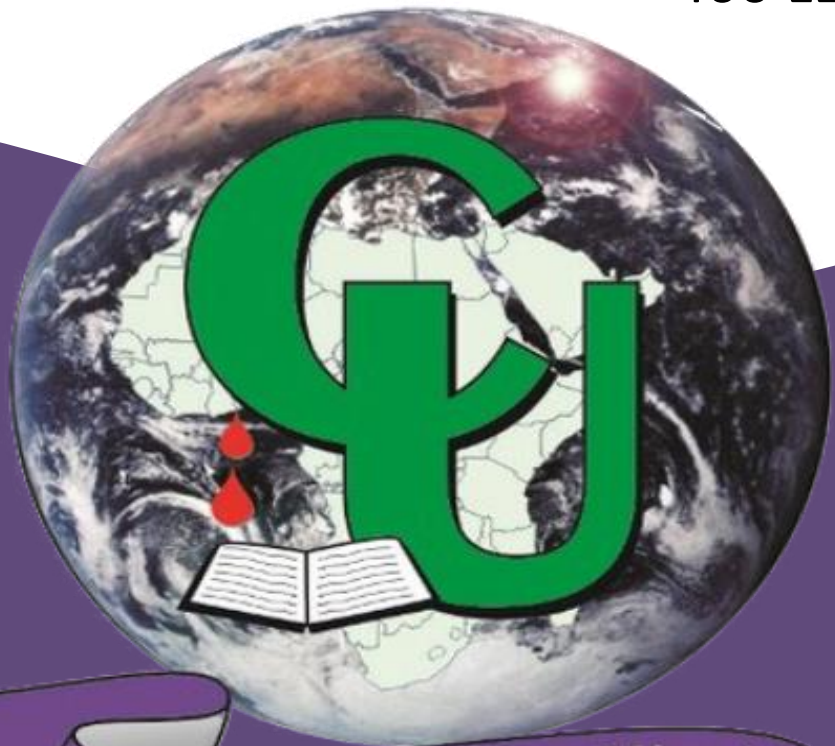


COVENANT UNIVERSITY

ALPHA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: ENGLISH
400 LEVEL



Raising A New Generation Of Leaders

DISCLAIMER

The contents of this document are intended for practice and learning purposes at the undergraduate level. The materials are from different sources including the internet and the contributors do not in any way claim authorship or ownership of them. The materials are also not to be used for any commercial purpose.

LIST OF COURSES

ENG410: AFRICAN-AMERICAN AND CARIBBEAN LITERATURE

ENG426: CONTEMPORARY AMERICAN LITERATURE

ENG416: MODERN LITERATURE THEORY

ENG417: CONTEMPORARY AFRICAN LITERATURE

ENG425: SHAKESPEARE

ENG415: ENGLISH FOR SPECIFIC PURPOSE

ENG422: LANGUAGE AND NATIONAL DEVELOPMENT

COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES **S**
SCHOOL OF LEADERSHIP DEVELOPMENT DEPARTMENT OF LANGUAGES AND
GENERAL STUDIES

B.A. DEGREE ALPHA SEMESTER EXAMINATION 2014/2015 SESSION

ENG 410 AFRICAN-AMERICAN AND CARIBBEAN LITERATURES Time: 2:30mins

Instruction: Answer questions ONE and one question each from the two other sections. Do not use the same material more than once.

Section A

1. Discuss the major issues explored in each of the following poems:
 - i. Edward Brathwaite's "Limbo"
 - ii. Gwendolyn Brook's "Primer for Blacks"
 - iii. Derrick Walcott's "Blues" (30mks)

Section B

2. Critically examine the perception of the Blackman in Leroy Jones' *Dutchman*. (20mks)
- OR**
3. Explore the condition of blacks in Toni Morrison's *The Bluest Eye*. (20mks)

Section C

4. Critically examine the personalities of "Simple" in Langston Hughes' "Conversation at the Corner," "Dee" in Alice Walker's "Everyday Use" and the unnamed protagonist of Ralph Ellison's "King of the Bingo Game." (20mks)

OR

5. Explore the personalities of "Morgan" in V. S. Naipaul's "The Pyrotechnicist," "Brackley" in Samuel Selvon's "Brackley and the Bed" and the girl in Jamaica Kincaid's "Girl." (20mks)

**MARKING GUIDE FOR ENG 410 AFRICAN-AMERICAN AND CARIBBEAN
LITERATURE, ALPHA SEMESTER, 2014/2015 SESSION**

INSTRUCTION: the students are to answer three questions in all: question ONE and one each from sections B and C.

