



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 B

题 号	I	II	III	IV	总分
得 分					
阅卷教师					

### 学生填写部分

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 级	<input type="checkbox"/> 年级	<input type="checkbox"/> 班	姓名:	学号:
考试时间: 年 月 日			任课教师:	

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

- A. Grammar-translation method;
- B. Direct method;
- C. Communicative approaches;
- D. Audiolingualism.

1. \_\_\_\_\_

Principles: emphasis on oral skills to begin with. Use of only target language in classroom. Preference for native speaker teachers.

Aims: mainly non-academic foreign languages taught for use by businesspeople, tourists etc.

2. \_\_\_\_\_

Principles: emphasis on written language. Memorization of grammatical rules, lists of vocabulary followed by grammar and translation exercises.

Aims: mainly academic language as school subjects, like math or history.

3. \_\_\_\_\_

Principles: emphasis on actual language use: successful, realistic, rather than simply correct communications. Emphasis on language skills. Use of techniques to make classroom simulate real foreign language environment.

Aims: to produce efficient communicators, from beginner level onward.

4. \_\_\_\_\_

Principles: emphasis on repetition, drills, positive reinforcement of correct language production, negative reinforcement of errors. Extensive use of technology, e.g. language labs, filmstrips, recordings.

Aims: training large numbers of learners to produce correct sentences in a foreign language as efficiently as possible.

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

1. What are the guidelines on giving effective explanation and instruction?
2. What are the guidelines for ordering components of a lesson?
3. What are the characteristics of efficient reading?
4. What are the criteria for evaluating lesson effectiveness?
5. What are the guidelines on presenting and explaining a new grammatical structure?
6. Normally, when a teacher teaches vocabulary, what needs to be taught?
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 an extract opinion on learning grammar, please make comments on it:

“The important point is that the study of grammar as such is neither necessary nor sufficient for learning to use language.”

2. Here is a practice activity on teaching vocabulary, please make comments on it:

*Teacher: Who knows the meaning of the word “disappointed”? (Puzzled looks; a student hesitantly puts up his hand) Yes?*

*Student 1: Write a point?*

*Teacher: No... anyone else? (silent) Come on, think everybody, try again?*

*Student 2: Lose 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.)*

3. Here is a writing task, please make comments on it:

*Write an answer to a (given) letter of complaint.*

4. Here is a metaphor for a lesson: **a football game**. Do you agree or disagree?

5. 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.*

#### **IV. Discussion (25%)**

##### **How to motivate my students?**

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 how to motivate the students who do not seem to be interested in learning English. What follows is a mail written by a Chinese teacher who is seeking help.

Please read the following mail, and decide whether you can offer her any ideas on motivating the students. You are required to *write a reply mail no less than 100 words wherein you are to state your own position and justify it.*

*Dear all:*

*I'm teaching at a junior middle school in China. There are half of the students who are good at English and like to study English further. However, the other half students don't like English and don't want to study. I have tried to teach them the new words, then the grammars in the text, then I give them some exercises to practice their English. However, as the days pass by, more and more students failed the examination. I have surveyed some students; they said that they didn't want to spend too much time to recite the new words. "It's boring!" they said. But if there are too many words that they don't know, how can they speak or write?! Because the requirements for them are improved as they grow older, so the items are getting more and more difficult. More and more students would face failure. So I don't know how to deal with the problem. Please give me some idea.*

*Thank you!*

*Wancui Lu*



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期末考试 答案 B

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

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

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

1. page 16-17
2. page 217-218
3. page 148
4. page 220
5. page 82-83
6. page 60-62

Form: pronunciation and spelling;

Grammar; collocation; aspects of meaning. Word formation.

7. Omitted
8. Omitted

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

1. Page 77-78
2. 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.
3. 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.
4. Page 214, 223.
5. Page 111-112, Ur, 2000

**IV. Discussion (25%).**

Omitted.