



**Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)  
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test I - April 2022**  
**Semester II**

Class : I B.Ed  
Major: Education

Time: 2 Hrs.

Max. Marks: 60

**21BEDG22 School Subject II: Teaching English as a Second Language**

**Course Outcomes:**

- CLO1: Understand the diversified need of the learners in ESL/EFL  
CLO2: Design objective oriented methodology to teach ESL/EFL  
CLO3: Develop instructional strategies that facilitate the learners in ESL/EFL  
CLO4: Exercise the technologies related to improving the learner's performance in ESL/EFL  
CLO5: Practice suitable testing and evaluation methods in ESL/EFL

**Part A**  
**Choose the Correct Answer**

**6 X 1 = 6**

1. ESP stands for CO 3 K1
  - a. English for selection purpose
  - b. English for school purpose
  - c. English for secondary purpose
  - d. English for specific purpose
2. Stages of second language acquisition is originally espoused by the linguist CO3 K1
  - a. Stephen Lawrence
  - b. Stephen Morten
  - c. Stephen Krashen
  - d. Stephen Drownie
3. Who is called as father of Andragogy? CO4 K1
  - a. Malcolm Roger
  - b. Malcolm Shepard
  - c. Malcolm Gladwell
  - d. Malcolm Morris
4. Which country has highest English proficiency according to 2021 rankings? CO4 K4
  - a. Netherlands
  - b. Austria
  - c. Denmark
  - d. Singapore
5. A skillful or efficient way of doing or achieving something is defined as CO5 K4
  - a. Approach
  - b. Method
  - c. Technique
  - d. Design
6. Learning materials will be selected by the learners in \_\_\_\_\_ approach CO5 K4
  - a. Performance based
  - b. Whole language
  - c. Participatory
  - d. Task-based

**Part B**  
**Answer ALL questions**  
**Each answer should not exceed 400 words or two pages**

**3 x 6 = 18**

- |       |   |     |    |
|-------|---|-----|----|
| 7. a. | Differentiate EFL from ESL  | CO3 | K5 |
|       | (or)  |     |    |
| 7. b. | Explain the stages of second language acquisition   | CO3 | K6 |
| 8. a. | Knowledge of different types of learners is must for a language teacher – comment with examples                     | CO4 | K5 |
|       | (or)  |     |    |
| 8. b. | Write short notes on the economic support rendered by Government of India for enhancing global language acquisition | CO4 | K5 |
| 9. a. | Explain the differences between method and approach   | CO5 | K6 |
|       | (or)  |     |    |
| 9. b. | Explain the significance of Language Experience approach  | CO5 | K6 |

**Part – C**  
**Answer ALL questions**  
**Answer should not exceed 800 words or four pages**

**3 x 12 = 36**

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|--------|--|-----|----|
| 10. a. | Discuss in detail about various English Language Learning courses offered in India | CO3 | K6 |
|        | (or)   |     |    |
| 10. b. | Design a syllabus for teaching English as a second language for Grade 8 students   | CO3 | K6 |
| 11. a. | Adult learners need different learning strategies – Justify                        | CO4 | K4 |
|        | (or)   |     |    |
| 11. b. | Explain the role of cultural difference in learning a second language              | CO4 | K5 |
| 12. a. | Analyze the merits of Participatory Approach and Whole Language Approach           | CO5 | K5 |
|        | (or)   |     |    |
| 12. b. | Suggest 6 tasks which could be applied in the task-based approach classroom        | CO5 | K6 |

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**Staff-in-charge: Mrs. K Deepa**  
**No.of Copies needed: 85**