



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN SCIENCES
DEPARTMENT OF COMMUNICATION

QUALIFICATION: BACHELOR OF ENGLISH (HONORS)	
QUALIFICATION CODE: 8BHEN	LEVEL: 8
COURSE CODE: CTL821S	COURSE NAME: CONTRASTIVE LINGUISTICS
SESSION: November 2019	PAPER: Theory
DURATION: 3 HOURS	MARKS: 100 %

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Prof Haileleul Zeleke Woldemariam and Ms Frieda N Mukufa
MODERATOR:	Dr Collen Sabao

INSTRUCTIONS
1. Write clearly and neatly. 2. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 3 PAGES (INCLUDING THIS FRONT PAGE)

GENERAL INSTRUCTION: This examination paper has three sections. Read the instructions in each section carefully before answering the questions.

SECTION ONE: PROVIDE ONLY SHORT ANSWERS. ANSWER ALL QUESTIONS.

1. In contrastive analysis, the linguistic framework can be presented from the perspective of the categories of grammar which are connected with the descriptive groupings of linguistics. What are these categories of grammar? Give a brief explanation of each category of grammar. **[10 Marks]**

2. Process-based classification of errors means the processes through which language learners make errors. Four main processes have been cited in the literature (Brown, 2000, pp.288-290). Distinguish four types of errors with respect to the processes. Provide a brief explanation of each process and give appropriate examples. **[10 Marks]**

3. Corder (1974) suggests that many of the researchers who carried out error analyses in the 1970s continued to be concerned with language teaching. Indeed, many of those who attempted to discover more about L₂ acquisition thought the study of errors was itself motivated by a desire to improve pedagogy. That is why Corder proposes five steps in error analysis research in order to reach that objective. What are these steps? Provide a brief explanation of each step and give appropriate examples. **[10 Marks]**

4. Selinker (1971) presents five central processes of interlanguage. Explain these processes of interlanguage. **[10 Marks]**

5. The interlanguage rules are claimed to be shaped by several factors. What are these factors? **[10 Marks]**

Subtotal **[50 Marks]**

SECTION TWO: Write a descriptive paragraph explaining interlanguage continuum. To substantiate your argument, draw an interlanguage continuum diagram and provide a brief explanation of the continuum and give appropriate examples. **[20 Marks]**

SECTION THREE: Write an argumentative essay illustrating the pedagogical relevance of contrastive analysis (CA), error analysis (EA) and interlanguage (IL) in the context of the teaching and learning of the English language in the Namibian higher learning institutions.

[30 Marks]