



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY NAME: COMMERCE, HUMAN SCIENCES 7 EDUCATION**  
**DEPARTMENT NAME: COMMUNICATION AND LANGUAGES**

<b>QUALIFICATION: BACHELOR OF ENGLISH AND LINGUISTICS</b>	
<b>QUALIFICATION CODE: 07BENL</b>	<b>LEVEL: 7</b>
<b>COURSE: SECOND LANGUAGE ACQUISITION</b>	<b>COURSE CODE: SLA721S</b>
<b>SESSION: JANUARY 2023</b>	<b>PAPER: THEORY</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 75</b>

<b>SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER</b>	Ms. A. Nghikembua
<b>MODERATOR</b>	Dr. L. Namaseb

<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Answer ALL the questions.</li><li>2. Write clearly and neatly.</li><li>3. Number the answers clearly.</li></ol>	

**THIS EXAMINATION PAPER CONSISTS OF 4 PAGES**  
(Including this front page)

## Answer ALL QUESTIONS

### Question 1: Multiple choice

[Total Marks 10]

For each statement/question choose the correct option given. Simply write the letter.

- 1) In the early school years, what is the essential part of vocabulary growth? [1]
  - a) Gesture
  - b) Talking on the phone
  - c) Writing
  - d) Reading a variety of text type
  
- 2) In the interaction hypothesis, the emphasis is on the individual cognitive processes in the mind of the learner. Interaction facilitates those cognitive processes by giving learners access to the input they need to activate internal processes. In (...) theory, greater importance is attached to the conversations themselves, with learning occurring through the (.....). [1]
  - a) Vygotsyan, cognitive development
  - b) Vygotskyan, social interaction
  - c) Chomsky, social interaction
  - d) Skinner, cognitive development
  
- 3) According to the CAH (Contrastive Analysis Hypothesis), where the first language and the ..... language are similar, learners should acquire the structures of the language easily. [1]
  - a) First language
  - b) Indigenous language
  - c) Third language
  - d) Second language
  
- 4) (...) and (...) emerge very soon. (...) emerges around the end of the second year and becomes a favorite for the next year or two. Finally, when the child has a better understanding of manner and time (...) and (...) emerge. [1]
  - a) Where, who, why, how, when
  - b) How, when, why, where, who
  - c) Why, where, who, how, when
  - d) Where, who, how, when, why
  
- 5) Piaget could not trace this by observing children. [1]
  - a) Changes in their appearance
  - b) The zone of proximal development
  - c) Objective permanence

- d) Logical inferencing
- 6) ..... refers to an unconscious process. [1]
- a) Acquisition  
b) Learning  
c) Theory  
d) Hypothesis
- 7) Who are A and B?  
A said that thought was internalised speech, but B saw language as a symbol system that could be used to express knowledge acquired through interaction with the physical world. [1]
- a) Brown-Bloom  
b) Bloom-Vygotsky  
c) Lennenberg-Piaget  
d) Vygotsky-Piaget
- 8) Which one doesn't belong to a group? The list below explains first language acquisition. Choose the wrong connection between theory and person. [1]
- a) The behaviourist-BF Skinner  
b) The innatist-Piaget  
c) The interactionist-Vygotsky  
d) The cognitive-Chomsky
- 9) Michael Long agree with Krashen in terms of the importance of input. But he also argued that ..... is the necessary mechanism for making language comprehensible. [1]
- a) Input processing  
b) Monitor model  
c) Modified interaction  
d) Cognitive development
- 10) Choose the right thing about childhood bilingualism. [1]
- a) Children who learn more than one language from earliest childhood are referred to as "sequential bilinguals" rather than "simultaneous bilinguals".  
b) Many simultaneous bilinguals achieve high level of proficiency in both languages.  
c) Bilingualism can have negative effect on abilities that are related to academic success.  
d) Using first language in family can have negative consequences for children's self-esteem.

**Question 2**

**[Total Marks 18]**

2.1 Distinguish between the following factors of second language acquisition:

- a) Affective and motivation [6]
- b) Attitude and aptitude [6]
- c) Internal factors and external factors of second language learning [6]

**Question 3**

**[Total Marks 15]**

3.1 Briefly discuss in which way age affects second language acquisition amongst children and adults. What does the critical period hypothesis argue about age and acquisition? You may provide an example of Genie the feral girl to substantiate your response.

**Question 4**

**Total Marks [14]**

4.1) Identify and discuss any **five** learning styles used by learners in learning their second language.

**Question 5**

**Total marks [18]**

5.1 Briefly discuss Klein's dimension of second language acquisition.

- a) Propensity [3]
- b) Language faculty [3]
- c) Access [3]
- d) The structure of the process [3]
- e) Tempo of acquisition [3]
- f) End state [3]

**Total marks 75**

**End of Examination**