

考试科目(Course Name): 06310200 TESOL

_____专业_____年级_____班 姓名_____ 学号_____

我承诺, 遵守《_____》, 诚信考试。

签名: _____ English name _____

题号 QUESTION NO.	PART I (30 分)	PART II (30 分)	PART III (10 分)	PART IV (30 分)	TOTAL SCORE (100 分)	教师签名 Signature
得分 SCORE						

Part I Multiple Choice (___/30 points)

Directions: Circle the best answer. (Select one)

EXAMPLE: (___/0) What does TESOL stand for?

- (a) Tiny Egg-Shaped Old Ladies
- (b) Terrific Excellent Syllables of Language
- ☒ (c) Teaching English to Speakers of Other Languages

1. The Audiolingual teaching method asserted that:

a. It is important to allow students to speak freely without correction to improve fluency.

b. It is important for teachers to prevent or correct student errors because errors can lead to the formation of bad habits.

c. Language learning is motivated by the desire to communicate information, so meaning is more important than form.

d. Language learning is a process of habit formation and forming habits requires correct target language modelling.

e. b & d
2. Larsen-Freeman and Anderson assert that:

a. There is one correct method and learning its components is the key to better teaching.

- b. Methods are tools teachers deploy to fit the situation, there is NOT one correct method.
- c. Classrooms are complex and learners are not mechanical, so it does not make sense to assume applying certain techniques will always work in the same way.
- d. a & b
- e. b & c

3. Reflective teachers do NOT:

- a. Actively evaluate their own practice and seek ways to improve.
- b. Think about how to incorporate learner feedback in future lessons.
- c. Consider observation feedback of other teachers as they plan.
- d. Follow the latest, most popular teaching methods and try all of them.

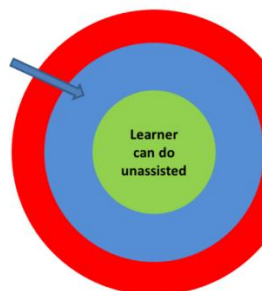
4. The FIRST thing to do in your classroom to support literacy for young learners is to

- a. Correct them each time they make a mistake, so they do not learn the wrong letter-sound combinations
- b. Give many homework assignments that reinforce reading and writing skills
- c. Create a language- and print-rich environment so that they will have exposure to varied language and many opportunities to see and hear language in use.
- d. Make sure all learners copy the set phrases and dialogues precisely.

5. The four key sections of a written lesson plan are:

- a. Phonemes, graphemes, phonics and morphology.
- b. Objectives, preparation, procedure and assessment
- c. Reading, writing, listening, and speaking
- d. Social-emotional, cognitive, motor skills, art & expression

6. Vygotsky suggested that we can learn more with help of a skilled peer or teacher than we can alone. Vygotsky called the area of learning that is outside of our grasp alone but that can be reached with help, indicated by the arrow on the diagram below, the . . .



- a. Instruction mid-circle (IMC)
- b. Could-reach range (CRR)

- c. Zone of Proximal Development (ZPD)
 - d. Intermediate learning curve (ILC)
7. Changing how you teach a lesson to more offer options for certain students or modifying materials in several ways so materials meet the varying needs of students in the same class is called:
- a. Differentiation
 - b. Morphology
 - c. Assessment
 - d. Setting objectives
8. In teaching, a *Scope and Sequence* document is
- a. a test given at the end of term
 - b. a summary of what is to be taught and in what order over the term or year
 - c. another name for a daily lesson plan
 - d. an international standard for language assessment
9. CVC stands for _____ and is _____.
- a. Changing vocabulary curriculum a teaching technique.
 - b. Consonant Vowel Consonant a word pattern taught in early phonics.
 - c. Changing vocabulary curriculum a differentiation pattern
 - d. Consonant Vowel Consonant an assessment measure
10. IPA stands for
- a. International Phoneme Association
 - b. Integrative Physical Argument
 - c. International Phonology Association
 - d. International Phonetic Alphabet
11. Two areas of the brain that are responsible for spoken language are
- a. The visual cortex and the parietal lobe
 - b. The amygdala and the brain stem
 - c. Broca's area and Wernicke's area
 - d. Larsen's section and Freeman's section
12. A compound word is
- a. A word made of two smaller words
 - b. A word with a suffix
 - c. A morpheme

d. A word that sounds the same as another word with a different meaning

13. Compared to learning to speak, learning to **read and write** in L1 (one's native language) is:

- a. Much easier and develops without explicit instruction
- b. Much more complex and develops only with explicit instruction
- c. About the same and develops at the same time as children learn to speak, with or without explicit instruction
- d. Much more complex, but will develop without explicit instruction

