

25U238

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Name :

Reg. No :

SECOND SEMESTER UG DEGREE EXAMINATION, APRIL 2026

(FYUGP)

(Regular/Supplementary/Improvement)

CC24UENG2MN103 - ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 2

(English Language and Literature - Minor Course)

(2024 Admission onwards)

Time: 2.0 Hours

Maximum: 70 Marks

Credit: 4

Part A (Short answer questions)

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

1. What are the advantages of using authentic materials in an ELT lesson? [Level:1] [CO1]
2. Discuss the role of rhythm and rhyme in helping students improve pronunciation through poetry. [Level:2] [CO1]
3. Explain how learners can use context clues to infer the meaning of unfamiliar vocabulary in a reading text. [Level:2] [CO2]
4. How can practicing with different listening speeds help learners in tests? [Level:2] [CO2]
5. What is CELPIP? [Level:1] [CO2]
6. Why is the collaborative learning considered more informal compared to cooperative learning? [Level:1] [CO3]
7. Why is it essential to learn collocations and phrasal verbs for vocabulary tests? [Level:1] [CO2]
8. What is the Silent Viewing Technique in language teaching? [Level:1] [CO4]
9. How do facial expressions contribute to a positive classroom environment? [Level:2] [CO4]
10. Explain how teaching fiction can help students develop critical thinking skills. [Level:2] [CO1]

(Ceiling: 24 Marks)

Part B (Paragraph questions/Problem)

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

11. How can teachers organise students for class activities using non verbal communication? [Level:2] [CO4]

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| 12. Comment on the teacher's role in an effective classroom. | [Level:4] [CO3] |
| 13. Discuss the significance of the More Knowledgeable Other (MKO) in Vygotsky's theory. | [Level:2] [CO3] |
| 14. How can exposure to model essays and sample answers help learners prepare for writing tests? | [Level:2] [CO2] |
| 15. How can role-playing and real-life simulation activities improve learners' speaking skills for tests? | [Level:2] [CO2] |
| 16. Justify how role-play and improvisation can be effectively used in teaching drama for ELT? | [Level:5] [CO1] |
| 17. Why is self-evaluation an important aspect of the "Evaluate" phase? | [Level:2] [CO3] |
| 18. Elaborate in detail the different methods used for teaching prose to language learners. | [Level:4] [CO1] |

(Ceiling: 36 Marks)

Part C (Essay questions)

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

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| 19. Evaluate the effectiveness of task-based language teaching in promoting communication proficiency, with examples from role plays and debates. | [Level:5] [CO3] |
| 20. Discuss the impact of Silent Viewing on nonverbal communication skills, focussing on its influence on emotional intelligence and empathy. | [Level:2] [CO4] |

(1 × 10 = 10 Marks)
