

Moodle Final Exam Questions

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Wk1 – Q5

Suppose that students are asked to take a public opinion poll at school and present the results to their classmates. Is this activity a task, or is it an exercise?

- Task**
- Exercise

Wk1 – Q6

Which one of these statements is NOT a principle of student-centred learning?

- Use a variety of teaching methods.
- Create a stimulating classroom environment.
- Encourage students to share ideas and opinions.
- Teach to the students' abilities and learning styles.
- Treat students as vessels to be filled with knowledge.**
- Involve family and community members as learning resources.

Wk2 – Q2

Select the statements below that are generally more accurate for **adolescent learners** than for very young learners.

- They have a short attention span.
- Pleasing their peers is often more important than pleasing the teacher.**
- Understanding the purposes and reasons for class activities is important to gaining their cooperation.**
- It's important to allow numerous opportunities to move (kinesthetic learning) during the lesson.
- Written instructions are more appropriate than step-by-step modeling by the teacher.**
- They need concrete lessons that use real objects.

Wk2 – Q6

Select the statement below that expresses the opinion most educators would agree upon regarding learning-centred instruction.

- Students should guide their own instruction by leading teachers to interesting and fun topics the students wish to study.
- Teachers should guide student instruction by determining what is not only interesting but what is important to study to achieve desired outcomes.**

Wk3 – Q2

What is the best definition of the term “alternative assessment”?

- Fundamental knowledge all students should learn in school
- A collection of questions that measure abilities in an area or in several areas
- An alternative to a paper and pencil test; refers to non-conventional methods of assessing achievement (e.g., work samples and portfolios)**
- The process of testing and measuring skills and abilities
- Levels of academic performance used as checkpoints to monitor progress toward performance goals and /or academic standard

Wk3 – Q8

What are two essential features /components of task-based assessment?

- Providing clear criteria for measuring the learner’s performance**
- Eliciting performances (as authentic as possible) related to specific learning targets and objectives**
- Requiring students to rate their own performances.
- Making sure that assessment tasks are formative in nature.

Wk4 – Q4

Which of the following statements accurately describe what occurs during active learning?

- Students listen to the teacher and take notes.
- Students analyze, synthesize, and evaluate information.**
- Students are engaged in constructing their own knowledge.**

Wk 4 – Q6

A proficient speaker demonstrates which of these skills?

- Chooses the correct vocabulary**
- Uses the correct punctuation
- Uses grammar structures accurately**
- Produces the sounds, stress patterns, rhythmic structures, and intonations of the language**
- Anticipates and produces the expected patterns of specific discourse situations**
- Manages elements such as taking turns, rephrasing, and providing feedback**

Wk 5 – Q7

Suppose that a student is working on a unit about the solar system. In which of these activities is the student practicing a higher level thinking skill?

- Constructing a model of the solar system.**
- Writing and illustrating a booklet about Mars.**
- Reciting the names of the planets in order of their distance from the sun.
- Preparing for and participating in a debate about the pros and cons of space exploration.**

Wk 5 – Q10

What can teachers do to prepare students for real-world speaking interactions?

- Give students more opportunities for reflective journaling.
- Teach real interaction patterns, such as Initiate, Respond, Follow-up.**
- When preparing students for a spoken task, make students aware of any relevant L1 strategies that might help them perform the task successfully.**
- Intervene during a communicative task to correct a lexical, pronunciation, or grammatical error.

Wk6 – Q3

Select all the true statements below:

- “Coherent” means well connected by the use of linguistic structures such as “although, however, still...”
- “Coherent” means the text makes sense and is clear to the reader.**
- Coherent text will always be cohesive.
- “Cohesive” means formal.
- “Cohesive” means well connected by the use of linguistic structures such as “although, however, still...”**
- Text can be cohesive but not coherent.**

Wk6 – Q6

What are some of the benefits of involving students in making decisions about their own learning?

- Teachers can reduce the amount of work they need to do.
- Students feel respected and more valuable.**
- Students find more ways to develop their individuality.**
- Students are more motivated to explore topics they are interested in.**
- Making choices allows more opportunities for students to use learning styles that are most effective for them.**

Wk7 – Q1

What are two basic causes of students' English writing errors, according to Harmer?

- Lack of practise
- Developmental process marked by 'over-generalisation' of rules**
- Poor attitude
- Incorrectly coded error feedback from the teacher
- Interference of L1**

Wk7 – Q3

What influencing factors do students need to understand to be successful in following the genre approach to writing?

- The audience they are writing for**
- The context in which the writing will be read**
- The length of time it takes to write the passage
- The purpose of the communication**
- The degree of formality that is appropriate**
- The conventions or style of the genre**

Wk7 – Q5

Independent thinking is not always easy for students. Independent thinking veers off the "regular path" and causes cognitive dissonance (holding two contradictory ideas simultaneously) until the learner comes to revised understanding as new information has been successfully integrated with the old. What are the benefits of encouraging students to think independently?