Question 1

“Discuss the notion that ‘African American and Caribbean Literatures are shaped by common historical and cultural influences’ in their development.” (20mks)

1. Definition of African American and Caribbean literatures and overview of their origins = 2mks
 2. Identification of five influences = 5mks
 3. Explication of identified influences = 10mks
 4. Organization and expression = 3mks
- Total = 20mks

Question 2

“Discuss the thematic and stylistic features of Edward Brathwaite’s ‘Limbo’ and Derrick Walcott’s ‘Blues.’ (20mks)

1. Synopsis of the two poems 2 + 2 = 4mks
 2. Discussion of at least four themes in each 4 + 4 = 8mks
 3. Discussion of poetic styles 3 + 3 = 6mks
 4. Organization and expression 2mks
- Total = 20mks

Question 3

“With close references to the two poems, critically analyze condition of blacks in Maya Angelou’s ‘I Know Why the Caged Bird Sings’ and Claude McKay’s ‘Harlem Shadows.’” (20mks)

1. Synopsis of the two poems 2 + 2 = 4mks
 2. Analysis of condition of blacks in the poems 4 + 4 = 8mks
 3. Evidence of textual references in the essay 1 + 1 = 2mks
 4. Clear understanding of thematic content in the analysis 2 + 2 = 4mks
 5. Organization and expression 2mks
- Total = 20mks

Question 4

“Critically examine the characters of Clay and Lula, and the relationship between them in Leroy Jones’ *Dutchman*. (30mks)

1. Synopsis of *Dutchman* 5mks
2. Analysis of Clay’s character 5mks
3. Analysis of Lula’s character 5mks
4. Explication of relationship between them 5mks
5. Clear understanding of thematic content in the analysis 5mks
6. Organization and expression 5mks

Total = 30mks

Question 5

“Examine the narrative techniques in V. S. Naipaul’s ‘The Pyrotechnicist,’ Samuel Selvon’s ‘Brackley and the Bed’ and Jamaica Kincaid’s ‘Girl,’ and show how the experiences of the protagonists in the stories reveal conditions of alienation and dislocation in the Caribbean society.”

1. Synopsis of the three short stories 6mks (2mks for each)
2. Analysis of narrative techniques 6mks (2mks for each)
3. Discussion of the protagonists’ experiences 6mks (2mks for each)
4. Linking the protagonists’ experiences to the Caribbean society 6mks (2mks for each)
5. Clear understanding of thematic contents in the analysis 3mks
6. Organization and expression 3mks

Total = 30mks



COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: Leadership Development Studies

SCHOOL: Leadership Development

DEPARTMENT: Languages and General Studies

SESSION: 2014/2015

SEMESTER: Omega

COURSE CODE: ENG 426

CREDIT UNIT: 2

COURSE TITLE: Contemporary American Literature

INSTRUCTION: Answer questions ONE and any other two. Do not use the same material more than once.

TIME: 2 HOURS

-
1. (a) Discuss the significance of family heritage in August Wilson's *The Piano Lesson* (15 marks)
(b) Examine the role of superstition and hypocrisy in the events in Arthur Miller's *The Crucible* (15 marks)
 2. With clear illustrations from the texts, critically examine the theme of racism in Z.Z. Packer's "Brownies" and Sherman Alexie's "The Lone Ranger and Tonto Fistfight in Heaven." (20 marks)
 3. Discuss Tone and Mood in Amiri Baraka's "Babylon Revisited" and Carolyn Kizer's "Night Sounds" (20 marks)
 4. With close reference to the text, write short notes on these characters in Pagan Kennedy's *The Exes*:
 - i. Shaz
 - ii. Lilly
 - iii. Hank
 - iv. Walt (20marks)
 5. Critically discuss narrative technique in Percival Everett's *Erasure*. (20 marks)

MARKING GUIDE FOR ENG 426 2014/2015 SESSION

INSTRUCTION: The students are to answer three questions: number ONE and two others out of a total of five.

