

UNIVERSITY OF RUHUNA

2016/2017 Academic Year

B.A. (Special) Degree 2000 Level 2nd Sem. 2018 May

ENG 22633 – Pedagogical Theory & Practice

Answer all questions.

Time: 03 Hours.

Total marks: 60/60

1. Underline the correct solution to complete the following statements.

- I. In Open-Ended Instruction Lessons are structured so that
- students are simply steered toward one "right" answer.
 - only one answer is possible.
 - students will always look for the correct solution.
 - multiple/complex answers are possible.
- II. When integrated learning functions at the highest level
- the lines between the varied subjects that are connected together disappear.
 - the content and the skills are confined to one subject area.
 - resource is appropriate for use in a single subject area.
 - the subject area is readily identifiable.
- III. Inquiry Learning
- teaches how to arrive at solutions.
 - is directed by questions, problems, or challenges that students work to address.
 - assists the teacher clarify the questions.
 - Involves challenges that motivate the students.
- IV. Under differentiated Instruction, teachers
- present a variety of instructions.
 - use visual, auditory and kinesthetic teaching methods.
 - introduce activities that address a range of student learning styles, abilities and readiness.
 - coach students to develop a variety of skills.

- V. Experiential Learning
- makes learning more abstract than concrete.
 - takes place in laboratories only.
 - conveys the subject matter through stories.
 - provides authentic learning experiences.
- VI. Students help each other while working in groups under
- co-operative learning
 - experiential learning
 - differentiated instruction
 - open-ended instruction
- VII. Teachers use formative tests to gather information about
- the way in which the students proceed in a course of learning.
 - the way in which the students interact with their fellow members of the class.
 - the final outcome of the course of learning.
 - the quality of the students at the entry level.
- VIII. Peer teaching provides opportunities for students to
- bring up the peers to their own level.
 - actively present their knowledge and skills to peers and/or act as teachers and mentors.
 - show their capabilities to the fellow members of the class.
 - assist teachers in classroom management.
- IX. Case studies are
- Investigations into the statistics of classroom management.
 - reports on the students' performance and needs to improve.
 - thorough descriptions of real events from real situations that students use to explore concepts in an authentic context.
 - legal documents maintained to ensure student discipline in class.
- X. Locus of control is defined as an individual's perception about
- the power he or she is endowed with, by the system.
 - the extent of the authority he or she has within the situation.
 - the control he or she can exercise over the other individuals in the group.
 - the underlying main causes of the various events that take place in their lives.

(10 marks)

2. Comment on each of the following statements in not more than 150 words:

- I. Motivation is likely to be dependent on the personality of the teacher and his or her ability to develop a good relationship with the student, understanding the student's current world view, interests and experience, and framing the learning to be achieved in a way that makes sense to the student.
- II. Good exposition requires an ability at public performance combined with good subject knowledge, good preparation and often good supporting props.
- III. The willingness of children to look favourably on their teachers as role models may be influenced by the general culture of the school.
- IV. Criticism should be constructive of course and there are times when criticism may be withheld, to be replaced by progression management or an expectation that the student will work it out for themselves.
- V. The selection of learning activities is a critical role of the teacher and needs to be directed by several further sub-principles concerning: 1) their design; 2) their delivery style; 3) their sequencing; 4) their relevance to the objectives; 5) their appropriateness to the students' conceptual state; 6) their impact on the students' short-term and long-term memory; 7) their support in maintaining variation; and 8) their feasibility in maintaining incremental increase in difficulty.

(20 marks)

3. Design a lesson for listening based on the following text:

In a dense forest, there was a lake. All the animals used to drink water from the lake. The water of this lake was so sweet that many fish lived there for long time. In this lake there lived a crab. The crab's best friend was a swan. That swan was in the same lake. They were happy in the company of each other. Their happiness lasted until one day a snake made its home near the lake.

Every day the swan laid an egg. The snake would come and eat it up. "I have to find a way to save my eggs," thought the swan.

One day, he went to the crab and said, "Please help me, dear friend. My eggs are under threat. That cruel snake eats all the eggs in the nest. What can I do?"

The crab decided to help its best friend. The crab thought for a while. Then he said, "I have an idea. Let us catch some fish from this lake and scatter them from the snake's house till the mongoose house." That mongoose lived in the nearby tree.

Then, the crab and the swan caught some fish and dropped them from the mongoose's house all the way to the snake's house. Then both of them hid behind a tree and watched. They waited for some time. After a long time, the mongoose came out. He saw the fish and was overjoyed. "Mymm! Fish right outside my own house!" he said, smacking his lips. He happily ate all of them one by one. As he ate he kept following the fish trail to the snake's house. Finally, the mongoose reached the house of the snake. Both the crab and the swan were watching all these events, waiting behind the tree.

When the snake saw the mongoose, he thought, "That mongoose is here to attack me. I had better fight with it." After some time, the snake started to fight with the mongoose. They fought for some time. After a fierce battle, the mongoose killed the snake.

Watching this behind the tree, the swan and the crab heaved a sigh of relief. But her joy was short-lived. The next day, the mongoose, looking for more fish, came upon the

swan's nest. There the mongoose found more eggs of the swan. He immediately ate all of them. The swan and the crab now felt helpless. They had brought this new threat upon themselves. They did not know that the mongoose was the dangerous helper. "Our thoughtlessness has got us a new enemy. Even more dangerous than the previous enemy," cried the two friends.

After few days, they decided to form one more plan to get rid of the dangerous helper - mongoose. It is must to be careful while fighting with an enemy.

Your lesson plan should include the following:

1. Age of the students
2. Grade
3. Objectives
4. Outcomes
5. Procedure
6. Activities
7. Assessments
8. Evaluation

(20 marks)

4. **Write a reflective essay in about 300 words on the way in which you absorbed the course work you did during the semester, under ENG 22633 Pedagogical Theory & Practice, and how you are going to make use of the entire experience.**

(10 marks)

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