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| TRƯỜNG ĐẠI HỌC VĂN LANG | | **ĐÁP ÁN KẾT THÚC HỌC PHẦN** | | | |
| **KHOA NGOẠI NGỮ** | | | Học kỳ: 1 | Năm học: | **2021 - 2022** |
| Mã học phần: 7NA0230 Tên học phần: Phương pháp giảng dạy 1 | | | | | |
| Mã nhóm lớp HP: 211\_7NA0230\_01 |  | | | | |
| Thời gian làm bài: | 90 (phút) | | | | |
| Hình thức thi: | **Tự luận** | | | | |

## **Cách thức nộp bài phần tự luận (Giảng viên ghi rõ):**

- SV gõ trực tiếp trên khung trả lời của hệ thống thi;

1. **Write T for true and F for false beside each statement.** (**2marks**, 0.2 mark for each statement)
2. Desuggestopedia is known as affective-humanistic approach. **T**
3. In a content-based instruction (CBI) class, students are evaluated on their knowledge of the content and their language ability. **T**
4. In the silent way, learning is facilitated when learners remember and repeat the information. **F**
5. In a class applied the CLL, the teacher only uses L1. **F**
6. The learner autonomy is respected in a class of the silent way. **T**
7. In a content-based instruction (CBI) class, both the content & the language are targets for learning. **T**
8. In a class applied the silent way, pronunciation is focused from the beginning. **T**
9. In a total physical response (TPR) class, vocabulary & grammatical structures are emphasized over other language areas. **T**
10. In a class applied desuggestopedia, teachers only use L1 to help students eliminate & overcome the barrier to learning. **F**
11. In a class taught with the silent way, the students are required to keep silent. **F**
12. **Write the answer to each question.** (**4 marks**; 2 parts; 2 marks for each)

*To get full mark, students are expected to develop the main ideas into full sentences and present them with their own explanation and examples.*

*Students get zero if plagiarism is detected.*

1. What should a teacher consider when she tends to apply community language learning (CLL) in his/her class?

**Suggested answer:**

* Recognize and understand Ss’ difficulties, feelings, anxiety and desires when coming to his/her class
* Use L1 to enhance Ss’ security and help them eliminate their negative feelings
* Explain the activities clearly & carefully
* Be proficient in translation to help Ss translate what they want to express in L2
* How to respond to Ss’ problems, comments & mistakes
* Time limitation

1. Discuss the benefits that students could get if they were taught with content-based instruction (CBI).

**Suggested answer:**

* Language learning becomes more interesting and motivating
* CBI provides learners with a wide educational knowledge of different topics.
* Learners develop valuable study skills: note – taking, summarizing, extracting key information from the texts.
* Learners can improve pair work / group work.
* Learners master both the content and the language.
* Learners are more motivated to language learning since they feel it useful and practical.

1. **Applications (4 marks**; 2 parts; 2 marks for each)

* Class:
* 20 students
* Ages: from 10 to 13 years old
* Level: pre-intermediate
* Grammatical structure: *Present Simple*

1. Apply the techniques of desuggestopedia to set up a learning environment in which students feel relaxed, confident, and secure to learn the structure.

**Suggested answer:**

* Classroom is decorated colorfully and brightly with some posters containing colorful pictures describing people’s daily routines.
* A cassette is used to play music
* 3 drums are on the table to play games
* Several flash cards describing people’s habits are on the table.
* Tables and chairs are arranged in a circle / semi-circle
* Comfortable light is switched on.
* Some balls, hats, and masks are placed in a corner.

1. Plan part of a TPR lesson in which the *Present Simple* tense is introduced.

**Suggested answer:**

* Introduce the method
* T uses L1 to introduce the way she will present the lesson: “Class, you won’t speak English. You just listen to me and do as I do.”
* Present the lesson
* T asks 5 volunteers to join the activity
* T says some sentences containing present simple and perform the actions
* “I wake up at 6 a.m.”
* “I have breakfast at 7 a.m.”
* “I like playing the guitar.”
* T acts out the action, five volunteers imitate her.
* T repeats the sentences again; however, at this time she keeps seated. The volunteers themselves perform the actions.
* T chooses some students from the audience to perform the actions when she says the sentences again.
* “I wake up at 6 a.m.”
* “I have breakfast at 7 a.m.”
* “I like playing the guitar.”
* The class has mastered performing the actions, T introduces the new ones.
* “I go to school at 7:30.”
* “I often listen to music.”
* “I like reading books.”
* Students perform the actions with her.
* T writes the new sentences on the boards; Students copy the sentences into their notebook.

**THE END**

*Ngày biên soạn: 15/10/2021*

**Giảng viên biên soạn đề thi:** **Nguyễn Thị Thu Hằng**

*Ngày kiểm duyệt: 20/10/2021*

**Phó trưởng Bộ môn kiểm duyệt đề thi: Lê Quang Thảo**