QUESTION 1(a) (15mks)

Discuss the significance of family heritage in August Wilson's *The Piano Lesson*.

- i. Synopsis of play = 3mks
- ii. Explication of family heritage in the play = 6mks
- iii. Language/expression = 6mks

Total: **15mks**

QUESTION 1(b) (15mks)

Examine the role of superstition and hypocrisy in the events in Arthur Miller's *The Crucible*.

- i. Synopsis of play = 3mks
- ii. Explication of superstition and hypocrisy in the play = 6mks
- iii. Language/expression = 6mks

Total: **15mks**

QUESTION TWO (20mks)

With clear illustrations from the texts, critically examine the theme of racism in Z.Z. Packer's "Brownies" and Sherman Alexie's "The Lone Ranger and Tonto Fistfight in Heaven."

- i. Synopsis of each story 2mks x 2 = 4mks
- ii. Clear analysis of racism in each story 4mks x 2 = 8mks
- iii. Language/expression = 8mks

Total: **20mks**

QUESTION THREE (20mks)

Discuss Tone and Mood in Amiri Baraka's "Babylon Revisited" and Carolyn Kizer's "Night Sounds."

- i. Synopsis of each poem 2mk x 2 = 4mks
- ii. Analysis of tone and mood in each poem 4mks x 2 = 8mks
- iii. Language/expression = 8mks

Total: **20mks**

QUESTION FOUR (20mks)

With close reference to the text, write short notes on these characters in Pagan Kennedy's *The Exes*:

- i. Shaz
- ii. Lilly
- iii. Hank
- iv. Walt

- | | | |
|------|--|---------------------|
| i. | Vivid description of each character | 2mks x 4 = 8mks |
| ii. | Accurate explication of each character's roles | 2mks x 4 = 8mks |
| iii. | Language/expression | 4mks |
| | | Total: 20mks |

QUESTION FIVE (20mks)

Critically discuss narrative technique in Percival Everett's *Erasure*.

- | | | |
|------|--|---------------------|
| i. | Synopsis of the novel | = 4mks |
| ii. | Analysis of narrative technique in the novel | = 8mks |
| iii. | Language/expression | = 8mks |
| | | Total: 20mks |

COVENANT UNIVERSITY
COLLEGE OF DEVELOPMENT SCIENCES DEPARTMENT OF LANGUAGES
2014-2015 ALPHA SEMEMESTER EXAMINATIONS
ENGLISH 416: MODERN LITERARY THEORY

Time allowed: 2 hours, 30 minutes. Candidates are to attempt Question 1 and ANY OTHER TWO.

1. We often talk, almost glibly, about “literary theory”, but the field that is so described actually consists of at least three separate but inter-related areas. What are these three areas called? Write short notes on each, showing how they overlap and also broaden our definition and understanding of “literary theory”. (30 marks)
2. If you take Plato as the Emperor and Aristotle as the Defender of Freedom of Speech, how would you explain the positions which both philosopher-theorists put forward respectively in *The Republic* and *The Poetics*, while both men discourse on the place and role of literature in society? (20 marks)
3. Write short notes on any four of the following; endeavor as much as possible to do so to the best of your understanding and in your own words:
a) Periods b) Schools c) Movements d) Tradition e) Influence) f) Taste g) Canon (20 marks)
4. How would you explain the place and the significance of form and content in the practical criticism of literature? Explain how the literary theory which is known as Formalism and its derivative traditions have furnished the student of literature with a viable tool for textual analysis in the study technique which is known as “close reading”. (20 marks)
- 5.) What is Marxist literary theory? Explain how Marxism describes society in terms of its relations of social production. Do you find any appeal in the Marxist reading of society, especially in the way it maps out an ideological role for the writer? (20 marks)

