

M.A (ENGLISH) Semester - 3 (CBCS) Examination
OCT/NOV-2025 (AS PER SYLLABUS YEAR JUNE-2024)
Technology Aided Language Learning (ICT-1 (New-23))

Time: 2:30 Hours**Marks:70****Instructions:**

1. All questions are compulsory.
2. Figures to the right indicate marks.

Que.1 Explain the major features of Behavioristic CALL with examples. How did this stage influence English language teaching? (14)

OR

Que.1 Compare and contrast Communicative CALL and Integrative (Comprehensive) CALL. Which one do you find more applicable in present classrooms? Why?

Que.2 Discuss how blogs and wikis promote collaborative learning in language classrooms. Provide suitable examples from English language teaching. (14)

OR

Que.2 Evaluate the role of Google Classroom, Duolingo, and podcasts as online learning platforms. What are their benefits and limitations in an ELT context?

Que.3 How can Hot Potatoes be used to design interactive language learning tasks? Illustrate with examples. (14)

OR

Que.3 Explain the application of Audacity in teaching listening and speaking skills. Discuss its classroom implications.

Que.4 Define digital literacy in the context of English language learning. How can teachers integrate it into pedagogy? (14)

OR

Que.4 Discuss the importance of critical thinking in language learning. Suggest strategies to foster critical thinking through technology-based tasks.

Que.5 Any Two (14)

1. Trace the evolution of CALL from behavioristic to communicative and integrative/comprehensive stages.
2. Assess the impact of podcasts and blogs as tools for self-directed language learning.
3. Compare the advantages of Hot Potatoes and Audacity in designing ELT activities.
4. Discuss how digital literacy and critical thinking together shape learners into effective users of language in the digital age.