- Through cognitive dissonance, students reshape their prior knowledge resulting in growth.**
- Learners need less interaction with teachers.
- Thinking independently gives students self-confidence especially in the face of peer pressure.**
- Independent thinking provides the foundation for rational decision making.**

Wk9 – Q1

Select the TRUE statements according to the content in Harmer,

- Syntax is the knowledge of how to combine the smallest units of grammar with known words to form new words with different meanings.
- Native language (L1) speakers understand the rules of how to form correct sentences, even if they cannot consciously describe those rules.**
- Grammar is the description of the ways in which words can change their forms and can be combined into sentences.**
- Spoken and written grammar rules are essentially the same, with spoken grammar being slightly more formal.

Wk9 – Q3

What does Krashen believe to be true about learning English as a second language?

- There are two different systems of second language performance: the structure system and the motivation system.
- Learners progress when they receive input that is one step beyond their current stage of linguistic competence.**
- As learners produce the target language, the “learning” system provides a planning, editing and correcting function, referred to as the Monitor hypothesis.**
- The study of the grammatical structure of a language and the rules related to that structure is very important to language growth.
- “Learning” is the product of formal instruction and is less important than “acquisition” which is the result of a subconscious process of responding to meaningful target language input.**

Wk9 – Q4

Which statement below correctly expresses the opinion of Professor Larry Lynch regarding the use of implicit and explicit grammar instruction?

- Grammar teaching should be implicit because students must develop language skill by using language in natural, communicative situations.
- Grammar teaching should be explicit because there are a number of illogical English language constructions that are not easy to understand, even in context.
- Grammar teaching should use both the implicit and the explicit approaches as needed to maximize linguistic growth and to appeal to students’ different learning styles.**

Wk10 – Q1

Some language theorists assign three different meanings to the word “grammar” and refer to grammar 1, grammar 2 and grammar 3. What is meant by the term ‘grammar 2’?

- Our concern for proper usage or language etiquette
- Our conscious knowledge of language that includes ‘concepts and terminology, and analytic techniques for talking about language’**
- Our unconscious knowledge of language that anyone using that language understands in order to communicate

Wk10 – Q2

“Form” refers to the structural or the grammatical aspects of a language. What does the term “form-in-tasks” mean in conjunction with foreign language instruction?

- Focus on grammar separately, removed from communicative tasks
- Focus on teaching form /grammar through tasks**
- Focus on the audience
- Focus on language input and communicative, meaningful tasks without discussing grammar
- Focus on grammar that is processed by the teacher

Wk10 – Q4

What are characteristics of an effective open question?

- They are good at uncovering specific facts.
- They invite students to elaborate and tell more of what they know about a topic.**
- They solicit answers that are only one or two words in length.
- They solicit answers that are more one or two words in length.**
- They do not control the conversation.**

Wk10 – Q6

What are the major phases of a task-based lesson?

- Framework phase
- Post-task phase**
- Non-task phase
- Pre-task phase**
- During-task phase**

Wk11 – Q5

What can a teacher do to ensure that language skills are naturally integrated into authentic tasks?

- Be sure that most of your lessons are teacher-led.
- Develop several exercises that rely on the use of one text.
- Ensure that the task is well formed and includes givens, a learner procedure, and outcomes.**
- Look upon skills as modes of performance, none of which can be used in isolation throughout a speech event.**

Wk11 – Q6

Which learning method does NOT facilitate an integrated skill approach?

- Content-based learning
- Task-based learning
- Grammar-translation method**

Wk11 – Q7

Which of these statements are true of integrated skill instruction?

- The integrated skill approach promotes the dissection of language forms.
- The integrated skill approach exposes English language learners to authentic language.**
- To be successful, teachers should separate integrated skill instruction from content learning.
- The integrated skill approach challenges English language learners to interact naturally in a language.**

Wk11 – Q8

Which of the following statements are true of a student-centred classroom environment?

- The teacher's desk is in the middle of the room.
- The classroom has a library with fiction and nonfiction books.**
- All of the materials displayed around the classroom are produced by the teacher.
- Student desks are arranged in a way that facilitates group interaction.**
- The classroom has a designated space for morning meeting.**

Wk12 – Q1

Match the definition with the technique or method.

A teaching technique whereby a student responds to language input with body motions.

- TPR**
- The Silent Way
- Desuggestopedia

An approach that seeks to remove the psychological barriers that interfere with learning so that students are more able to tap into their mental reserve capabilities.

- TPR
- The Silent Way
- Desuggestopedia**

A method whereby the teacher gives very few verbal cues, which necessitates students helping each other and solving their own problems.

- TPR
- The Silent Way**
- Desuggestopedia

Wk 12 – Q6

Which of these statements are true of TPR?

- It can be used in large or small classes.**
- It is most suitable for students at advanced levels.
- It can be effective with both teenagers and young learners.**
- A classic TPR lesson involves the use of a phonemic chart.
- It is good for kinaesthetic learners who need to be active in class.**

Wk12 – Q3

How might a teacher of a student-centred classroom promote respect for and among the students?

- Conduct daily morning meetings**
- Lead the class in a discussion about rules**
- Praise students who show respect to others**
- Purposefully embarrass students in front of their peers

Wk12 – Q4

Which of these are signs of a successful morning meeting?

- The students are attentive.**
- The teacher stands on the outside of the circle.
- Only a few students participate in the discussion.
- Students feel free to share feelings and opinions.**
- The topic of morning meeting is the same every day.
- Students direct their comments to fellow students, not just the teacher.**