Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru – 560 056

Post Graduate Diploma in English Language Teaching

(PGDELT – COURSE - 25 – FINAL EXAMINATION]

JUNE 2023

TEACHER DEVELOPMENT

Time: 2½ Hrs.   **Max. Marks: 70**

Name: _____

Roll No.: _____

Instructions:
1. Write legibly
2. Answer all the questions in the space provided
3. Give examples wherever necessary

SIGNATURE OF THE CANDIDATE   **SIGNATURE OF THE INVIGILATOR**

Marks Awarded:

SIGNATURE OF THE EXAMINER

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I. **Read the following statements carefully and say whether the statements are true or false. Please indicate your choices in the space provided.**   **[1 X 10 = 10 M]**

1.	The term 'development' stands for the process where an organism or an individual prepares another organism(s) or individual(s) in the field with higher level of expertise.	
2.	Tactile learners are they who 'learn by doing' and need 'hands-on-experience.'	
3.	The term 'cognitive based competencies' refers to knowledge and intellectual skills that are expected of the learners.	
4.	'Sociolinguistic competence' includes both socio-cultural rules and rules of the language code.	
5.	'Professional Development Model' of professional development takes into consideration of overall development of school.	
6.	English teachers as curriculum developers need to have mastery over the concepts of 'syllabus' 'syllabus design' and 'curriculum.'	
7.	The best strategies to help students having 'auditory learning style' are to provide written instructions, use visual aids and create vivid descriptions of ideas.	
8.	The 'Teacher Development Group' (TDG) helps in taking informal decisions about teaching learning.	
9.	A teacher creates discourse in the class to perform functions in organizing the class is called 'discourse as input'.	
10.	'Meaningful and realistic interaction' is one of the three guiding principles of communicative approach to second language teaching	

II. **Read the following carefully and complete the statements with appropriate words or phrases and fill in the blanks.**   **[1X10 = 10 M]**

(i)   _____ competence includes features and rules of the language such as vocabulary, word formation, sentence formation pronunciation, and linguistic semantics.

(ii)   _____ competence defines expected attitudes and values.

(iii)   The classroom communication serves two purposes (a) _____ and (b) discourse as input.

(iv)   In the _____ syllabus, situations encountered by learners are identified by the syllabus designers.

(v)   In _____ syllabus, the content of the course is negotiated with the learners at the beginning of the course and during it and listed the items later.

(vi)   _____ learners learn well when provided with write-ups, flow charts, graphs, etc.

(vii)   _____ is seen as an interaction or as a response to something as one of the processes for effective teaching procedures.

(viii)   _____ evaluation seeks deeper understanding of the process of teaching and learning during the implementation of the programme.

(ix)   Authentic materials provide learners opportunity to develop language skills in _____ situation.

III.   Write short notes on any FIVE of the following terms in about 50 words each   [3 X 5 = 15 M]

(a) Discourse Competence
(b) Kinesthetic Learning Styles
(c) The Bangalore Project
(d) Discourse for Classroom Management
(e) Authentic Materials
(f) Advantages of TDG.

IV. **Answer any FIVE of the following in about 100 words each.**   **[4 X 5 =20 M]**

a) What do you mean by 'Tactile Learning Styles'? Mention two teaching strategies against the learning style.

b) 'Discourse as Input' is crucial in transacting a language lesson for teachers. How? Explain with suitable examples.

c) What specific criteria would you like to use to assess the textbook lessons in English Language Teaching for second language skills improvement?

d) What do you mean by 'Summative evaluation'? Specify the benefits of 'formative' evaluation in a language classroom?

e) How does knowledge of 'Curriculum' help teachers in making their teaching more effective at school level?

f) What do you mean by 'Classroom Research'? Why do classroom practitioners take up 'Classroom Research'?

V.   **Answer any THREE of the following questions in about 100 to 150 words:**   **[3 X 5 = 15 M]**

(a) What are the aims of 'Reflective Practices'? What does reflection involve in the cycle of 'Reflective Practices'? Provide suitable examples.

(b) What do you mean by 'Learning Styles? How does the 'Knowledge of Learning Styles' enable teachers making their teaching effective? Give specific examples to justify your argument.

(c) Define 'Organic Teaching'. Why do you consider 'Organic Teaching' as learner-centred approach to language teaching? Provide suitable examples to substantiate your point.

(d) What are the stages of 'Action Research'? Please specify purposes and procedure in conducting such a research.