UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
SECOND SEMESTER 2008/2009 SESSION

CODE/COURSE : GDB2033 TEACHING AURAL-ORAL SKILLS IN THE PRIMARY CLASSROOM
DATE : 2 MAY 2009 (SATURDAY)
TIME : 2:30 – 5:00 PM (2 1/2 HOURS)
VENUE : DKG 3/1

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in FOUR (4) printed pages, excluding the cover page.
2. Section A contains EIGHT (8) 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.: [Redacted]

( in words )

IDENTITY CARD NO.: [Redacted]

LECTURER : DR LEE SEUNG CHUN

GROUP : [Redacted] TABLE NO. : [Redacted]

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

CONFIDENTIAL
SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL the questions.

1

<table>
<thead>
<tr>
<th>Dictogloss</th>
<th>Fast-speed dictation</th>
<th>Pause and paraphrase</th>
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<tr>
<td>Listening cloze</td>
<td>Error identification</td>
<td>Jigsaw dictation</td>
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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 Distinguish the concepts below:

(a) Test validity vs. Test reliability

(b) Formative assessment vs. Summative assessment

(c) Learning-centered approach vs. Learner-centered approach

(12 marks)
3 Describe THREE (3) factors which make listening comprehension difficult.
   (6 marks)

4 State FOUR (4) ways in which assessment can have positive effects on learning.
   (4 marks)

5 Explain the issue of authenticity in listening instruction, touching on the extreme cases and a mediating factor in the use of authentic materials.
   (6 marks)

6 Explain THREE (3) principal factors accounting for the reluctance of students to speak in class and suggest TWO (2) solutions to this problem.
   (10 marks)

7 Compose THREE (3) sets of minimal pair words and provide accompanying descriptions of pictures for distinguishing each member of the five sets, referring to the 'contextualized minimal pairs technique'.
   (6 marks)

8 Illustrate how to help less fluent speakers overcome the common error of pausing too frequently, using the functions of thought groups and prominence.
   (10 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1. Based on the following discourse of Year 5 textbook, Illustrate how listening comprehension input gets converted into intake and output.

The Cat and the Cricket

Once upon a time, on a hot summer day, a cricket sang cheerfully on a branch of a tree. Down below, a long line of ants were loading grains.

Cricket: Why are you working so hard, Ant? It’s hot out there. Come and sing a song with me.
Ant: We can’t do that, We must store food for winter.
Cricket: What’s wrong with winter? Let it come.
Ant: The weather will be very cold and the ground will be covered with snow. There’ll be no food to eat.
Cricket: The summer is long and there is plenty of time to collect food before winter. I’d rather sing.

Cricket sang and the ants worked throughout summer. When autumn came, the leaves turned brown and fell to the ground. A month later, it started to snow. Cricket woke up one morning shivering with cold.

Cricket: I can’t find anything at all to eat. I’m feeling weak and hungry. I can’t even sing anymore.

That evening, Cricket went to Ant’s house.

Cricket: Please open the door! I’m starving! Please give me some food!
Ant: What were you doing all summer?
Cricket: I was singing. I’ve learned my lesson. Please give me some food!
Ant: Alright then. Come in and share our food.
Cricket: Thank you. I’ll help you collect food next summer.

(20 marks)
2 Discuss the effects of basic psychological categories and social factors on the second-language learning across age levels (younger children aged under 7 years, young children aged 7 to 12 years, and young adults aged above 13 years).

(20 marks)

END OF EXAM PAPER