ENGLISH 316 MARKING GUIDE

Question 1: Literary theory was introduced extensively as a cultivated but still evolving body of precepts, approaches, and intellectual formations whose proponents pronounce on critical taste, standards, judgements and insights which seek to determine literary value or merit, and the shoring up of same as a cultural heritage. The course also dwelt on the different approaches and forms of criticism and appreciation in “literary theory” which really constitute specialisms in themselves; these are 1) literary history, 2) literary criticism, and 3) literary theory itself. In their short notes students are to explain that the literary historian takes into account the history of the growth of a literature, a genre, a movement or even authors who have operated within a given literary environment whose history can be assessed diachronically, that is, across a given time. The literary critic is concerned with the study, analysis and exegesis of particular texts, sometimes in relation to one another. The literary theorist is the one who formulates rules and precepts and arguments and positions which are informed by his reading of literary currents in the field in relation to other literary, artistic or philosophical influences which shape cultural directions. (20 marks)

Question 2: Plato’s positions on the literary arts in *The Republic* (Part II, pp.115-128, and Part III, pp. 129-176; Desmond Lee, trans., 1955), was taught, as well as his “Theory of Ideas” (Part X, 421-439). So also was Aristotle’s *The Poetics*, as an organic argument in defence of literature and in explication of its virtues of form and content. The political implication of the two classical points of view on the place and role of literature in human society is what the question poses, and students are to state and describe both. (20 marks)

Question 3: Periods and periodization in literary history, schools, movements, tradition, influence, taste, the canon, form, content, and a number of other essential ideas in theory and criticism were taught in the course, often as an aid to the empowerment of the students themselves in their concerns with other aspects of English literary studies as final year students. Students are to write on any four of the topics.

Question 4: Formalism was taught essentially as a strategy for weaning students from their sophomoric approach to the study of literary texts, *reading*, as they do, rather than *studying* them. Formalism was explained on the premise of the binary relationship between, and the occasional opposition of, form and content, and how the concern with form, especially in the Western world, has led to the valorization of the one over the other as well as the rise of a welter of literary theories and traditions such as structuralism, post-structuralism, hermeneutics and Reception Theory, which have their origins in Formalism. “Close reading”, an early approach in Formalism, was also explained. Students are to explain how a close and exhaustive attention to the form of a literary text and how the text’s “structure of verbal signs and signage coheres” (a

phrase taken straight from the lecture notes) aids understanding through “close reading”. (20 marks)

Question 5: Marxist literary theory is the school of literary-philosophical thought which both explains society along the lines of the theory of dialectical materialism its parent ideology Marxism and also tries to determine the value or merit of a work of literature through a “historicist” rather than formal reading of its political sentiments. Marxism explains society in terms of social classes, particularly in terms of their labour relations in the generation of production and social wealth. Accordingly, there is the working class or the proletariat, the petit bourgeoisie or the small middle class, the bourgeoisie or the middle class and the grand bourgeoisie or the ruling class. Students are to argue or indicate whether they find any appeal or self-identification with the Historicist-Materialist reading which Marxist literary theory furnishes the student of literature, especially in a depressed region of the world and particularly in a society of unspeakable social inequalities. (20 marks)

COVENANT UNIVERSITY

COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT OF LANGUAGES AND GENERAL STUDIES

2014/2015 ALPHA SEMESTER EXAMINATION

ENG 417: CONTEMPORARY AFRICAN LITERATURE

INSTRUCTIONS: Answer question one, and any other two. Good organization of work will be amply rewarded.

TIME ALLOWED: 2 hrs

1. (A) What makes an African literary text a contemporary text? **15 marks**

(B) Outline and discuss five dominant themes of contemporary African literature as may be found in any two texts studied in this course. **15 marks**

2. What is the significance of the purple hibiscus in Chimamanda Adichie's *Purple Hibiscus*? **20 marks**

OR

Discuss the theme of maturing (or growing up) consciousness in Chimamanda Adichie's *Purple Hibiscus*. **20 marks**

3. What does the way Ngũgĩ Wa Thiong'o and Micere Mugo end their play, *The Trial of Dedan Kimathi*, suggest in the struggle for Kenya's and Africa's liberation? **20 marks**

