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全国 2006 年 10 月高等教育自学考试
外语教学法试题
课程代码：00833

I. Multiple Choice: (15%)

Directions : In this section, you are given 15 questions beneath each of which are four choices marked A, B, C, and D. You are to make the best choice either to complete the incomplete statement or to answer the question. One point is given to each correct choice.

1. Which of the following techniques is NOT used in the Grammar-Translation Method? ()
A. Reading
B. Translation
C. Written work
D. Oral presentation
2. American structuralism came into being at _____. ()
A. the beginning of the 20th century
B. in the 19th century
C. in the 1940s
D. in the 1930s
3. Students' mistakes are _____ corrected in the classrooms of the Direct Method. ()
A. never
B. immediately

- C. seldom D. carelessly
4. Which of the following methods is likely to support the idea that students study English at different levels? ()
- A. The Global Method B. The Dual Activity Method
C. The Leveled method D. The ASSRF Method
5. In the Direct Method _____ are used as teaching units. ()
- A. words B. phrases
C. sentences D. discourses
6. _____ wrote a book of Greek Grammar. ()
- A. Apollonius Dyscolus B. Dianysius Thrax
C. Noam Chomsky D. M.A.K.Halliday
7. Many proponents of the Communicative Approach advocate the use of _____ materials in the language classrooms. ()
- A. classic B. authentic
C. modern D. oral
8. _____ is particularly interested in the relationship between sentences and the contexts and situation in which they are used. ()
- A. Transformational Grammar B. Pragmatics
C. Structuralism D. The Situational Approach
9. In the recent development of FLT, there has been an emphasis on ()
- A. a practical knowledge of the grammar of language
B. a decisive role of teachers
C. students' performance and reflections
D. the individual as learner
10. According to the Grammar-Translation Method, Latin grammar was considered to be the _____ grammar. ()
- A. best and oldest B. most logical and well-organized
C. most widely learned D. most popular
11. According to Morrow, activities that are truly communicative have three features. They are information gap, _____ and _____. ()
- A. choice, feedback B. choice, situation

- C. situation, discourse
D. discourse, function
12. In Chomsky's opinion, linguistic competence refers to the _____ of the language that a native speaker possesses.
()
- A. inborn device
B. universal grammar
C. internalized knowledge
D. general principles
13. In the Communicative Approach group and pair work is favoured to _____ the time allotted to each student to practice the use of language. ()
- A. minimize
B. shorten
C. maximize
D. reduce
14. One of the important ways of correcting language mistakes in the Direct Method is _____. ()
- A. discussion
B. explanation
C. demonstration
D. self-correction
15. What's the ultimate aim of the Dual Activity Method? ()
- A. To help students overcome their negative feelings.
B. To develop students' independence and autonomy in learning and using the language.
C. To enhance students' self-confidence.
D. To create a relaxed, cooperative atmosphere.

II. Filling Blanks: (20%)

Directions: In this section there are 15 statements with 20 blanks. You are to fill in each blank with ONE appropriate word. One point is given to each blank.

16. In the Natural Approach, to minimize stress, the learners are not required to _____, especially at the beginning stage, but they are expected to make responses.
17. Viewed from the nature and purpose of education, the Grammar-Translation Method was a(n) _____ of classical humanism.
18. New language points are presented situationally in the Oral Approach, that is, words should be presented in _____, and sentences should be presented in meaningful _____ and not be taught as isolated, disconnected elements.
19. Krashen's second language learning theory is mostly based on the _____ model.
20. Cognitive Approach holds that students should be led to learn and use the language by making hypothesis, testing the _____ and then make corrections.

21. For Krashen, the affective filter is the principal source of individual _____ in second language acquisition.
22. Cognitive Approach holds that mistakes are unavoidable in the creative use of _____.
23. To Piaget, the starting point of cognitive development must be activity on the part of the child, not passive reception of outside _____.
24. The Audiolingual Method originated in _____ and became very fashionable in _____.
25. In Krashen's monitor model, acquisition refers to the subconscious process leading to the development of "_____".
26. Harold Palmer and A.S. Hornby attempted to develop a methodology theoretically _____, intellectually ordered and _____ workable.
27. According to the Natural Approach, as effective classroom input must be interesting, topics of universal _____ will be valuable to the learners.
28. According to behaviourist psychology, learning a language is a process of acquiring a set of appropriate language _____ chains, a _____ process of habit formation.
29. Krashen and Terrell suggest that a language is essentially its _____.
30. In the army programme, the _____ served as a source of language for imitation, and the _____ supervised the learning experience.

III. Matching: (15%)

Directions: This section consists of three groups of pairs listed in two columns, A and B. You are to match the one marked ①, ②, ③, ④, or ⑤ in Column A with the one marked a, b, c, d, or e in Column B. One point is given to each pair you match.

31. A: theories of second language acquisition B: methods of foreign or second language teaching
- ①. traditional linguistics a. the Audiolingual Method
- ②. the habit-formation theory b. the Cognitive Approach
- ③. the discourse theory c. the Natural Approach
- ④. the monitor theory d. the Communicative Approach
- ⑤. the cognitive theory e. the Grammar-Translation Method
32. A: techniques used in the Cognitive Approach B: the purpose

- ①. discrimination
a. to activate oral and written skills
- ②. physical response
b. to develop students' ability to use the language independent of the text
- ③. sentence combination
c. to give students practice in listening comprehension
- ④. describing pictures
d. to give students practice in telling the difference between linguistic items
- ⑤. prepared speech on a topic of interest
e. to give students practice in the use of the grammar rules
33. A: the main feature of the Grammar-translation Method with the feature
B: the advantage or disadvantage associated Translation Method
- ①. emphasis on the teaching of the second language grammar
a. little attention paid to speaking or listening
- ②. translation being the principal practice technique
b. a good mastery of the grammar system of the target language being helpful for students in teachers colleges
- ③. emphasis on reading and writing
c. language learned being unable to meet the practical needs of learners
- ④. native language being the main medium of instruction
d. better understanding of abstract words
- ⑤. priority of literary language
e. few demands on teachers

IV. Questions for Brief Answers: (30%)

Directions: This section has six questions. You are to briefly answer them. Five points are given to each question.

34. What are the objectives of the Communicative Approach?
35. According to Rivers, how is the history of ELT divided?
36. What were Palmer's two complementary objectives in English language teaching while he was working in Japan?
37. What are the four characteristics of the Natural Approach?
38. What are the objectives of the Grammar-Translation Method?
39. Give two examples to briefly illustrate operant conditioning in language studies.

V. Questions for Long Answers: (20%)

Directions: The two questions in this section are to be answered on the basis of your own teaching experience as well as the

theoretical knowledge you've learned .Ten points are given to each question.

40. Why is it important for an FL learner to study the target culture while acquiring the target language?

41. What are the roles of the teacher and student in the Natural Approach?

