



Maintenance

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 - February 2024  
SEMESTER II

Class : I B.Ed. All Majors

Max. Marks: 60  
Time: 2 Hrs

**23BEDG22: Teaching English as a Second Language**

**Course outcomes**

- CO1** Understand the diversified needs of the learners in ESL/EFL  
**CO2** Design objective oriented methodology to teach ESL/EFL  
**CO3** Develop instructional strategies that facilitates the learners in ESL/EFL  
**CO4** Exercise the technologies related to improve the learner's performance in ESL/EFL  
**CO5** Practice suitable testing and evaluation methods in ESL/EFL

**PART - A**

**Choose the correct answer**

6 x 1 = 6

1. In which context are EFL programs typically found? **CO1K1**  
a. English-speaking countries b. Non-English speaking countries  
c. Multilingual countries d. Bilingual countries
2. The silent period in second language acquisition means **CO1K1**  
a. A period when learners refuse to speak  
b. A period when learners acquire vocabulary rapidly  
c. A stage when learners acquire vocabulary rapidly  
d. A stage when learners understand the language but are hesitant to speak
3. The learners who would enjoy making things and learning through practical activities are known as **CO2K2**  
a. Kinaesthetic learners b. Auditory learners  
c. Visual learners d. Social learners
4. According to Knowles, the key principle of Andragogy is **CO2K1**  
a. Adults require direct instruction at all times  
b. Adults are dependent learners  
c. Adults learn best through rote memorization  
d. Adults need to understand the relevance of what they are learning
5. In the experience approach the role of teacher is **CO3K2**  
a. to give lecture and explanation  
b. to facilitate meaningful language experiences  
c. to make students memorize the grammar rules  
d. to focus on translation exercises
6. The central focus in performance based approach in language learning is **CO3K2**  
a. Memorization of grammar rules  
b. Mastery of language forms  
c. Passive reception of language input  
d. Demonstration of language skills in real life situation

**PART - B**

**Answer ALL questions**

3 x 6 = 18

**Each answer should not exceed 200 words**

7. a. Explain the stages of second language Acquisition **CO1K4**  
(OR)  
7. b. Discuss various English language courses offered by MOOC? **CO1K4**
8. a. Differentiate Pedagogy and Andragogy **CO2K5**  
(OR)  
8. b. Explain the assumptions of Andragogy **CO2K4**
9. a. Illustrate the Experience approach with examples **CO3K5**  
(OR)  
9. b. Discuss the merits of Participatory approach **CO3K4**

**PART - C**

**Answer ALL questions**

3 x 12 = 36

**Answer should not exceed 800 words**

10. a. Classify English Language Learning courses based on the needs of learners with examples **CO1K5**  
(OR)  
10. b. Discuss English as a foreign language and English as a second language and bring out differences between them. **CO1K5**
11. a. Discuss the characteristics features of Adult learners according to Knowles **CO2K5**  
(OR)  
11. b. Write an essay on ESL learners and their literacy levels **CO2K4**
12. a. As a language teacher suggest some suitable tasks for the Performance Based Approach **CO3K6**  
(OR)  
12. b. Critically analysis the task based approach and whole language approach **CO3K6**

Staff in-charge: Mrs. K. Deepa and Mrs. S. Keerthiga

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