

**U.G. 6th Semester Examination 2022**

**ENGLISH (Honours)**

**Paper Code : 605 ENGH - SEC - 2**

**English Language Teaching (ELT)**

**(CBCS)**

Full Marks : 32

Time : Two Hours

*The figures in the margin indicate full marks.  
Candidates are required to give their answers  
in their own words as far as practicable.*

**1. Answer any two of the following questions :**

**4×2=8**

- I. What is the importance of 'ethnography of communication' in the teaching of English as a second language?
- II. Briefly describe the major factors which determine the individual differences in language learning.
- III. Compare learners's acquisition level of four language skills in the first language with that in the second language.
- IV. Discuss the major ways of knowing 'group dynamics' among the learners of English as a second language.
- V. What is meant by the term 'motivation'? Differentiate the instrumental and the integrative types of motivation in the language learning setting.

**2. Answer any two of the following questions :**

**4×2=8**

- I. Classify the following sentence in terms of its type (simple/complex/compound) and function (statement/question/command etc.); and analyse its constituent elements (verb, subject, object, complement, participle, etc.):

**Filled with anger, I tripped over the carpet waking her up and demanded an explanation.**

[P.T.O.]

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- II. How many clauses are there in the following sentence? Specify the type of each clause and describe its function in the sentence.

**That the people seldom believe what the leaders tell them has been brought home by the recent election result.**

- III. Find out the verbal phrase in the following sentence and show its structure with a diagram indicating the auxiliary and the main verb; you have to indicate also the constituents of the auxiliary - i.e. tense, modal, perfective, progressive, passive, etc:

**The lessons could have been more interesting.**

- IV. Define and differentiate 'word' and 'lexeme'. Find out the specific lexeme of each of the sets of words: (a) "be, was, is, are, were" and (b) "strong, strength, strongly."
- V. Define 'morpheme'. Briefly discuss, with examples, 'free morphemes' and 'bound morphemes.'

3. Answer *two* questions taking *one* from each group : 4×2=8

#### Section - A

- (a) Briefly describe the merits and demerits of Grammar Translation Method of teaching English language.
- (b) What are the basic principles of Direct Method of teaching a language? How much is this method effective for teaching English as a second language?
- (c) Comment on the role of the Structural Approach to teaching English as a second language.

#### Section - B

- (d) Discuss, with examples, the Language-based Approach to teaching English literature.
- (e) Define, with instances, the Information-based Approach to the teaching of English literature.
- (f) Comment, with examples, on the merits and demerits of the Moral-Philosophical Approach to teaching English literature.

4. Answer any *two* of the following questions : 4×2=8

- (a) Describe the basic principles of Evaluation in English language teaching.

- (b) What is a test in English language teaching? What are the major types of tests? Discuss the uses of any one of such tests.
- (c) The student hears a text (passage) read aloud and the teacher asks some questions after it. Which language skill of the student can be evaluated with such a task? Comment on the validity of such an evaluation.
- (d) The student is asked to read an advertisement offering a holiday tour. S/he is asked to note down the points for the plan of the holiday tour. Is this task suited for testing only the student's reading skill, or both reading and writing skills? Substantiate your response with proper arguments.
- (e) Comment on the merits and demerits of the traditional test pattern in teaching literature using three different forms of test items (i.e. the annotations, the short note, and essay-questions).
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