



西北师范大学
Northwest Normal University



外国语学院

英语专业 2007 - 2008 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. deductive method
- B. skimming
- C. bottom-up method
- D. product-oriented approach
- E. learner-centered teaching

- () 1. The teacher focuses on the end result of the learning process, and the learner is expected to be able to do as a fluent and competent user of the language.
- () 2. Recognition of the differences among learners has encouraged teachers to take learner's motivation, needs, interests and learning styles into account, and also try to individualize learning. Poor learners may become more successful with learner training, including encouragement to be more autonomous.
- () 3. The teacher relies on reasoning, analyzing and comparing. First the teacher writes an example or draw attention to an example in the textbook, then explains the underlying rules regarding the forms and positions of certain structural words, finally the students practice applying the rule to produce sentences with given prompts.
- () 4. The teacher teaches reading by introducing new vocabulary and new structure first and then going over the text sentence by sentence. This way of teaching reading reflects the belief that reading comprehension is based on the understanding and mastery of all the new words, new phrases and new structures as well as a lot of reading aloud practice. Also this reading follows a linear process from the recognition of letters, to words, to phrases, to sentences, to paragraphs, and then to the meaning of the whole text.
- () 5. The students read quickly to get the gist, the main idea of the text.

II. Choose 5 of the following 7 questions to answer (30%).

1. What are the guidelines on giving effective explanation and instruction?
2. Should teachers use authentic materials or specially written materials in listening/reading classroom? Give reasons for your answer.
3. What are the differences between written and spoken discourse?

4. What are the differences between inductive and deductive approaches in grammar teaching?
5. Are there techniques that are particularly appropriate for the presentation of certain types of words?
6. In writing, what should teachers' feedback be mainly on: language, Content or organization?
7. What's your understanding of the 3P teaching model?

●

●

●

●



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

1. Vocabulary activity

Teacher: Who knows the meaning of the word disappointment? (Puzzled looks; A student hesitantly puts up his hand) Yes?

Student 1: Write point?

Teacher: No... anyone else? (silence) Come on, think everybody, and 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.

2. Multiple-choice: Choose the letter of the item which is the nearest in meaning to the word in italics.
He was *reluctant* to answer

A. unprepared B. unwilling C. refusing D. slow

3. Picture difference: The students are in pairs; each member of the pair has a different picture (either A or B). Without showing each other their pictures they have to find out what the differences are between them.

4. Here is an opinion on the using and function of syllabus, please make comments on it.

The syllabus of the language school where I teach is very comprehensive: it includes grammar, vocabulary, functions, notions, situations; and gives references to material I can use. I use it all the time and could not do without it. When preparing a teaching session or series of sessions I go first to the syllabus, decide what it will be appropriate to teach next according to its programme, plan how to combine and schedule the components I have selected, and take the relevant books or materials from the library as I need them.

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

IV. Teaching activity designing (25%)

The following text is extracted from *Senior English for China Students' Book 1B* published by People's Education Press in 2006. The extract is based upon the reading activity of the Unit 19. Work out a teaching plan of 30 minutes for the students in their first year of senior high school based upon the extract. (25%)

You are supposed to design a reading task for the following reading material. Your design should meet the following requirements:

- ◆ Your reading task should contain at least three stages: *pre-reading stage*, *while-reading stage*, and *post-reading stage*.
- ◆ You need to *specify your teaching objectives* for each of the three stages.
- ◆ It is advisable for you to contain more detailed information in your design, such as *resources* you will use, the *interactive activities* you will organize, and the *time* you will allocate for each activity.

Modern Agriculture

For thousands of years traditional agriculture in China did not change very much. Most farms were one-family businesses. Although China is a very big country, only seven percent of the land can be used for farming. It is on this arable land that the farmers produce food for the whole population of China.

Farmers in China have long used techniques such as fertilization and irrigation to make their land produce more. Over time, many farming techniques have been modernized: chemical fertilizers are now used and electric pumps are used in irrigation. To make as much use of the land as possible, two or more crops are planted each year where possible. Rice, cotton and vegetable seeds are sometimes grown in special seedbed before they are planted in the field. This saves time and allows farmers to grow an extra crop in each season. More advanced technical information was brought in from abroad in the 1980s. Import of technology and machines, and the international exchange of delegations have helped Chinese farmers improve their production.

