

# **QUESTIONS FOR REVISION**

## **I. Teaching methods**

The GTM, The DM, The ALM, The CLT: Review all the principles & techniques & consider their applications to language teaching in VN.

## **II. Some issues related to CLT**

1. Functions & Forms
2. Examples of one form – many functions, one function – many forms
3. Communicative approach to language teaching: The PPP model

## **III. Task-based & the Eclectic approach**

## **IV. Testing**

1. Basic principles & the most common techniques in testing lg areas & lg skills
2. What to remember about marking/assessing

## **Questions**

- 1- What are the underlying theories of learning for the GTM/ALM?
- 2- What features of the Grammar–Translation Method are still used in the present day language classes in Vietnamese high schools?
- 3- Describe some teaching situations in which you may use GMT.
- 4- Discuss how The GTM affects the design of English tests in Vietnamese high schools.
- 5- Point out four merits of the GTM that are not mentioned in your coursebook.
- 6- Find out four benefits and four problems that Vietnamese learners may have if they are taught by the GTM/DM/ALM/CLT.
- 7- Think of the three techniques of the DM/ALM/CLT you like to employ in your future teaching situation and explain why you need to use them.
- 8- How do the Grammar Translation Method and the Direct Method supplement each other?
- 9- What is the ALM's point of view in developing learners' fundamental communicative skills?
- 10- Discuss why Vietnamese learners are afraid of making errors in classroom and consequently become reluctant in classroom participation.
- 11- Point out some similarities between the DM and the ALM.
- 12- Why is it true that learners taught with the ALM are well-trained parrots? Discuss all audio-lingual techniques that are used to achieve this purpose.
- 13- State the goal of the Communicative Approach and explain what it means.
- 14- List 4 typical activities of CLT and clearly tell what should be done for the students to perform them effectively.
- 15- Contrast the major distinctive features of the ALM and the CLT in terms of their goals; the roles of the teacher; language and skills focused; the role of L1 and teacher's attitude to students' errors.
- 16- Discuss how the principles of the learning theories you have learned are applied to the 3-stages of a communicative language lesson.

17- State the differences between the DM and the CLT in terms of their nature of student - teacher interaction, areas of language and the role of students' native language.

18- Think of 3 merits and 3 defects of the Communicative Approach and tell what should be done by the teacher to overcome these shortcomings in the English classroom.

19- Explain the idea of Jane Willis: "Task-based learning is like a sort of PPP upside down".

20- What should be borne in mind when using the eclectic approach?

21- What is the biggest difference between proficiency tests and achievement tests?

22- Point out the biggest difference between achievement tests and progress tests and what the tester aims at when designing them.

23- Make a distinction between recognition tests and production tests. Give one example for each type of tests.

24- Give one example in which one grammatical form performs different functions. State clearly what functions they are.

25- Give an example of two utterances having the same function but different forms. State clearly what function it is.

26- List linguistic forms you can use for the function of *requesting*. Which would you teach to beginners? To intermediates? To an advanced class?

27- Identify the methods reflected through the following tasks / activities by writing **GTM** (for Grammar-Translation Method), **DM** (for Direct Method), **ALM** (for Audiolingual Method), or **CLT** (for Communicative Language Teaching).

Example: 0. Students translate a passage from English to Vietnamese.

→ You write: 0. GTM

- a. Several students work together as a group of environmentalists on a project to raise people's awareness of the water-pollution problem in their neighbourhood. They are to make a presentation in front of the class to report their work.
- b. Students memorize a list of the present tense, past tense, and past participle forms of irregular verbs.
- c. The teacher asks a student a question. That student responds, then asks the next student the same question. The cycle continues until the last student in class asks the teacher the same question.
- d. When a student makes a grammar error, the teacher corrects by asking he/she to make a choice.
- e. *[Instructions]* Work in pairs. One of you takes role A and the other role B. Read the task for your role and prepare your role individually. When you are ready, sit back to back and make the call.
- f. She's got some bread. → She's been to the baker's.  
He's got some steak. → .....  
They've got some money. → .....

28- State the differences of display questions and referential questions. Ask 2 questions of each type for the following short text:

***Beaches are filled with plastic bags, pieces of glass and cigarettes butts. This makes the sea polluted and endangers sea plants and animals.***

29- Discuss how the three stages of a communicative language lesson (PPP model) differ from one another. Point out the theoretical principles underlying this model.

30- Which of the following language class activities mirror the three features of a truly communicative activity? Why? Why not?

- Drills of different types (repetition, substitution, transformation)
- Reading aloud, memorizing list of words/ a dialog,
- Translation,
- Filling blanks with given words,
- Grammar games,
- Comprehension questions,
- Conversation questions,
- Role – play,
- Information gap activities (guessing games, find the differences).