

Name :

group :

Second Semester Exam in MTEFL

Discuss **TWO** of the following topics in a well-developed **paragraph**

Each question is scored 10 points, 5 for content and 5 for form

Possible content

1-Listening comprehension questions do not always reflect learners' understanding of a listening material. This type of test raises a lot of objections.

As the learner answers in writing, as a response to printed questions, he may understand what he hears but misinterprets the printed question (so , here, there is a problem of reading) . He may also understand both the text and the question but does not answer correctly, accurately, in writing. In these two cases, the learner does not get credit if he understands the message but misinterprets the question or expresses himself so awkwardly in writing that his answer does not reflect his understanding.

2-What are the criteria of the selection of a reading text?

The most important aspect of teaching reading comprehension is the selection of the reading comprehension text. It is recommended that the text used as a basis for the reading activity does not contain marked dialect or slang or old fashioned language use. It is usually believed that it is easier to read what is interesting and ideologically compatible, at least at early stages. So the text should be interesting to the learner and should not contrast with his cultural values (this is not to be taken to an extreme point though).

3-Any language skill can be either the vehicle or the outcome of another skill.

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.

Students should illustrate with any possible combination

4-Compare between speaking and writing.

In speaking and writing, the similarities are about the learners' abilities to handle and manipulate the code appropriately to express a message, an intention. There is, at first, an assembling of the message and, then, an encoding of the message into language. At advanced stages, the learner would select the level of discourse and the most appropriate, accurate, way of addressing the message according to social, cultural and personal context. The main differences between these two language skills are about the code itself and time of delivery. In speech, the code is phonic, instant and informal, to some extent. In writing, the code is graphic, time consuming and formal.