

<b>HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION</b>  <b>FACULTY OF FOREIGN LANGUAGES</b>  <b>TEACHING METHODOLOGY SECTION</b>		<b>END-OF-TERM TEST</b> <b>SCHOOL-YEAR 2016-2017</b> <b>Subject: ELT METHODOLOGY 1</b> <b>Subject Code: METH320138</b> <b>Date: December30, 2016</b> <b>Time: 60 minutes</b> <b>No further materials or explanations are allowed.</b> <b>This test paper consists of 10 pages in total.</b> <b>Students write answers on the ANSWER SHEET.</b>
<b>Invigilator 1</b>	<b>Invigilator 2</b>	<b>Student's Name:</b> ..... <b>Student ID No:</b> ..... <b>Ordinal Order:</b> ..... <b>Room:</b> .....
<b>Marker 1</b>	<b>Marker 2</b>	
<b>Number of correct answers:</b>	<b>Number of correct answers:</b>	
<b>Score and Signature:</b>	<b>Score and Signature:</b>	

## ANSWER KEY

### PART I (2 marks)

<b>1</b>	<b>T</b>	<b>F</b>	<b>6</b>	<b>T</b>	<b>F</b>
<b>2</b>	<b>T</b>	<b>F</b>	<b>7</b>	<b>T</b>	<b>F</b>
<b>3</b>	<b>T</b>	<b>F</b>	<b>8</b>	<b>T</b>	<b>F</b>
<b>4</b>	<b>T</b>	<b>F</b>	<b>9</b>	<b>T</b>	<b>F</b>
<b>5</b>	<b>T</b>	<b>F</b>	<b>10</b>	<b>T</b>	<b>F</b>

### PART II (2 marks)

<b>11</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>16</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>17</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>13</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>18</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>14</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>19</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>15</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>20</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**PART III (2 marks)**

<b>21</b>	<b>CLT</b>	<b>26</b>	<b>DM/ CLT</b>
<b>22</b>	<b>AL</b>	<b>27</b>	<b>AL</b>
<b>23</b>	<b>DM</b>	<b>28</b>	<b>CLT</b>
<b>24</b>	<b>AL</b>	<b>29</b>	<b>DM</b>
<b>25</b>	<b>GT/ AL</b>	<b>30</b>	<b>CLT</b>

**PART IV (2 marks)**

**Teaching situation 1**

Either the principles or characteristics activities of the Direct method 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 is the example.

The activity incorporates different principles of Direct method: (a) Students associate meaning and the target language directly; (b) Pictures are used to help students understand the meaning of new words or phrases; (c) Students practice vocabulary by using new words in complete sentences; (d) The teacher does not translate new words into the students' native language; and (e) Vocabulary and pronunciation are emphasized. [Detailed answer is required.]

*Teacher's role:* Controller, language model

**Teaching situation 2**

Either CLT principles or characteristics of CLT 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:

(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; a focus on content, not form; variety of language; no teacher intervention; teacher's roles as facilitator, prompter and organizer; no materials control; use of authentic materials; use of communicative activities such as scrambled sentences and role play. [Detailed answer is required.]

*Teacher's role:* facilitator, organizer, prompter, provider of comprehensible input

## **PART V (2 marks)**

### **Teaching situation 1**

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

#### ***Some suggestions:***

- Identifying students' strengths and weaknesses
- Providing students with different material and giving them a chance to choose some topics for practice speaking as well
- Providing students with guiding questions to prepare for lessons before class
- Giving students different tasks to practice speaking in class and at home
- Giving students different roles in pair work and group work
- Rewarding early finishers
- Encouraging different students' responses
- ...

### **Teaching situation 2**

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

#### ***Some suggestions:***

- Identifying students' strengths and weaknesses
- Designing material at the students' levels with topics they can react to.
- Giving students different tasks
- Giving students different roles in pair work and group work
- Rewarding early finishers and giving praise
- Encouraging different students' responses
- Organizing interactive games regularly
- Keeping discipline in class and giving punishments when necessary
- ...

### **Teaching situation 3**

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

#### ***Some suggestions:***

- Identifying students' strengths, weaknesses and learning styles
- 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
- Giving students different roles in pair work and group work
- Requiring students in groups to take turn to give answers
- Requiring a different student to be the representative of each group in different activities
- Encouraging different students' responses
- ....