

HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION FACULTY OF FOREIGN LANGUAGES TEACHING METHODOLOGY SECTION		END-OF-TERM TEST SCHOOL-YEAR 2015-2016 Subject: ELT METHODOLOGY 1 Subject Code: METH320138 Date: January 14, 2016 Time: 60 minutes No further materials or explanations are allowed. This test paper consists of 9 pages in total. Students write answers on the ANSWER SHEET.
Invigilator 1	Invigilator 2	Student's Name: Student ID No: Ordinal Order: Room:
Marker 1	Marker 2	
Number of correct answers:	Number of correct answers:	
Score and Signature:	Score and Signature:	

ANSWER KEY

PART I. TRUE/ FALSE STATEMENTS (3 marks)

No	Answers	No	Answers	No	Answers	No	Answers	No	Answers
1	F	4	F	7	T	10	F	13	T
2	T	5	F	8	F	11	F	14	F
3	T	6	F	9	T	12	T	15	F

PART II. SHORT ANSWERS (3 marks)

Teaching situation 1

Answer: Either CLT principles or CLT activities characteristics can be used to explain the situation. Other relevant criteria can also be used for the analysis. However, students need to show at least three important points for the full score. Here are two examples.

(1) The activity incorporates the three principles of CLT, namely requiring some communication, including real-world task, and using meaningful and authentic language. [Detailed answer is required.]

(2) The activity incorporates several characteristics of a CLT activity, namely a desire to communicate, a communicative purpose, content not form, variety of language, no teacher intervention, and no materials control. [Detailed answer is required.]

Teaching situation 2

Either AL principles or characteristics of AL activities can be used to explain the situation. Other relevant criteria can also be used for the analysis. However, students need to show at least three important points for the full score. Here are some key features:

Dialogue, lots of repetition, listening and speaking, drills, praise, sentence patterns. [Detailed answer is required.]

Teaching situation 3

Either Grammar-Translation principles or characteristics of Grammar-Translation activities can be used to explain the situation. Other relevant criteria can also be used for the analysis. However, students need to show at least three important points for the full score. Here are some key features:

Related teaching techniques used (Reading comprehension questions, antonyms, translations of words and a literary passage in the written form), vocabulary and reading skill focused, teacher's authority, students doing as told, mainly teacher → students interaction, teacher's correction to students' incorrect answers, considerable use of L1 in classroom. [Detailed answer is required.]

PART III. FREE WRITING (4 marks)

Teaching situation 1

Answers may vary, depending on one's interpretation of the situation. It should be either of the following possibilities.

- (1) The situation generally shows that the teacher did not establish a good relationship with all students in the previous class. He/She favored some students, and this is recognized by other students. Therefore, the teacher may have to show students a few ways to help them become his/her favorite students. This is likely to require students to study harder and develop a better relationship with the teacher. [Detailed answer is required.]
- (2) Some students in the previous class did not interpret the teacher's behaviors properly. The teacher might have not favored other students. She/he talked to them more often simply because they were more active, keen on studying, and interested in asking him/her questions frequently. The teacher then has to persuade these students to be more active in class. [Detailed answer is required.]

Teaching situation 2

Answers may vary, depending on one's interpretation of the situation. Detailed answer is required.

Some suggestions:

- Providing students with different material
- Giving students different tasks

- Giving students different roles
- Rewarding early finishers
- Encouraging different students responses
- Identifying students strengths
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Teaching situation 3

Answers may vary, depending on one's interpretation of the situation and their understanding of the typical characteristics of adolescent students. Detailed answer is required.

Some suggestions:

- Designing material at the students' levels with topics they can react to.
- Encouraging students to respond to texts and situations with their own thoughts and experiences.
- Designing a variety of tasks that require students to use their knowledge to answer questions or solve problems
- Designing tasks with certain levels of challenge to motivate students
- Helping students to be aware of contrasting ideas and concepts which they can resolve for themselves
- Organizing pair, group or whole-class discussion on abstract issues
- Providing students with guiding questions for reading before class
- Encouraging different students responses
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