Larbi Ben Mhidi Umiversity   **English Departement**   **M1 Did**

Second Semester Exam in MTEFL

Possible answers

Answer **two** of the following questions :

1-In the teaching of any particular language skill, there is always an integration of one or all the other skills. (10pts: 5 for content, 5 for form)

   While teaching, the four language skills can not be dealt with separately, unless there is a special focus on a particular skill. Even though, in the teaching of any particular skill there is always an integration of one or all the other language skills. In this way one has to consider how language skills can be combined, integrated , in one language course . It seems, thus , that this integration becomes a necessity as any language skill can be either the vehicle or the outcome of another skill. The traditional integration used to focus on the stimulus-response relationship between the language skills. The only possible integration used to be the <u>conditioning</u> of speech behaviour through listening and repeating and the writing behaviour through reading, copying and reproducing. Though this integration seems to be somehow necessary at early levels , it focuses too much on listening and speaking and ignores the development of reading and writing which are always delayed to later stages
Students may illustrate with examples of any possible integration from the table below

language skills integration	Study skills outcome
listening and speaking :	-listen and repeat;
	-listen and transform, modify;
	-listen and answer questions;
	-listen and comment, argue, paraphrase,
	summarise, etc...
	-discussions: class, groups
listening and writing:	-dictation;
	-note-taking;
	-filling in a diagram, chart, etc...
reading and speaking	-reading aloud;
	-reading ,speaking and acting:

	(dialogues and role-play)
	-reading; answering questions orally
reading and writing :	-reading and filling in the blanks
	-reading and answering questions
	paraphrasing, summarising
	-reading and filling in a diagram, a
	chart, a table, etc...

2-Compare between listening and reading (10pts: 5 for content, 5 for form)

If we examine the stages of development and levels of activities of all the language skills, we will see that there are some features of similarities and difference between listening and reading. The first stages and levels are about <u>identification</u> and <u>recognition</u> of the <u>code</u>. At the next stages and levels, the learner develops in both language skills the ability to focus on important elements of the message and ignore redundancy. He would , at advanced stages, develop the ability to understand the purpose of the speaker/writer, select what type of elements suit his own purpose, and interpret the speech or the text according to context However, we can notice that the main difference between listening and reading is in the nature of the code -channel- itself. In listening the phonic code is instant , fast, sometimes non-formal - colloquial, slang, dialect, etc...-, and difficult to remember. In reading, the graphic code is more everlasting , slow, and almost always formal. If the learner wants to re-read, he always gets the possibility of coming back to the code while if he wants to re-listen , he does not have the same possibility as the flow of speech and the rate of information coming in do not allow enough time for stopping and reviewing what has been listened to.

3-What is the difference between bottom-up and top-down models ? **(10pts: 5 for content, 5 for form)**

The most commonly described strategies are the top-down and bottom-up models. The top-down model assumes that when we learn, we base all our understanding on previously acquired knowledge -schema or schemata- which serve as a framework of reference for the processing of new information. Hence, the learner moves from general, wide frames of reference -the top- down to the details of the new information. In language learning this means that the learner is exposed to whole chunks of language use from which he derives the specific characteristics of the language gradually , moving from general understanding to specific details of the message and of language.The bottom-up model assumes that when we

learn, we base all our understanding on the accumulation of knowledge items gradually under categories or types of layers building up a pyramid from the bottom up to reach a complete knowledge of language. Hence the learner is exposed to items of language , under their typical categories of script, grammar, pronunciation, lexicon, etc... moving from the accumulation of these specific items of knowledge and of language towards general linguistic competence.

4- Ineffective vocabulary teaching techniques have undesirable results (10pts: 5 for content, 5 for form)

Any ineffective vocabulary teaching and learning may lead to undesirable results such as:

- Inability to retrieve learnt vocabulary while communicating in the language
- Inappropriate use of the vocabulary items in different situations. The choice of words is as important as knowing their meanings, since what is correct in one situation may not be correct in another.
- Ignorance of varieties of language. That is, using vocabulary at the wrong level of formality either of situation or the relationship between the speakers of the language.
- Using vocabulary in meaningless or in an unidiomatic way. Incorrect use of grammatical form, stress, pronunciation and spelling. Examples: Words of different forms but of identical pronunciation, or words of similar forms but pronounced differently, or words that function both as verb and noun

5- How should grammatical errors be corrected ? (10pts: 5 for content, 5 for form)

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts. In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context. When students are doing structured output activities that focus on development of new language skills, use error

correction to guide them. When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.