Reg.No. \_\_\_\_\_\_\_\_\_\_\_\_



**UNIVERSITY**

(Karunya Institute of Technology & Sciences)

(Declared as Deemed-to-be University under Sec.3 of the UGC Act, 1956)

**End Semester Examination – Nov/Dec – 2016**

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|  |  | **Semester :** | **2016-17 ODD** |
| **Code :** | **15EN3022** | **Duration :** | **3hrs** |
| **Sub. Name :** | **TASK BASED LANGUAGE TEACHING** | **Max. marks :** | **100** |

**ANSWER ALL QUESTIONS (5 x 20 = 100 Marks)**

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| **Q. No.** | **Sub Div.** | **Questions** | **Course**  **Outcome** | **Marks** |
| 1. | a. | How do you define ‘task’? Write the answer based on your understanding of the views of linguists. | CO1 | 10 |
| b. | Do you think task based language teaching is more advantageous than other methods in the present educational system? | CO1 | 10 |
| (OR) | | | | |
| 2. |  | Briefly explain in 150 words each of the following methods of teaching and learning process. |  |  |
| a. | Communicative Language Teaching Method. | CO1 | 13 |
| b. | Experiential Learning Method. | CO1 | 7 |
| 3. |  | Can you create a linked sequence of enabling exercises that will prepare learners to carry out the task? Explain six-step procedure proposed by David Nunan. | CO1 | 20 |
| (OR) | | | | |
| 4. |  | Can you suggest a minium of five possible task types for teaching language in an effective way? | CO2 | 20 |
| 5. |  | Do you think the role played by the teacher should be complementary to the learner role? What are the possible roles each one could assume? | CO2 | 20 |
| (OR) | | | | |
| 6. | a. | Explain the pedagogical sequence of introducing tasks with possible examples | CO2 | 10 |
|  | b. | Do you think the seven principles proposed by David Nunan should be found in teaching material? Why? | CO2 | 10 |
| 7. | a. | What are the key concepts in assessment? | CO3 | 10 |
|  | b. | Using Cram’s table as a guide, can you create your own self-assessment questionnaire? | CO3 | 10 |
| (OR) | | | | |
| 8. |  | Do you think teachers require training for improving teaching skills? Can you suggest five teacher development programmes? | CO3 | 20 |
|  | | **Compulsory:** |  |  |
| 9. |  | You found that a group of students in your class have difficulty in learning English You decide to conduct tasks which focus on both grammatical correctness and effective communication. Suggest four tasks which focus on both forms and functions and explain how you will implement them. | CO3 | 20 |

ALL THE BEST