OR

Discuss Athol Fugard's *Sizwe Bansi is Dead* as a protest literature? **20 marks**

4. "Man is constantly striving for freedom in the face of odds." Discuss this statement using the characters of King Cockroach and Adil in *Fate of a Cockroach*. **20 marks**

5. Discuss theme and style in Okot P'Bitek's 'Song of Lawino' and 'Song of Ocol'. **20 marks**

Marking Guide

Question One A: This course traces contemporary African literature to literature written from the late sixties when the literature seemed to start assuming a good degree of originality/Africanness in terms of style; and when more contemporary themes started entering the literature because of radical political, economic, ideological and other social changes taking place across the continent. The student is expected to highlight such stylistic and thematic features of the literature, and not forgetting to delimit it historically.

Allocation of marks

Language: 5 marks

Content (Points highlighted and discussed): 8 marks

Organization: 2 marks

Question One B: The student is expected to mention and discuss five themes highlighted in any two texts studied in the course. The texts may include Akachi Ezeigbo's *Trafficked*, Chimamanda Adichie's *Purple Hibiscus*, Ngugi Wa Thiongo's *Petals of Blood*, Ngugi Wa Thiongo's and Micere Mugo's *The Trial of Dedan Kimathi*, Athol Fugard's *Sizwe Bansi is Dead*, Tewfik Alhakeem's *Fate of a Cockroach*, and Okot P'Bitek's 'Song of Lawino' and 'Song of Ocol'.

Marks are to be awarded as follows:

Each theme correctly mentioned, .5 mark; its discussion, 2.5 marks (Language, 1 mark; content, 1.5).

Question 2A: The purple hibiscus can be seen as symbolizing the freedom/liberty, peace and serenity which Eugene's intransigence denies his household. The plot of the novel owes to the result of coming to the awareness of this denial by Kanayo when he observes the freedom and peace enjoyed by the transplanted purple hibiscus growing in Aunty Ifeoma's garden at Nssuka. His encounter with the purple hibiscus changes him, and, according to Kambili, sows the seed of rebellion against the father in him. The student is expected to argue in this direction.

Question 2B: This question demands that the student highlight instances of character transformation and growing up consciousness in the novel's characters. The instance of Kambili's encounter and brief relationship with the young priest, Rev. Amadi; instances of Kanayo's new found courage to stand up to his father, and other instances may be sighted.

Allocation of marks

Each of question two carries 20 marks, distributed as follows:

Language: 6 marks

Content: 12

Organization: 2

Question 3A&B: Each of Question 3 carries 20 marks. **In 3A**, the student is expected to comment on the implication of the play ending in the rescue instead of the execution of Dedan Kimathi as history has it. He could argue that the playwrights reconstruct history to show that the struggle (which Kimathi represents) to free Kenya, and by extension Africa, from imperial domination continues.

In **Question 3B**, the student is expected to show that Athol Fugard uses satire as an instrument of subtle protest against apartheid. He should point out and discuss instances of such protest from the text.

Allocation of Marks

Marks should be distributed as follows:

Language: 6 marks

Content: 12

Organization: 2

Question 4:

Question 5: The student is expected to highlight and discuss the various themes projected by the poems and comment on the style of their treatment. The theme of the westernized African, among other themes, should be highlighted.

Allocation of Marks

Marks should be allocated as follows:

Language: 6 marks

Content: 12

Organization: 2

ENG 425: SHAKESPEARE 2014/2015

Answer questions one and any other three.

Time Allowed: 2 Hours

1. Shakespeare's writings are immortal and of universal appeal mainly because of the values they seem to espouse. How true is this assertion? What inspiration may an aspiring writer of our time draw from the example of Shakespeare?
2. What are the roles of gain seeking, race and religion in the development of the plot of *The Merchant of Venice*?
3. What does Hamlet's hesitation to kill his father's murderer reveal about his character?
4. Discuss 'error of judgment' as the defining factor in King Lear's tragedy, and relate this to the action of contemporary Nigerian political leaders.
5. Discuss Shakespeare's ideas of change and constancy in his poetry. How do such ideas of his impact you as a student at Covenant University and as a growing up person?

