

TRƯỜNG ĐẠI HỌC VĂN LANG  
KHOA: NGOẠI NGỮ

**ĐÁP ÁN ĐỀ THI KẾT THÚC HỌC PHẦN**  
**Học kỳ 1, năm học 2022 - 2023**

Mã học phần: 7NA0230

Tên học phần: Phương pháp giảng dạy 1

Mã nhóm lớp học phần: 221\_7NA0230\_01

Thời gian làm bài (phút/ngày): 90 phút

Hình thức thi: **Tự luận**

SV được tham khảo tài liệu: Có

Không

Giảng viên nộp đề thi, đáp án bao gồm cả **Lần 1** và **Lần 2 trễ nhất ngày 30/10/2022**.

**Cách thức nộp bài (Giảng viên ghi rõ yêu cầu):**

**Gợi ý:**

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

**I. Write T for true and F for false beside each statement. (2marks, 0.2 each)**

1. In a class of CLL, learners determine what is to be learned. **T**
2. Desuggestopedia is known as the affective-humanistic approach. **T**
3. In a class of content-based instruction (CBI), students are expected to master only the content of the subject. **F**
4. In a TPR class, meanings are made clear through body movements. **T**
5. Translation is frequently used in a class of the CLL. **T**
6. Peer correction is one of the techniques of desuggestopedia. **F**
7. Human Computer TM is used to help students in a class of the silent way practice listening. **F**
8. Learner autonomy is respected in a class of the silent way. **T**
9. Using the sound-color chart is one of the techniques of the desuggestopedia. **F**
10. In a TPR class, learners are allowed to speak when they are ready. **T**

**II. Write the answer to each question. (4 marks; 2 parts; 2 marks for each)**

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

*Students get zero if plagiarism is detected.*

**1. Discuss the difficulties that Vietnamese students may encounter if they are taught with the Silent way.**

**Suggested answer:**

- Students are easily confused with the colors representing the sounds
- There are few relations b/w Vietnamese and English causing difficulties for students to remember the location of each sound.
- Vietnamese Ss are heavily dependent on teachers' verbal instructions → Ss feel insecure and embarrassed when performing the actions without any verbal instruction or feedback from the teachers.
- This cause confusion and difficulties for Ss to form a sentence especially when teachers tap out a long one.
- The method causes tiredness and stress since Ss have to memorize a bunch of things like all the colors representing all English sounds, their locations, and their combination.

**(5 points: 2 marks; 0.4 each)**

**2. What should a teacher consider when applying CLL in his/her class?**

**Suggested answer:**

- Recognize and understand Ss' difficulties, feelings, anxiety, and desires when coming to his/her class
- 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

**(5 points: 2 marks; 0.4 each)**

**II. Applications (4 marks)**

- Class:
  - 20 students
  - Ages: from 7 to 10 years old
  - Level: Elementary
- Grammatical structure: *Imperatives*

**Plan part of a TPR lesson in which the *Imperatives* 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 imperatives and perform the actions
    - “Stand up.”
    - “Sit down.”
    - “Raise your left hand.”
    - “Shake your head.”
  - T acts out the action and five volunteers imitate her.
  - T and 5 volunteers perform the actions together
  - T says the sentences again, changes the order, and says them more quickly
  - 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.
    - “Stand up.”
    - “Sit down.”
    - “Raise your left hand.”
    - “Shake your head.”
  - The class has mastered performing the actions, T introduces the new ones.
    - “Stand up and clap your hands.”
    - “Sit down and raise your right hand.”
    - “Run around the classroom.”
  - Students perform the actions with her.
  - T writes the new sentences on the boards; Students copy the sentences into their notebooks.

*Ngày biên soạn: 28/10/2022*

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

*Ngày kiểm duyệt: 29/10/2022*

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