# Moodle Midterm Exam Questions

| Question Name in Moodle | Topic |
|---|---|
| Wk1 – Q1 | Task-based learning |
| Wk1 – Q4 | Attributes of student-centred learning |
| Wk2 – Q1 | Learner characteristics |
| Wk2 – Q3 | Individual differences |
| Wk3 – Q1 | Managing assessment |
| Wk3 – Q5 | Performance-based assessment |
| Wk3 – Q6 | Assessment & learning objectives |
| Wk4 – Q1 | Speaking - definition |
| Wk4 – Q5 | Active learning |
| Wk5 – Q4 | Higher level thinking |
| Wk5 – Q8 | Speaking – feedback |
| Wk5 – Q9 | Reflection |
| Wk6 – Q2 | Writing – controlled |
| Wk6 – Q4 | Writing – process vs. product |
| Wk7 – Q2 | Writing – feedback |
| Wk7 – Q4 | Writing - genre |

Wk1 – Q1

Which of these statements are true of tasks, as defined by Ellis?

- ☐ Tasks primarily involve form-focused language use.
- ☐ **A task can involve any of the four language skills.**
- ☐ **Tasks require that students employ the same kinds of communicative processes as those used in real world activities.**
- ☐ **A task has a clearly defined communicative outcome.**

Wk1 – Q4

Which of these attributes are consistent with student-centred learning?

- ☐ **Parents are treated as partners in their children's education.**
- ☐ The teacher presents information primarily through lecture.
- ☐ **The teacher challenges students to think critically and form their own opinions.**
- ☐ **The teacher considers students' interests, needs, and abilities when planning lessons.**
- ☐ The students learn primarily through repetition and memorization of facts.
- ☐ **The students are actively engaged in constructing their knowledge through exploration, reflection, and interaction with others.**

Wk2 – Q1

Select the statements below that are generally more accurate for **very young learners** than for adolescent 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 – Q3

According to Harmer, what is more important for the teacher regarding the individual differences exhibited by his or her students?

- ☐ To be able to explain in detail a number of frameworks that categorise students by their individual differences.
- ☐ To be able to provide activities in every lesson designed specifically for each student's individual characteristics.
- ☐ **To take time to learn as much as possible about their students' language skill level, learning preferences and personal interests so an appropriate variety of activities can be offered.**

Wk3 – Q1

According to Harmer, how should the assessment of student performance be managed?

- ☐ As input that always comes from the teacher, since self-assessment or evaluation of work by other students could be unfair and inconsistent
- ☐ **With monitored praise, since over-complimenting or praising without genuine interest can be ineffective**
- ☐ **With subtlety, since students are likely to interpret corrective remarks as criticism**
- ☐ By giving students continual praise that encourages them to improve their language skills
- ☐ **By being ready to explain the grading criteria**
- ☐ **By giving feedback on the content of the language production in addition to commenting on language structure**

Wk3 – Q5

What are some characteristics of performance-based assessment?

- ☐ The emphasis is on testing discrete pieces of knowledge.
- ☐ **The emphasis is on the learning process and the product.**
- ☐ **Scoring requires judgment and the use of scoring criteria, also known as rubrics.**
- ☐ Scoring requires an answer key for grading items quickly.
- ☐ **Test items are situation-based and use real-world context.**
- ☐ Test items measure passive knowledge by asking students to recognize correct answers, not produce them.

Wk3 – Q6

According to student-centred principles, what should assessment be based on?
- ☐ Parental preferences
- ☐ Teacher priorities
- ☐ **Lesson objectives**
- ☐ Student feedback

Wk4 – Q1

Speaking is an interactive process of constructing meaning that involves receiving and processing information, as well as producing it.
- ☐ **True**
- ☐ False

Wk4 – Q5

During which of the following activities would students be learning in an active way?
- ☐ **Preparing for a presentation with a small group.**
- ☐ **Solving a problem.**
- ☐ **Planning for and acting out an imaginary but realistic situation.**
- ☐ Watching a movie.
- ☐ **Writing down everything they know about a topic before class begins.**

Wk5 – Q4

Suppose that students are working on a lesson about food. In which of these activities is the student practicing a higher level thinking skill?
- ☐ **Writing a restaurant review.**
- ☐ Listing the names of four vegetables.
- ☐ Pointing to the correct picture of a carrot.
- ☐ **Demonstrating how to make a salad from a recipe.**
- ☐ Repeating the word "potato" after the teacher says it.
- ☐ **Planning a day's menu that includes only healthy foods.**

Wk 5 – Q8

During a communicative task, teachers should intervene to correct a lexical, pronunciation, or grammatical error.
- ☐ True
- ☐ **False**

Wk 5 – Q9

Which one of these activities is LEAST likely to involve reflection on the part of the learner?
- ☐ Journaling
- ☐ **Reciting a poem**
- ☐ Writing a minute paper
- ☐ Discussion with a partner

Wk6 – Q2

Which of the following instructions could be correctly used with **controlled writing activities**?

- ☐ Write a paragraph describing the town where you live.
- ☐ **Write this sentence correctly: We / six o'clock / tea / at / drink / get up /and.**
- ☐ **Listen to the teacher and then complete these sentences by writing the words you heard.   Paper _____wood.**
- ☐ **Rewrite this sentence, but begin with the words "I wish..." and keep the meaning the same: "I'm sorry I didn't make coffee."**
- ☐ Read this paragraph, analyze its structure and then write a similar one of your own.

Wk6 – Q4

Which of the following statements accurately describes the process approach to writing as differentiated from the product approach?

- ☐ The process approach focuses on the aim of the task, the outcomes, e.g., the end product.
- ☐ **The process approach focuses on the stages the writer goes through to create a finished written product (e.g., pre-writing, editing, redrafting, publishing)**

Wk7 – Q2

From the list below, identify the writing feedback strategies that Williams and Mi-mi claim are more effective than others.

- ☐ Providing corrections directly on students' written work.
- ☐ **Allowing peers to give feedback**
- ☐ **Discussing written feedback as part of student-teacher conferencing**
- ☐ **Writing consistent error codes on student work to identify mistakes, followed by students making corrections**
- ☐ Providing general encouragement about students' writing progress
- ☐ **Providing specific feedback about the content of the writing in addition to the format**

Wk7 – Q4

Providing a model is one way of helping learners understand a particular genre. Harmer suggests asking two types of questions as students analyse the model. What are they?

- ☐ Brainstorming questions
- ☐ **Construction questions**
- ☐ **Meaning questions**
- ☐ Motivation questions