

24U242

(Pages: 2)

Name :

Reg. No :

SECOND SEMESTER UG DEGREE EXAMINATION, APRIL 2025

(FYUGP)

CC24UENG2MN103 - ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 2

(English Language and Literature - Minor Course)

(2024 Admission - Regular)

Time: 2.0 Hours

Maximum: 70 Marks

Credit: 4

Part A (Short answer questions)

Answer *all* questions. Each question carries 3 marks.

1. What role does comprehension questioning play in teaching prose? [Level:1] [CO1]
2. How can intertextuality be used as a tool for teaching fiction in an ELT classroom? [Level:2] [CO1]
3. How does listening to authentic materials (e.g., podcasts, news) enhance test preparation? [Level:2] [CO2]
4. Describe the purpose of the CAE and CPE-(Cambridge C1 Advanced and C2 Proficiency) examinations. [Level:2] [CO2]
5. Why is it essential to learn collocations and phrasal verbs for vocabulary tests? [Level:1] [CO2]
6. What is the purpose of using graphic organisers in the classroom? [Level:1] [CO3]
7. How does providing feedback on pronunciation and fluency improve speaking test performance? [Level:1] [CO2]
8. Why is facial expression important in non-verbal communication? [Level:1] [CO4]
9. How does Silent Viewing enhance awareness of body language? [Level:2] [CO4]
10. How does using improvisation in drama enhance language learning? [Level:2] [CO1]

(Ceiling: 24 Marks)

Part B (Paragraph questions/Problem)

Answer *all* questions. Each question carries 6 marks.

11. How can a teacher use proximity to influence student engagement and behaviour? Describe how the teacher's physical distance from students brings a change during different activities. [Level:2] [CO4]
12. Compare how Vygotsky's and Csikszentmihalyi's theories address the role of challenge in learning. [Level:4] [CO3]

13. Explain how collaborative projects promote creativity and autonomy among students. [Level:2] [CO3]
14. How can exposure to model essays and sample answers help learners prepare for writing tests? [Level:2] [CO2]
15. Describe two strategies for teaching learners to identify the main idea of a reading text. Explain how each strategy can help learners develop their reading comprehension skills. [Level:2] [CO2]
16. Deduce the role of rhythm, rhyme, and intonation in teaching poetry to language learners. [Level:5] [CO1]
17. Explain how the "Elaborate" phase encourages deeper conceptual understanding. [Level:2] [CO3]
18. Analyze the role of authentic materials in language teaching and discuss their advantages and challenges. [Level:4] [CO1]

(Ceiling: 36 Marks)

Part C (Essay questions)

Answer any *one* question. The question carries 10 marks.

19. Reflect on the importance of aligning different types of learning environments. [Level:5] [CO3]
20. Describe how non-verbal communication supports learning in language classrooms. [Level:2] [CO4]

(1 × 10 = 10 Marks)
