



西北师范大学
Northwest Normal University



外国语学院

英语专业 2005 - 2006 学年 第二学期 《英语教育学》

期末考试

试卷 A

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: 2006 年 7 月 12 日

任课教师:

I. Matching reading and writing teaching methods with descriptions of them. Please choose from the following list of methods the one that best suits the description. (10 %)

A. Top-down model

B. Bottom-up model

C. Product-oriented approach

D. Process-oriented approach

1. _____

To focus 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.

2. _____

Teachers teach the background knowledge first so that students equipped with such knowledge will be able to guess meaning from the printed page.

3. _____

To focus more on the various classroom activities which are believed to promote the development of skilled language use.

4. _____

Teachers teach reading by introducing new vocabulary and new structure first and then going over the text

sentence by sentence.

II. Choose 5 of the following 8 questions to answer (30%).

1. What are the differences between written and spoken discourse?
2. What are some of the problems in getting learners to talk in the classroom?
3. Should teachers use authentic materials or specially written materials in listening/reading classroom?
Give reasons for your answer.
4. What happens in an effective presentation?
5. What are the ways of presenting the meaning of new vocabulary items (mention at least 8 ways at least)?
6. What are the characteristics of a successful speaking activity?
7. What are the differences between inductive and deductive approaches in grammar teaching? Please make a comparison between them.
8. What's your understanding of the 3P teaching model?

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

1. Here is a teacher's presentation on learning a dialogue, please make comments on it:

Read out the dialogue, utterance by utterance, and ask the students to repeat it in different formation, acting out the roles in the following ways:

a) together in chorus;

b) half of the class take one role and the other half take the other role;

c) one student to another student;

d) one student to the rest of the class...

2. Comment on the following learner difficulties in listening and give some suggestion as to what the teacher can do to help solve them.

I have to understand every word; if I miss something, I feel I am failing and get worried and stressed.

3. The following is a vocabulary-testing technique. Make comment on it.

Draw lines connecting the pairs of opposites.

A

B

<i>Brave</i>	<i>awake</i>
<i>Female</i>	<i>expensive</i>
<i>Cheap</i>	<i>succeed</i>
<i>Asleep</i>	<i>cowardly</i>
<i>Fail</i>	<i>male</i>

4. Here is a writing task. ***“The following story is written in the present tense. Rewrite it in the past”***

What’s your comment on it?

5. Here is a reading activity, please make comments on it:

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?*

IV. Discussion (25%)

L1 or No L1, this is a question

TESL-L is a mailing list service which provides its subscribers with discussions on issues about second/foreign language teaching. One question that has recently aroused great interest and hot discussions is whether L1, or the learners' mother tongue, should be used in a foreign language teaching classroom or not. What follows is one of the mails addressing this issue in the discussion.

Please read the following mail, and decide whether you would agree to the viewpoint express in the mail. You are required to *write a reply mail of no less than 100 words wherein you are to state your own position and justify it.*

Dear all,

I am a Brazilian teacher and I have been teaching English for more than 20 years in Brazil. I totally disagree that the use of L1 should be seen as a mortal sin in classroom. When students are forbidden to use their L1, mainly for beginners, what we have in class is a lot of anxiety, fear and frustration. At the early stages, students feel more confident if they are allowed to use their L1 as scaffold. I do agree with Van Lier (2004p.32) when he says: "We often hear that second or foreign language students should be forced to use the second language or foreign language, rather than being allowed to fall back on their native language. In this way, they will get more practice, and they will also gradually learn to 'think' in the target language (...) it's in fact rather surprising to find that the research on this issue actually finds that the opposite is true. Under certain conditions, such as meaningful and interesting project work, the use of the native language actually helps in the development of the target language, diminishing naturally as second language proficiency increases. I think using L1 and L2 is a bit like driving an automatic or a shift car. If you only experience one of these for several years, then suddenly switch to the other, you will constantly be grabbing for that imaginary stick or pushing that nonexistent pedal, however, if you drove fifty different cars a day, half of them manual and the other half automatic, then neither the mechanics nor the size and shape of the car would cause you any trouble you would instantly adjust to the car you happened to be in"

Cheers

Rita

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期末考试 答案 A

I. Matching reading and writing teaching methods with descriptions of them. Please choose from the following list of methods the one that best suits the description. (10 %)

1. C 2. A 3. D 4. B

II. Choose 5 of the following 8 questions to answer (30%).

1. Page 159
2. Inhibition; nothing to say; low or uneven participation; mother-tongue use etc. (see course book, p121)
3. See course book p109
4. See course book p12 attention; perception; understanding; short-term memory
5. page 63
6. a. Learners talk a lot.
b. participation is even
c. Motivation is high
d. Language is of an acceptable level (page 120)
7. Omitted
8. Omitted

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

1. See P15, Ur, 2000
2. See P111-112, Ur, 2000
3. See P72, Ur, 2000
4. See P173, Ur, 2000
5. 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.

IV. Discussion (25%).

Omitted