Teaching Listening, spring 2011

Midterm Examination

Name (한글): _____   Student ID Number: _____

Welcome to your Mid-Term Examination. You have until the end of this class period to finish the exam. Please sit quietly and do your work independently. Talking to other students during the exam will result in your exam being collected and graded as is. Any incomplete items will be marked incorrect.

This exam will be completed quickly by some students and more slowly by others. When you finish, please hand in your test paper and then quickly and quietly gather your possessions and exit the classroom.

I. Designing Listening Tasks Scenario (65 points)

An audio text will be played 3 times. This is a short audio, about 45 seconds. Listen carefully and think about answers to the questions below. A transcript is provided as well.
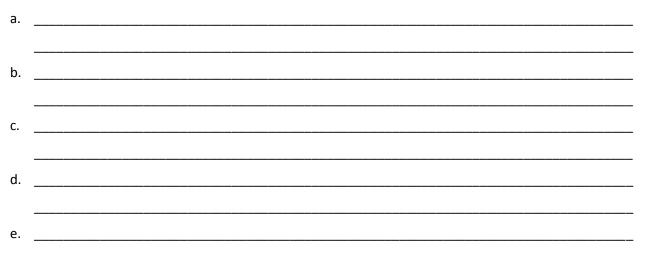
Transcript:

WENDY KAUFMAN: Seattle-based Big Fish Games is indeed a big fish in its industry. It distributes more online games than anyone else, about a million a day. Company founder, Paul Thelen, says the company's approach to customers is based on a very simple idea.

Mr. PAUL THELEN (Founder, Big Fish Games): We call it try before you buy.

WENDY KAUFMAN: You can try almost any Big Fish game for free and many remain free forever. Thelen says games like "Bubblez" open in an Internet browser and you can play as often as you like.

Mr. PAUL THELEN: You can hear the bubble-popping sound. We're shooting little, round paint bubbles at other little round paint bubbles and trying to match colors. This game probably cost the developer somewhere between $5000 and $20,000 to build and it can be supported by ads and it is.

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1. Name and describe 5 decoding problems that could arise in this text. Please, quote the relevant text. (15 pts)

    a. _____
        _____

    b. _____
        _____

    c. _____
        _____

    d. _____
        _____

    e. _____
        _____

2. Name and describe 3 meaning-building problems that could arise in this text. (9 pts)

    a. _____

      _____

    b. _____

      _____

    c. _____

      _____

3. What are 5 ways you can make this text easier to understand? (think about changing the text and other support) (20 pts)

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

4. Briefly describe two (2) pre-listening tasks that could be done with this text. (6 pts)

    a. _____

      _____

    b. _____

      _____

5. Briefly describe three (3) listening tasks that could be done with this text. (9 pts)

    a. _____

      _____

    b. _____

      _____

    c. _____

      _____

6. Briefly describe two (2) post-listening tasks that could be done with this text. (6 pts)

    a. _____

      _____

    b. _____

      _____

II. General Short Answer/Essay Questions (20)

7. What are some problems with the comprehension approach? (5 pts)

   _____

   _____

   _____

   _____

8. What is the "Diagnostic Approach" to listening instruction? (6 pts)

   _____

   _____

   _____

   _____

   _____

9. Are most school-aged English language learners in Korea true beginners or false beginners? Why? (3 pts)

   _____

   _____

   _____

10. What aspects of cultural differences can cause problems with listening? (6 pts)

    _____

    _____

    _____

    _____

    _____

III. Definitions (15 points)

Choose the best definition for the following words. If two answers are possible, choose the one that best defines the word in the area of listening for our class.

11. Phoneme
    a. A musical note
    b. The smallest basic unit of speech
    c. A simplistic utterance
    d. None of the above

12. Decoding
    a. Translating the speech signal into speech sounds, words and clauses, and finally into a literal meaning.
    b. The process of decrypting encoded communications through various means of cracking.
    c. Listening to a prompt in order to diagnose the problems that one might have with it.
    d. All of the above

13. Meaning-building
    a. Process of decoding input and assigning it a literal meaning.
    b. Process of taking that which is recognized and applying meaning to it based on our personal understandings of the text, topic, and world around us.
    c. Building a structure around which one can take comfort.
    d. All of the above

14. Bottom-up Processing
    a. Builds comprehension by processing the pieces of language.
    b. Views the language processes as upside down.
    c. Usually done with toasting a colleague with a drink.
    d. All of the above

15. Top-down Processing
    a. Builds comprehension by processing certainly variables first.
    b. Builds comprehension by interacting with novel uses of predicates.
    c. Builds comprehension by comparing incoming signals to schema.
    d. Builds comprehension by comparing what is known to what is unknown.

16. Validity (testing)
    a. A listening test measures listening not speaking or writing.
    b. A listening test measures what it intends to measure.
    c. A test has appropriate content.
    d. All of the above.

17. Washback (testing)
    a. The cleanliness one feels after testing.
    b. That which appears on the test is likely to appear in instruction.
    c. That which returns after it is thrown out.
    d. All of the above

18. Scaffolding (instruction)
    a. The provision of sufficient support to promote learning when concepts and skills are being first introduced to students.
    b. The structure used by painters to paint ceilings and high walls
    c. The use of language to create rich descriptions of a context.
    d. The provision of phonemes to add to the base form of a word.

19. Schema
    a. A plan that is conceived of quickly and poorly to accomplish a particular task related to the learning at hand.
    b. A complex notion that theoretically questions the existence of morphosyntactic features of a language.
    c. A complex knowledge structure in the mind which groups all that an individual knows about, or associates with, a particular concept.
    d. None of the above

20. Authentic Text
    a. A text recreated for a real-life purpose.
    b. Real-life text that has been altered for classroom use.
    c. A real-life text that has been presented in segments.
    d. All of the above