

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted during the academic year 2019-20 and thereafter)

B.A. DEGREE EXAMINATION, APRIL 2024
BRANCH XII – ENGLISH
SIXTH SEMESTER

COURSE : MAJOR ELECTIVE
PAPER : ENGLISH LANGUAGE TEACHING
SUBJECT CODE : 19EL/ME/LT45
TIME : 3 HOURS

MAX. MARKS: 100

SECTION A

I. Answer any five of the following questions in about 100 words each. (5x6=30)

1. What is Language Acquisition Device (LAD)?
2. What are the psychological and sociological factors that influence Second Language Learning?
3. Briefly describe Bloom's Taxonomy.
4. Suggest a suitable approach that caters to the language needs of the 21st century ESL learners.
5. Distinguish between Linguistic Competence and Communicative Competence.
6. Discuss the principal characteristics of the Grammar Translation Method.
7. Explain how validity and reliability are determined in testing.

SECTION B

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

8. Attempt an essay on Cognitive Learning with reference to the cognitive structure, concept formation, theory of subsuming, and theory of forgetting.
9. Discuss the role of the teacher and the effectiveness of using task-based activities in the ESL classroom.
10. Elaborate on the various kinds of tests with a brief description of each.
11. Explicate any one of the approaches to teaching English as a second language.
12. Enumerate the significance of conventional resources, the use of audiovisual aids and computer software in materials production.

SECTION C

III. Read the following passage and frame tasks as mentioned below. (5x5=25 marks)

Historians believe that the Maya people of Central America first learned to farm cacao plants around two thousand years ago. The Maya took the cacao trees from the rainforests and grew them in their gardens. They cooked the cacao seeds and then crushed them into a soft paste. They mixed the paste with water and spices to make an unsweetened chocolate drink. The Maya poured the chocolate drink back and forth between two containers so that the liquid had a layer of bubbles or foam.

Cacao and chocolate were an important part of Maya culture. There are often images of cacao plants on Maya buildings and art objects. Ruling families drank chocolate at special ceremonies and the poorer members of society could enjoy the drink occasionally. Historians believe that cacao seeds were also used in marriage ceremonies as a sign of the union between a husband and wife. Some experts believe that the word for chocolate came from the Aztec word “xocolatl” which in the Nahuatl language means “bitter water”. Others believe that the word “chocolate” was created by combining Mayan and Nahuatl words.

The explorer Christopher Columbus brought cacao seeds to Spain after his trip to Central America in 1502. The wealthy people of Spain first enjoyed a sweetened version of the chocolate drink. Later, the popularity of the drink spread throughout Europe. The English, Dutch, and French began to plant cacao trees in their own colonies. Chocolate remained a drink that only wealthy people could afford to drink until the 18th century. During the period known as the Industrial Revolution, new technologies helped to make chocolate less costly to produce. Today, chocolate making is a big business.

<https://www.esolcourses.com/content/reading/intermediate/graded-readers/the-history-of-chocolate.html>

- 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 - 2 tasks (5 marks)
- e. Speaking - 2 tasks (4 marks)
