

HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION FACULTY OF FOREIGN LANGUAGES TEACHING METHODOLOGY SECTION		FINAL TEST OF ELT METHODOLOGY 2 TERM II – SCHOOL YEAR 2015-2016 Subject Code: METH320238 Date of test: June 23, 2016 Time: 75 minutes No further materials or explanations are allowed. This test paper consists of 10 pages in total. Students write answers on the QUESTION PAPER.	
Invigilator 1	Invigilator 2	Student's Name: Student ID No.: Ordinal No.: Room:	
Examiner 1	Examiner 2		
Score:	Score:		

SUGGESTED ANSWERS

SECTION 1 (4 pts)

Part I, II & III (2 pts; 0.1 pt/ 1 correct answer)

No	Answers	No	Answers	No	Answers	No	Answers	No	Answers
1	A	5	A	9	A	13	C	17	C
2	C	6	B	10	B	14	B	18	B
3	C	7	B	11	C	15	A	19	C
4	B	8	B	12	A	16	A	20	A

Part IV. (2 pts; 0.5 pt/ 1 correct answer)

Answers may vary, depending on one's interpretation of the situation. Nevertheless, students should choose ONLY ONE ANSWER TO EACH OF THE QUESTIONS AND GIVE EXPLANATION. Other relevant information from the test paper can also be used for the analysis and response to the question. Specifically, students need to show at least the following points for the full score:

Lesson 1:

Either technique A, B or C is the accepted answer.

Technique A/B: In the lesson, fluency is being focused, so the teacher should not interrupt the students when they are practising speaking. The teacher can collect the

students' errors and correct later with the whole class or ask students to make peer or self-correction.

Technique C: Immediate teacher correction is required when accuracy is being focused and miscommunication is caused due to students' errors.

Lesson 2:

Technique: C – Immediate teacher correction

Explanation:

- Accuracy is being focused in the drilling stage.
- The teacher needs to help students realize the errors immediately so that students can avoid making the same errors in the next stage of the lesson.

Lesson 3:

Either technique A, B or C is the accepted answer.

Technique A: This is a game to help students consolidate what they have learned. Errors can be delayed until the end of the activity and corrected with the whole class.

Technique B: Accuracy is focused. Another student can be called to provide a model for the student with the mistake to repeat.

Technique C: Accuracy is focused. The teacher can give help immediately by giving correction or providing a model for the student to help him/ her avoid making the same mistake later.

Lesson 4:

Technique: C – Immediate teacher correction

Explanation:

- Miscommunication is being caused and other students in the class cannot understand the ideas in the presentation.
- Immediate teacher correction needs to be provided, or else the student's presentation is useless.

SECTION 2 (6 pts)

Answers may vary, depending on one's interpretation of the situation. Other relevant information from the test paper can also be used for the analysis. Specifically, students need to show at least the following points for the full score:

Task A - Teaching vocabulary (3pts)

No	Suggested Word List for Passage 1	Suggested Word List for Passage 2
1.	household, electronic rubbish (or e-rubbish), out-of-date, journalist, photographer, equipment, recycle, toxic chemical, export, manufacturer, eco-friendly	adventurer, mountaineer (or mountainous), challenge, achievement, road tripper, ambition, risk, minefield

Students must choose 5 words from each word list above and decide different techniques to teach vocabulary for the full score of this part. The teaching techniques should be as varied as possible.

Task B. Teaching grammar (3pts)

Students must provide detailed answers to the questions in this part. Specific information related to name of the grammar point, objectives of the lesson, preparation, teacher's role(s), students' role(s), and steps must be given for the full score. Students can follow PPP or TBL to present the grammar point. Here are some key features:

	Passage 1	Passage 2
1. Suggested grammatical point	Simple Past Passive Voice Gerund Possibly accepted answer: Relative clause (The total score will be decreased.)	Simple Past Relative clause Comparatives
2. Required steps and contents	<ul style="list-style-type: none"> - Lead-in activity - Form + Meaning + Use of the grammatical point (Must be clarified) <ul style="list-style-type: none"> + Who will do it? + What should be done? + How to do it? - Checking Students' Understanding 	