) both** cognitive and linguistic levels (Cameron, 2001, p. 24). Their ability to concentrate for extended periods ~~and maintain focus~~ may also be lower than that of adults, although if a task or activity is engaging, teenagers “can focus ~~for quite a lengthy period~~ on a single project for an entire lesson” (Lewis, 2007, p. 7). Teenagers, therefore, possess greater cognitive capabilities than children, **e) albeit/but/although** less than adults. According to Piaget’s ~~slightly outdated yet still~~ influential theory of stages of development, children aged 11 and older "are able to think beyond the immediate context in more abstract terms and can carry out logical operations such as deductive reasoning in a systematic way" (Pinter, 2006, p. 7).

Part 2

1. Much of the existing research
   - Simple sentence of one main/ independent clause
   - Uncountable quantifier "much" used in reference to the uncountable noun "research"
   - Negative connotation in the use of "much" in an affirmative statement
   - Negative framing potentially boosting
   - Noun phrase heading the sentence "Much could be viewed as boosting:- quite confident that a lot of research....
   - Negative framing is arguably occurring in the use of 'much'
   - "Much….young learners" is the subject of the verb

2. …when necessary.
   - Complex compound sentence
   - Part of the subordinate clause
   - Subordinating linker/conjunction 'when'
   - Verbal ellipsis of 'it is'
   - The ellided 'it' refers to the 'drawing upon existing ----"
   - Elision (or more precisely Gemination) of the /n/ in 'necessary' due to the
   - 'Necessary' has 3 syllables with the stress on the first

3. While adults can be motivated
   - Contrastive linker 'while'
   - Complex sentence
   - Subordinate clause
   - Passive form with modal and past participle
   - Hedge evident in modal 'can' and the use of passive
   - 'adults' is a common, countable noun in its plural form here
   - 'Motivate' is a transitive verb
   - Bound morpheme 'ed' for regular past participle is pronounced/ɪd/ after the alveolar stops /t/ and /d/, the alveolar stop /t/ is always unvoiced

4. This can enhance motivation.
   - 'This' is pronominal reference to 'approach'
   - Nominal ellipsis of 'approach'
   - Anaphoric use of 'this'
   - Complex Sentence
   - Main clause/ Independent clause
   - Modal 'can' is a hedging device
   - 'This' is a demonstrative pronoun but would be an adjective if there were no ellipsis
   - Active voice
   - Transitive verb
   - Motivation is a concept noun

5. Although some may exhibit…
   - Contrastive linker 'although'/Contrastive subordinator
   - "Some" nominal ellipsis
   - "Some" anaphoric reference device to refer to "learners"

- Ellipsis of ‘learners’
- Subordinate clause which is fronting the sentence for markedness
- Hedging in ‘some’ and ‘may’
- Complex Sentence
- ‘Exhibit’ is a transitive verb

6. They may struggle with…
- Independent clause/Main clause
- Complex sentence
- ‘They’ is pronominal reference to "children" anaphorically
- Nominal substitution with the pronoun ‘they’ for ‘children’ of the previous sentence
- Hedging in ‘may’
- The verb ‘struggle’ requires the preposition ‘with’ when followed by an object as in this case
- ‘Struggle’ is an intransitive verb which requires a preposition or infinitive verb form

PART 3:

Line 1	**COMPLETELY INVOLVED**	**DO NOT WRITE HERE**
3	FOR INSTANCE	
4	QUITE A FEW	
6	AND MAINTAIN FOCUS	
7&8	FOR QUITE A LENGTHY PERIOD	
10	SLIGHTLY OUTDATED YET STILL	

<u>Part 4</u>

Thesis Statement:
The writer argues that teaching English to learners aged **13-17** presents unique challenges due to their transitional **developmental stage**, **requiring task based pedagogical approaches** that balance their emerging cognitive abilities, fluctuating intrinsic and extrinsic motivations, and their need for engaging, purpose-driven tasks.

The text would most appropriately appear in the **literature review** section of a research paper. This text establishes the academic foundation and rationale for the research, making it most suitable for the literature review section of a research paper.

PITFALLS TO AVOID IN THIS EXAM PAPER:

Students are advised to:

- Ensure that pages flow from **left to right as per English/ Western convention**, it may help some students to write the page numbers on their answer paper immediately as a reminder of this
- Provide only **one word for part 1** of this paper as answers with multiple options will be discarded at marking
- Ensure that parts 1 and 3 are answered **on the test paper** in **BLOCK CAPITALS**
- Ensure that parts 2 and 4 are answered **on the writing paper**
- Ensure that **key features** related to **specific item**s in the text are presented as support in the language analysis of part 2
- Use **bullet points** (as is done in this list) for the language analysis task (part 2) and ***not*** a descriptive paragraph
- Analyse **3 items only for part 2** as anything more than that will be discarded
- Copy the table for part 3 on their writing paper as their rough copy but complete the final draft on the exam paper
- Ensure that sentence cohesion and logic is maintained in part 3
- Ensure that **part 4 is not a summary** of the text
- Ensure that **part 4 is not an abstract** of the study
- In part 4, start presenting the **probable thesis** of the study with the words ***"The writer argues that…"*** in order to focus the thesis statement more clearly.