UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2007/2008 SESSION

CODE/COURSE : GDB 2113 TEACHING OF LISTENING, SPEAKING
               AND PRONUNCIATION
DATE : 22 NOVEMBER 2007
TIME : 8:15 AM (2 1/2 HOURS)
VENUE : DSB K.TM

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections, i.e. Section A and Section B, in
   THREE (3) printed pages, excluding the cover page.
2. Section A contains ELEVEN (11) structured questions. Section B contains TWO (2)
   essay questions. You are required to answer ALL the questions.
3. Answer both Section A and Section B on the answer sheets provided.
4. Answers to Section A and Section B should be tied together.
5. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: ________________________
            (in words)          (in figures)
IDENTITY CARD NO. :
LECTURER : DR LEE SEUNG CHUN
GROUP : _______ TABLE NO. : _______

DO NOT TURN THE PAGE UNTIL
YOU ARE TOLD TO DO SO

CONFIDENTIAL
SECTION A (70 marks)

INSTRUCTIONS:
Answer ALL the questions.

1

<table>
<thead>
<tr>
<th>Dictogloss</th>
<th>Fast-speed dictation</th>
<th>Pause and paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening cloze</td>
<td>Error identification</td>
<td>Jigsaw dictation</td>
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</table>

The following descriptions are related to the variations of ‘pure’ dictation in the teaching of listening skills. Select the term for each activity from the box above.

(a) This activity focuses students on ‘vocabulary flexibility’, saying things in different ways, and in focusing on meaning as they listen.

(b) This activity encourages negotiation of meaning.

(c) This activity allows focus on particular language features, e.g. verbs and noun phrases.

(d) This activity is a collaborative goal-oriented interaction which ‘forces comprehensible output’ beyond what normally happens in a topical group conversation.

(e) This activity focuses students’ attention on features of ‘rapid speech’.

(f) This activity focuses attention on detail: the errors may be grammatical or semantic.

(6 marks)

2 Explain in your own words the following key statements related to the teaching of pronunciation.

(a) Accurate pronunciation of vowel sounds is not a priority.

(b) Foster intelligibility during spontaneous speech.

(c) When we deal with “weak forms”, weak versions may be more suitable for learners who themselves wish to teach English.

(6 marks)
3. Describe briefly the advantages of using visual aids to promote speaking practice. (5 marks)

4. Explain briefly three (3) types of pronunciation assessment. (9 marks)

5. State the processes involved in an accent addition program which can be applied to the teaching of pronunciation for English as an international language. (5 marks)

6. State three (3) while-listening activities which can be motivating and effective for the secondary school students. (6 marks)

7. Explain briefly some crucial factors to consider when teachers approach the issue of using authentic texts in listening comprehension. (5 marks)

8. Define four (4) listening strategies used by successful listeners. (8 marks)

9. State five (5) principal factors accounting for the reluctance of students to speak up in class. (5 marks)

10. Explain briefly the role of the first language in the EFL oral skills class. (5 marks)

11. Illustrate with classroom examples the advantages and disadvantages of a non-native English speaker as the teacher in an oral skills class. (10 marks)
SECTION B (30 marks)

INSTRUCTIONS:
Answer BOTH questions.

1. Illustrate with classroom examples how input gets converted into intake and uptake. Explain what hints or ideas you can recommend for helping students maximize the conversion of input to intake and uptake.  
(15 marks)

2. Explain the difference between accuracy and fluency, and discuss which should come first in a curriculum and under what circumstances. Then provide some specific examples of how both fluency and accuracy may get attention within one task or technique.  
(15 marks)

END OF EXAM PAPER