14. A collocation is

- a. A word made up of two smaller words
- b. Combinations of words that are habitually used together
- c. A synonym
- d. A style of speaking

15. To support language learning and literacy for young learners, teachers should ensure that there is high-quality language input in their classrooms, which means:

- a. There is a uniform repetition of the same limited structures, always in the same activities, and employing a clearly delineated small set of words, so that learners can easily memorize them.
- b. There is a carefully modelled and controlled set of dialogues repeated each day, with triggering pictures to cue meaning to form good language habits.
- c. There is a wide variety of vocabulary, sentence structures, and functional use of language across contexts to expose learners to the rich range of real language use.
- d. There is no need to consider which language is used in the classroom, so long as the environment is supportive.

Part II Matching (___/ 30 points)

Directions: Match each numbered term to its corresponding lettered definition. Write the matching letter in the blank space.

(___/10) Matching Part 1:

- ___ 1. Phoneme
- ___ 2. Grapheme
- ___ 3. Morpheme
- ___ 4. Phonology
- ___ 5. Phonics

A. Written symbol for a sound in spoken language

B. Smallest unit of meaning language

- C. A method of teaching reading by systematically teaching grapheme-phoneme correspondences
- D. Smallest unit of sound in language
- E. Study of language sounds

(____/10) Matching Part 2:

- ____ 1. Orthography
- ____ 2. Syntax
- ____ 3. Semantics
- ____ 4. GPC
- ____ 5. Phonemic Awareness

- A. Knowing the sounds that make up words
- B. Correspondence between a sound and its symbol
- C. Meaning in language
- D. How a language is written
- E. Rules of word order in sentences

(____/10) Matching Part 3:

- ____ 1. Segmentation
- ____ 2. Blending
- ____ 3. Trigraph
- ____ 4. Syllable
- ____ 5. Decoding

- A. Using print-to-sound relationships to sound out written words when learning to read.
- B. Combining sounds to make a word
- C. Three letters that combine to make one sound
- D. A unit of pronunciation with at least one vowel and often one consonant
- E. Separating a word into its sounds or phonemes

Part III Short Answer Questions (____/ 10 points)

Directions: Briefly answer the following questions using 2-5 complete sentences.

1. (____/ 5) Describe Joe Ruhl's concept of student choice and how it works in the classroom.
What are advantages and disadvantages of this teaching method?

2 (____/ 5) Explain the key parts of a lesson plan and what each part contains. How must parts of the plan be linked or aligned to one another?

Part IV Long Answer Questions (____/ 30 points)

Directions: Choose one of the two questions below. Apply what you have learned in class to write a reasoned and thoughtful response of 120-200 words. Remember to give specific examples in your argument.

Demonstrates understanding (/6 分)	Organization & Clarity (/6 分)	Provides specific examples (/6 分)	Analysis Quality & Unique Perspective (/6 分)	Vocabulary, Grammar & Mechanics (/6 分)	Total (/30 分)

Option 1: The APA's first principle for teaching and learning states that:

*Students' beliefs or perceptions about intelligence and ability affect their cognitive functions and learning. Students with a **growth mindset** focus on learning goals, are more willing to take on challenges, and rebound more easily from negative feedback and failures compared to students with a fixed mindset.*

In your own words, what does this statement mean? Do you think this statement is true or not? How will your belief shape your classroom teaching practice? (Or, if you do not plan to teach as a career, how will your belief shape your own future learning?)

Option 2: In your opinion, what important principles of how we learn language should shape language teaching and learning practices?

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