ENG425 Marking Guide

Question One: This is a compulsory question. In the first part of the question, the student may highlight those universal and timeless values – moral, religious, intellectual, linguistic, and social – which his works celebrate. This first part of the question carries 20 out of the 30 marks for Question One, distributed as follows:

Content analysis = 12 marks;

Language = 6 marks;

Outlay = 2 marks.

The second part of the question tests the student’s ability to adapt knowledge for practical uses. Scoring here will be based on the strength of the student’s argument. This part of the question carries 10 out of the 30 marks for Question One, distributed as follows:

Content = 6 marks

Language = 3 marks

Outlay = 1 mark.

Question Two: The student is expected to show how the quest for gain and racial and religious biases motivate the characters in the play and generate the incidents/conflicts which move the plot forward. The question carries 20 marks, distributed as follows:

Content analysis = 12 marks

Language = 6marks

Outlay = 2marks.

Question 3: The student may argue that Hamlet’s hesitation reveals some rationalist and objectivist tendencies, which marked out the intellectual of Shakespeare’s Elizabethan England. On the other hand, his hesitation could be revealing an undecided, fear-ridden character, with some degree of psychological disorder if probed deeper.

The question carries 20 marks, distributed as follows:

Content analysis = 12 marks

Language = 6 marks

Outlay = 2 marks

Question 4: The student may stress the problem of judging by outward appearance, which often leads to wrong judgment. They are to show how the actions of Nigerian politicians reflect this problem.

The first part of this question carries 12 marks, distributed as follows:

Content analysis = 8 marks

Language = 3 marks

Outlay = 1 mark

The second part of the question carries 8 marks, distributed as follows:

Content analysis = 5 marks

Language = 2 marks

Outlay = 1 mark

Question 5: The student is expected to appeal to any or all of the following sonnets as they answer this question: “That time of year thou mayest in me behold”; “Shall I compare thee to a summer’s day”; “Let me not to the Marriage of true minds admit impediment.” The question is in two parts. The first part carries 12 marks, distributed as follows:

Content analysis = 8 marks

Language = 3 marks

Outlay = 1 mark

The second part carries 8 marks, distributed as follows:

Content analysis = 5 marks

Language = 2 marks

Outlay = 1 mark



COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD

P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

SEMESTER: ALPHA

COURSE CODE: ENG415

CREDIT UNIT: 2

COURSE TITLE: ENGLISH FOR SPECIFIC PURPOSES

INSTRUCTION: Answer Question 1 and any other two questions. **TIME:** 2 HOURS

1. For a group of learners in **any** of these 2 fields; (i). Media: adverts and news reports, and (ii). Administration: Writing reports and taking minutes:
 - a. Identify the specific language needs of this group
 - b. Explain, using appropriate theoretical principles and examples, how these needs will be met. **(30mks).**

2. Critically examine the learner-centred approach in ESP pedagogy. **(20 mks).**

3. Identify and explain three (3) main criteria that determine modalities for classifying learners' needs, using relevant examples. **(20 mks).**

4. Differentiate between English for Occupational Purposes and English for Academic Purposes.
(20mks).

5. Examine the problems and prospects involved in the design of an ESP programme.
(20 mks).

6. Write short explanatory notes on **any 4** of the following:

(i). Registers

(ii). Variables in the ESP programme

(iii). Levels of needs

(iv). Rationale for the ESP programme

(v). Characteristics of ESP

(vi). English for Nurses

(20 mks: 5 mks each).



MARKING GUIDE

7. For a group of learners in **any** of these 2 fields;(i). Media: adverts and news reports, and (ii). Administration: Writing reports and taking minutes:
- Identify the specific language needs of this group
 - Explain, using appropriate theoretical principles and examples, how these needs will be met.(30mks).

a. Introduction: 2 marks

Identification of needs: 5 marks

Identification of specific needs: 3 marks

b. Theoretical principle(s): 5 marks

Examples: 5 marks

Explanation: 5 marks

Conclusion: 2 marks

Expression: 3 marks

30 marks

8. Critically examine the learner-centred approach in ESP pedagogy. (20 mks).

Introduction (ESP pedagogy) : 3 marks

Critical Analysis: Advantages (5 marks); Disadvantages (5 marks)

Examples: 3 marks

Conclusion: 1 mark

Expression: 3 marks

20 marks

9. Identify and explain three (3) main criteria that determine modalities for classifying learners' needs, using relevant examples. (20 mks).

