



西北师范大学  
Northwest Normal University



## 外国语学院

英语专业 2004 - 2005 学年 第二学期 《英语教育学》

期末考试

试卷 B

题 号	I	II	III	IV	总分
得 分					
阅卷教师					

### 学生填写部分

☐ ☐ ☐ ☐ 级 ☐ 年级 ☐ 班 姓名: 学号:

考试时间: 年 月 日 原任课教师: 现任课教师:

### I. State the features of the following teaching methods and stages (15%).

- Please compare the principles and typical activities of Grammar-translation Method and Communicative Language Teaching (10%).

	Grammar-translation Method	Communicative Language Teaching
Principles		
Typical Activities		

- Please state the different focuses of product-oriented approach and process-oriented approach (5%).

Product-oriented approach:

Process-oriented approach:

**II. Answer the following questions briefly (30%).**

1. What are the difficulties of learners in English listening?
2. What are the criteria for evaluating lesson effectiveness?
3. What are the guidelines on presenting and explaining a new grammatical structure?
4. What are the ways of presenting the meaning of new vocabulary items (mention at least 8 ways at

least)?

5. Why do we say that language learning is a skill learning?

**III. Please make COMMENTS on the following classroom activities and opinions on language teaching. (35%)**

1. The following is a practice activity on vocabulary.  
Teacher: Who knows the meaning of the word *disappointment*? (Puzzled looks; a student hesitantly puts up his hand) Yes?  
Student1: Write a point?  
Teacher: No... anyone else? (Silence) Come on, think everybody, try again!  
Student 2: Lose a point?  
Teacher: No, it has nothing to do with points. Try again. It has something to do with feelings.  
(After another few guesses, the last of which, after broad hints from the teacher, comes fairly near, the teacher finally gives the correct definition.)

2. Here is a metaphor for a lesson: **climbing a mountain**. Do you agree or disagree?

3. Comment on the following writing task  
Write an answer to a (given) letter of complaint.

4. Comment on the following reading activity:

Read the text and answer the following questions.

Yesterday I saw the palgish flester gollining begrunt the bruck. He seemed very chanderbil, so I did not jorter him, just deapled to him quistly. Perhaps later he will besand cander, and I will be able to rangel to him.

- a) What was the flester doing, and where?
- b) What sort of a flester was he?
- c) Why did the writer decide not to jorter him?
- d) How did she deaple?
- e) What did she hope would happen later?

5. Comment on the following learner problem in listening.

I find it difficult to “keep up” with all the information I am getting, and cannot think ahead or predict.

**IV. Design a classroom activity according to the following passage. You may focus on the presentation of one aspect such as vocabulary, grammar or reading comprehension etc. In the activity, the aims, the procedures, the detailed content should be included (20%).**

On Christmas Eve a few years ago, an English couple received a very special telephone call. It was only a twenty-second call but it was very important. The Haydens' fifteen-year-old daughter had disappeared six months before. On Christmas Eve she rang them. “I'm phoning to wish you happy Christmas,” she said, “I love you.”

Ronals and Edwine Hayden were so happy that they started a special telephone service called “Alive

and Well”. The service helps parents to keep contact with children who have run away from home. Young people can phone “Alive and Well” and leave a message for their parents. The telephones are answered by answering machines. So no one can speak to the child or make him return home. Parents of runaway children who are under eighteen can ask the police to bring their children home. So children do not want to tell their parents where they are. Through “Alive and Well” they can telephone their parents without worrying about this or giving their address.

The Haydens and their helpers write down the tape-recorded telephone messages and contact the address given. Many of the 30, 000 British teenagers who have left home are probably in London. For only two pence they can go into a telephone coin box and call their parents. They can dial 5675339 and stop a parent's worry: Is he dead or alive?

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**I. State the features of the following teaching methods and stages (15%).**

1. Please compare the principles and typical activities of Grammar-translation Method and Communicative Language Teaching (10%).

	<b>Grammar-translation Method</b>	<b>Communicative Language Teaching</b>
Principle	Languages are learnt best by memorizing words, rules and applying them when making sentences, mostly in writing.	Language learning is seen as a long process of acquisition through exposure to communicative use of language. Many inevitable mistakes. Emphasis on actual language use. Use of techniques to make classroom simulate real foreign language environment.
Typical Activities	Translation is considered one of the best ways of practicing the applications of rules, as well as the transformation of sentences from, for example, Present Tense to Past Tense, or Active to Passive.	Repetition practice is used most. It is normally situationally contextualized and meaningful.

2. Please state the different focuses of product-oriented approach and process-oriented approach (5%) .

**Product-oriented approach:** focuses on the end result of the learning process -- what it is that the learner is expected to be able to do as a fluent and competent user of the language.

**Process-oriented approach:** focus more on the various classroom activities which are believed to promote the development of skilled language use.

**II. Answer the following questions briefly (30%).**

- Tendency to focus on features of sound at the expense of the co-text (surrounding linguistic environment).
  - Previous knowledge and/or context may be largely ignored in the interests of a mishearing.
  - Mishearing may be caused by using inappropriate form of reference.
  - Learners may be reluctant to engage other levels of listening skills to compensate for not understanding a particular stretch of language e.g. students may be unwilling to take risks by guessing. Anticipating or establishing a framework without worrying about details.
- page 220
- page 82-83
- page 63
- page 20

**III. Please make COMMENTS on the following classroom activities and opinions on language teaching. (35%)**

- see the course book, page 27. The activity is failure-oriented and fails to give much real practice in the target item. It lacks volume and validity. It should be taught through contextualization in sentences or situations, which induce, repeated use of the words.
- see the course book, page 223. The lesson involves an investment of effort on the part of learners and teacher, may not be particularly pleasurable while in process, but provides rewards in the form of successful achievement of the aim. However, there is a danger of failure and disappointment if this aim is not attained.
- see course book, page 166. It is a highly motivating task, fairly advanced, with a clear audience and purpose. Some pre-teaching of conventional letter formalities and layout in the target language is necessary.
- see the course book, page 143. You probably had no difficulty in answering the questions; however, this obviously did not show that you had understood the passage. You did not in fact comprehend the text successfully at all. This kind of activity may not encourage, or provide proof of, successful reading.
- see course book page 112. The learner feels overloaded with incoming information. The solution is not to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow themselves to ignore the rest.

**IV. Design a classroom activity according to the following passage (20%).**