



*Regional Institute of English, South India*  
*Inanabharathi Campus, Bengaluru – 560 056*

**Post Graduate Diploma in English Language Teaching**  
**(PGDELT – COURSE - 25 – FINAL EXAMINATION]**  
**April / May 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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**SECTION - 'A'**

- I. **Read the following statements carefully and say whether the statements are true or false in the given space.** **[1 X 10 = 10 M]**

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|---|--|
| 1. The term 'training' 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 learn the best when they actively participate in role-play.   |  |
| 3. The term competency refers to a combination of skill, knowledge, value, confidence and efficiency.   |  |
| 4. Cognitive based competencies define knowledge and intellectual skills and abilities that are expected of the learner.  |  |
| 5. Professional Development Model of professional development leads to independence and focuses on individual capability.   |  |
| 6. English teacher as a communicator is expected to be a good listener, clear in speech, polite in use of language and good at using gestures, voice modulation, etc.       |  |
| 7. The best strategies to help students of kinesthetic learning style are to provide written instructions, use visual aids and create vivid descriptions of ideas.          |  |
| 8. The Teacher Development Group provides a forum to discuss teaching related issues and breaks teachers' professional isolation.   |  |
| 9. A teacher creates discourse in the class to perform functions in organizing the class is called 'discourse for classroom management'.                                    |  |
| 10. A teacher should be a perpetual learner is a demand made by the profession.   |  |

- 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 both socio-cultural rules of use and rules of discourse.
- ii. In \_\_\_\_\_ competence, the learner demonstrates that he/she can do something rather than simply know something.

- iii. The classroom communication serves two purposes (a) discourse for classroom management and (b)\_\_\_\_\_.
- iv. In the \_\_\_\_\_ syllabus, commonly used words or most frequent words are selected and listed on the basis of frequency organized rank.
- v. \_\_\_\_\_ refers to providing teachers with specific instructional skill as well as knowledge of children's leaning, growth and development.
- vi. \_\_\_\_\_ learners best by experience, by being involved physically in classroom experiences.
- vii. The \_\_\_\_\_ syllabus is not pre-set. The content of the course is negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively.
- viii. \_\_\_\_\_ evaluation is carried as part of the process of programme development or curriculum development to find out if everything is going on as per the plan.
- ix. \_\_\_\_\_ materials provide learners opportunity to develop language skills in real life situation.
- x. \_\_\_\_\_ method of teaching is a best example of learner-centred teaching.

**III. Write short notes on any FIVE of the following terms in about 50 words each [2 X 5 = 10 M]**

- (a) Grammatical competence
- (b) Tactile learning styles
- (c) Notional syllabus
- (d) discourse as input
- (e) Organic teaching
- (f) Disadvantages of TDG.





**IV. Answer any FIVE of the following in about 100 words each.**

**[5 X 5 =25 M]**

- a) What do you mean by ‘auditory learning styles’? Mention two teaching strategies against the learning style.
- b) ‘Discourse as classroom management’ provides basic language functions to teachers. How? Explain with suitable examples.
- c) What specific benefits would you like to look at to assess the use of authentic material in English Language Teaching for second language skills improvement?
- d) What do you mean by ‘Formative evaluation’? How is ‘formative’ evaluation important in a language classroom than the summative evaluation?
- e) How does knowledge of ‘learning styles of learners’ help teachers in making their teaching more effective at school level?
- f) What do you mean by ‘Action Research’? Why do classroom practitioners take up ‘Action Research’?







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

- (a) What do you mean by reflective practices? Specify the cycle of reflective practices with relevant inquiry in each step.
- (b) What is the role of curriculum in school education? How does the knowledge of 'knowledge of curriculum' enable teachers making their teaching effective? Give specific examples to justify your argument.
- (c) Define 'authentic materials'. Why do you need to use 'Authentic material' when you have a textbook in the relevant class for skill development of learners?
- (d) What are the purposes of 'collaborative action research'. Please specify advantages, skills and constraints in conducting such a research.

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