Introduction: 1 mark

Criteria: 4 marks each (12 marks)

Examples: 1 mark each (3 marks)

Expression: 3 marks

Conclusion: 1 mark

20 marks

10. Differentiate between English for Occupational Purposes and English for Academic Purposes. (20mks).

Introduction: 2 marks

E.O.P.: 5 marks

E.A.P.: 5 marks

Examples: 3 marks

Conclusion: 2 marks

Expression: 3 marks

20 marks

11. Examine the problems and prospects involved in the design of an ESP programme. (20 mks).

Introduction (ESP programme): 3 marks

Problems: 5 marks

Prospects: 5 marks

Examples: 2 marks

Conclusion: 2 marks

Expression: 3 marks

20 marks

12. Write short explanatory notes on **any 4** of the following:

(i). Registers

(ii). Variables in the ESP programme

(iii). Levels of needs

(iv). Rationale for the ESP programme

(v). Characteristics of ESP

(vi). English for Nurses

(20 mks: 5 mks each).

Content: 3 marks

Expression: 2 marks

5 marks x 4 = 20 marks



COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

SEMESTER: OMEGA

COURSE CODE: ENG422

CREDIT UNIT: 2

COURSE TITLE: LANGUAGE AND NATIONAL DEVELOPMENT

INSTRUCTION: Answer Question 1 and any other two questions. **TIME:** 2 HOURS

1. With reference to at least three sectors, examine the relationship between language and national development. (30 marks)

2. (a) What do you understand by the term, “language planning and policy”? (5 marks)
(b) Briefly discuss the challenges of language planning and policy in Nigeria. (15 marks)

3. “Language use on social media contributes to national development.” Discuss the veracity of this assertion. (20 marks)

4. Examine the statement that “the identity of a nation is determined to a large extent by the language of that nation.” (20 marks)

5. Write short explanatory notes on any **four (4)** of the following:
 - (a) Diglossia
 - (b) Pidgins and Creoles
 - (c) Nationism
 - (d) Language Attitudes
 - (e) Language Management
 - (f) Speech Community
 - (g) Domains of Language Use(20 marks)



MARKING GUIDE

1. With reference to at least three sectors, examine the relationship between language and national development. (30 marks)

Introduction: 2 marks

Discussion using any 3 Sectors: 5 marks each

Examples: 3 marks each

Conclusion: 2 marks

Expression: 2 marks

2. (a) What do you understand by the term, “language planning and policy”? (5 marks)

Scholarly view: 2 marks

Explanation: 3 marks

- (b) Briefly discuss the challenges of language planning and policy in Nigeria. (15 marks)

- Marginalisation of indigenous languages
- Ethnic loyalty and sentiments
- Unstable government policies
- Non-implementation of government policies
- Lack of funds for qualitative and quantitative surveys
- Poor media input in language matters
- Minority languages are not developed

Any 5 @ 3 marks each: Discussion 2 marks each, Examples 1 mark each

3. “Language use on social media contributes to national development.” Discuss the veracity of this assertion. (20 marks)

Introduction: (Language Use and The Nature of the Internet) 3 marks

Logic: Valid presentation of arguments- 10 marks

Expression- 3 marks

Conclusion- 2 marks

4. Examine the statement that “the identity of a nation is determined to a large extent by the language of that nation.” (20 marks)

Introduction: (Nationism, Nationalism, Identity) 3 marks

Logic: Valid presentation of arguments-
Expression-
Conclusion-

10 marks
3 marks
2 marks

5. Write short explanatory notes on any **four (4)** of the following:

- (h) Diglossia
- (i) Pidgins and Creoles
- (j) Nationism
- (k) Language Attitudes
- (l) Language Management
- (m) Speech Community
- (n) Domains of Language Use

(20 marks)

5 marks each for any 4: Explanation, 4 ½ marks each ; Expression, ½ mark each