

City University of Hong Kong
Language Centre

EAP 1

LC0200A
English for Academic
Purposes 1

**Final Writing Exam
Practice Paper**

When: Exam Period

Time Allowed: 2 hours

Question & Answer Booklet

This pack has 5 pages including this page.

Overview:

There is ONE task in this exam. Write an academic argumentative essay on the topic provided in the prompt, using the three passages in this assessment pack as sources to support your arguments.

This practice paper is intended to help you better prepare for the final assignment. **Please be aware that this paper is NOT the actual final assignment paper.**

You will have two hours to complete this exam.

In this exam, you must ONLY use the three sources provided in this pack. You must NOT do any extra research or include any sources or references which are not in this pack.

Writing skills to be assessed:

- Task Fulfillment (25%)
- Discourse Competencies (25%)
- Language Competencies (35%)
- Source Integration (15%)

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Context:

You are writing an argumentative essay for academic readers who have an interest in the following subject but may not have special knowledge in the field.

Length:

Approximately 600 words

Requirements for the content of your essay:

In addition to using the ideas derived from the sources, you **MUST** use your own ideas to write the essay. You should clearly express your opinion and support your argument with in-depth elaboration.

The register of your essay:

Your paper must be written in academic English and follow APA in-text citation style.

More about the writing of your essay:

- Plan and write your essay on the separate lined paper provided.
- Your essay must include an introduction, body paragraphs showing your main points and a conclusion. You should **NOT** include a reference list.
- A title is not required.
- Your introduction should include a thesis statement that clearly states your opinion.
- When **ANY** idea or piece of information does not come from you, you **MUST** acknowledge the source using APA style in-text citations.
- Use only the three sources in this pack for references in your essay. You must use at least one of these three sources, but should aim to use at least two to achieve higher marks in Source Integration, and can use all three if you wish.
- This is a closed book exam. **DO NOT** attempt to use a dictionary, or to do any further research online or offline, or include references from other sources.
- Direct quotations can be no more than 10% of your essay length, and a maximum of 30 words each.
- Remember that in academic writing paraphrasing and summary are more commonly used than direct quotation.

Essay Topic:

Different countries around the world sometimes use very different methods to educate their children. One issue of education is a teacher's teaching style in the classroom.

Read the three source texts and argue for your opinion about the teaching style that would most likely lead to secondary students learning a second language successfully.

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Source text A

Source: Krogh, J. (2010). The Effects of the Models of Teaching on Student Learning (PhD thesis, USC Rossier School of Education University of Southern California, California, USA). Retrieved from: <http://search.proquest.com.ezproxy.cityu.edu.hk/25EA8A7CEC4APQ>

Current perspectives of learning consider that it is the development of educators' **understandings** and **thinking processes** that turns them into **expert teachers**. Research demonstrates that effective teachers possess and utilize **four types of knowledge**: (a) **knowledge of content** – having a comprehensive understanding of the topics to be taught; (b) **teaching content knowledge** – presenting content in a manner that is understandable for students; (c) **general teaching knowledge** – utilizing general instructional principles, regardless of content area; and (d) **knowledge of learners and learning** – awareness of characteristics and the learning needs of students. Utilization of these understandings and skills enables teachers to make informed decisions on how to best guide students in their acquisition of the curriculum.

Knowledge of content, teaching and learners

A **teacher's decisions and actions** in the classroom can either **facilitate or impede the learning process**. In order to promote a deep understanding of content, it is essential that educators have the ability to **select and utilize strategies** that are proven to be most effective for different learning objectives. The main goals of classroom teachers are to determine (a) **what students should be able to do as a result of learning** and (b) **which strategies students should use to learn**. Therefore, educational decisions should be based upon evidence regarding effective classroom practices, as well as on theoretical understandings of how children learn.

Decision and action

Learning is a result of **a student's interaction with an environment**. In the classroom, employed teaching practices provide students with a specific type of learning environment and when the environment is properly modified, greater opportunities are afforded to its inhabitants. **Instruction is reliant**, in a large part, upon the decisions a teacher makes in a classroom environment. Educators can and should nurture and facilitate **the student development by offering a challenging learning environment** that builds upon student **talents and capabilities**. However, **patterns of behavior**, as well as **societal forces**, may both **influence and restrict how a teacher addresses learning and instruction**.

Learning environment 6)

Note: Source-texts A, B & C in this assessment pack have been adjusted for examination purposes.

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Source text B

Source: Hu, G. (2010). Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China. *Language, Culture and Curriculum*, 15(2), 93-105

The epistemic model of teaching is characterised by the **transmission of knowledge** principally through an **imitative and repetitive process**. The teaching process is teacher-dominated. The **teacher selects points of knowledge from authoritative sources** (usually textbooks and classics), interprets, analyses and elaborates on these points for the students, helps them connect the new points of knowledge with old knowledge, and delivers a carefully controlled dose of knowledge for the students to memorise, repeat, and understand. In language lessons, typical tasks are drilling (students orally repeating a teacher-modelled word or phrase) and extended accuracy-focused work in textbooks.

The rationale behind this is that **learners must first master the basics** and only when this is accomplished are they in a position to use what they have mastered in **a creative manner**. The '**learn by using**' approach promoted by **Communicative Language Teaching** does not fit in with the traditional epistemic '**learn to use**' philosophy.

A good teacher has all the correct answers at all times, and assumes a **directive role**, having the sole responsibility in deciding what to teach and exerting complete control over the class all the time. This is to make class events **fully predictable, guarantee the smooth delivery of carefully planned contents, and give a sense of security to both teacher and student**. Students, in return, must take learning seriously, be prepared to sacrifice other pursuits (e.g. social life) for the sake of study, and be willing to spend a great deal of time on study, even on apparently boring tasks.

The teacher is largely considered as **responsible for their students' success or failure in language learning**. Because of these perceived roles of teachers, it is difficult for teachers and students in many parts of the world to accept any teaching practice that tends to put teachers on an equal level with their students and detracts from teacher authority. Many **interactive communicative practices are therefore less suitable for their language classrooms**.

Teachers play a directive role - repetitive and. imitation
design class activities - success or failure

(p.94)

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PRACTICE PAPER

Source text C

Source: Banciu, V. & Jireghie, A. (2012). Communicative Language Teaching. *The Public Administration and Social Policies Review*, 8(1), 93-105

Communicative Language Teaching (CLT) emphasizes the idea of **an effective communication between the teacher and the students** and focuses on **language as a medium of communication**. It recognizes that all **communication has a social purpose** - learners have something they want to say or find out. The primary focus is on helping **learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation**.

CLT makes use of **real-life situations that generate communication**. The teacher sets up a situation that students are likely to encounter in real life. Unlike some more traditional forms of language teaching, which rely on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise. This will vary according to their reactions and responses. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Essentially, **the ultimate role that teaching must assume is to generate communication**.

During communicative activities a classroom is far from quiet. **The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task**. CLT often takes the form of pair and group work, role-plays, as well as careful use of grammar and pronunciation focused activities. Games which offer the students opportunities to use the language they are learning in **non-threatening, enjoyable contexts** should also be taken into account.

Because of the increased responsibility to participate, **students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning**. In communicative classrooms **teachers will find themselves talking less and listening more, becoming active facilitators of their students' learning**. The teacher sets up the **exercise**, but because the **students' performance is the goal**, the teacher must step back and observe, sometimes acting as a **monitor**.

(p.103)

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