STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted during the academic year 2019–2020 and thereafter)

B.A. DEGREE EXAMINATION, NOVEMBER 2023
ENGLISH AND COMMUNICATION SKILLS
FIFTH SEMESTER

COURSE   : MAJOR CORE
PAPER   : ENGLISH LANGUAGE TEACHING
SUBJECT CODE : 19CE/MC/LT55
TIME   : 3 HOURS   MAX. MARKS: 100

SECTION A
I. Answer any five of the following in about 200 words each.   **(5x6=30 marks)**

1. Write a note on Krashen's 'Affective Filter Hypothesis'.
2. Distinguish between language learning and language acquisition.
3. What are the various psychological and sociological factors that influence second language learning in an adult?
4. Explain the theory of forgetting with suitable examples.
5. Discuss the significance of teacher-student relationship in the Humanistic Approach to language learning.
6. Briefly describe your views on the practice of teaching grammar deductively and list out the principal characteristics of Grammar Translation Method.
7. Attempt a short note on interlanguage.

SECTION B
II. Answer any three of the following in about 500 words each.   **(3x15=45 marks)**

8. Explicate Chomsky's Language Acquisition Device and the different stages of Language Acquisition.
9. Provide a detailed study of the behaviourist approach to language learning.
10. Examine how Situational Language Teaching method can be incorporated in an ESL classroom to enhance the four basic skills- LSRW.
11. Elaborate on the different kinds of testing and analyse its needs.
12. Evaluate the components of a syllabus and assess the ways in which it can be strategised in a syllabus framework.

SECTION C
III. Frame tasks for the given passage: **(25 marks)**

      If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it is unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organize and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

(https://learnenglish.britishcouncil.org/skills/reading/b1-reading/robot-teachers)

a.	Reading Comprehension	- 2 tasks, 3 items each	6 marks
b.	Grammar	- 2 tasks, 3 items each	6 marks
c.	Vocabulary	- 2 tasks, 2 items each	4 marks
d.	Writing Skills	- 1 task	5 marks
e.	Speaking	- 1 task	4 marks

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