UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
FIRST SEMESTER 2008/2009 SESSION

CODE/COURSE : GDB 2113 TEACHING OF LISTENING, SPEAKING AND PRONUNCIATION
DATE : 3 NOVEMBER 2008
TIME : 9.00 – 11.30 A.M (2 1/2 hours)
VENUE : DP 1/3

INSTRUCTIONS:

1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in FIVE (5) 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 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. AIZAN YAACOB

GROUP : A

TABLE NO. :

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

CONFIDENTIAL
SECTION A (60 marks)

INSTRUCTIONS:

Answer ALL the questions.

1. Distinguish briefly the concepts or activities below.
   (a) Intonation vs. Rhythm
   (b) Thought groups vs. Prominence
   (c) Slow Motion Speaking vs. Tracking

   (6 marks)

2. Describe FOUR (4) advantages of using multimedia technology in enhancing listening and speaking proficiency.

   (4 marks)

3. State THREE (3) guidelines for teacher feedback and provide TWO (2) reasons why feedback is important.

   (5 marks)

4. Provide TWO (2) benefits of using Bottom-up Processing and TWO (2) benefits of Top-down Processing for beginner level listeners. Give examples to illustrate your points.

   (5 marks)

5. Explain briefly how interactive processing can be used in the classroom and state ONE (1) reason why interactive processing is important.

   (4 marks)
6. Explain the difference between Interactional and Transactional Speeches. Provide a suitable example to illustrate each speech type.

(6 marks)

7. Explain in detail TWO (2) aspects of authenticity when choosing the listening materials in a language classroom. Provide THREE (3) reasons why it is crucial to use authentic texts in listening comprehension.

(5 marks)

8. One of the principles of designing speaking techniques is to encourage the development of speaking strategies. State TWO (2) examples of these speaking strategies and explain how they can be used in an English lesson.

(4 marks)


(5 marks)
10 Below is an example of Graham’s Jazz Chants to teach pronunciation. Describe **TWO (2)** areas of pronunciation and **TWO (2)** areas of grammar that you can incorporate in Form 1 intermediate level learners. (8 marks)

![What Are You Going To Do at Two?](image)

11 State the **FOUR (4)** listening comprehension instruction models that reflect the underlying beliefs about language learning theory and pedagogy. Provide an example each to illustrate your point. (8 marks)
SECTION B (40 marks)

INSTRUCTIONS:

Answer BOTH questions.

1. Discuss the issue of accuracy and fluency in communicative language teaching. First, state the difference between them. Then, suggest how to balance a focus on fluency with a focus on accuracy for the different levels of students' proficiency (beginning level, intermediate level and advanced level).

   (20 marks)

2. You are planning a listening and speaking lesson for a FORM 2 Intermediate class based on the story below. Describe how you intend to carry out the activities to integrate listening and speaking skills. Explain in detail the pre-activity, the while-activity and the post activity phases in your plan.

   (20 marks)
Let me tell you what happened during summer vacation.

I went camping with my family. On the first day, we went hiking near the campsite. We reached the top of a high mountain. The view was really beautiful.

On the way back, I saw something shiny buried in the ground. It looked like a huge ring. My dad dug it out. It was an old bronze jar! We were very surprised.

When we got back, we decided to take it to a museum. They were happy because the jar was hundreds of years old.