



Faculty of Letters & Languages
Department of Letters & English Language



Third Mid-Term exam in didactics

2nd Year Masters Degree

Name:

Dr. Dib

Q1. How do the roles of the teacher and student change in communicative language teaching? 5pts

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Q2. Can we do without testing? Justify your answer 4pts

yes because

- learning can occur in spite of teaching and/or **testing**, despite any kind of **formal evaluation**
- the outcomes of teaching can be **assessed** without any form of testing

testing may be used **to measure** what people already know

Q3. What is the difference between assessment and testing? 5pts

Assessment is a more encompassing term than testing.

It is the process of gathering, interpreting, and sometimes recording and using information about students' responses to an educational task in order to provide the next learning step.

Assessment is primarily concerned with providing teachers and/or students with feedback information.

In language teaching, it is a local or global procedure through which one can appraise one or more aspects of language proficiency.

Assessment is transparent when clear assessment criteria have been predetermined.



Q4. Nunan (2003) proposes some principles for teaching reading (state only six) 3pts

1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies
6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching
8. Strive for continuous improvement as a reading teacher.

Q5. State the *six* proposed *techniques* of teaching speaking by Brown (2001) 3 pts

1. imitative
2. intensive
3. responsive
4. transactional (dialogue)
5. interpersonal (dialogue)
6. extensive (monologue)