



Department of English

Class: Third year

Subject: Introduction to Didactics

Allotted time: 01 H

**Correction of the Sixth Semester Examination**

**In well-structured paragraphs, answer the following questions:**

**1) How can cultural content be integrated in English language teaching ? (5 pts)**

Cultural content can be integrated in English language teaching via applying several teaching strategies and tools. Among the promising propositions for teaching culture, the one introduced by Lessard-Clouston (1997). He claims that cultural awareness is necessary for developing learners' understanding of the dynamic nature of the target and learners' own culture. Another very effective technique for integrating culture in ELT is role play and drama. In a role play, students take on the role of another person. Role play is a popular method for communicative use of language where learners are encouraged to use language imaginatively and creatively. As it is based on real life situations, it is always recommended to use authentic aids from English speaking countries. Byram (1999) on his part urges teachers to start with reflecting on learners' own culture and only later introduce the target culture. The technique for developing intercultural competence supported by Byram is comparative approach which "should provide a double perspective but not to evaluate to see which is better" (Byram, 1999: 189). Culture assimilators, developed by social psychologists for facilitating adaptation to a foreign culture, can be used as a brief description of a critical incident of cross-cultural interaction that would probably be misunderstood by the learners. Byram and Esarter-Sarries (1991) introduced a promising model for integrating culture in foreign language education. Four elements are included in this method. The four elements are: language learning, language awareness, cultural awareness, and cultural experience (Each of the four elements should be explained briefly). In brief, teachers should be creative in integrating cultural content in foreign language teaching via adopting creative and effective strategies to raise learners cultural understanding and awareness. **(Introducing and explaining three (3) strategies is fair enough to give a full answer to the question).**

**2) What are the key features of quality effective assessment and evaluation? (4pts)**

Effective assessment and evaluation incorporate certain features. These include: validity which means to check that the assessment form items really do test what they are meant to. Secondly, clarity of the instructions for each item in the test, exam, or different surveys. Additionally, do-ability, that is, the means of assessment should be quite do-able, not too difficult, with no trick questions. Marking is an additional central characteristic of quality assessment and evaluation. Instructors should decide exactly how each section of the assessment will be assessed, and how

much weighting (percentage of the total grade) that will be given. Furthermore, assessment and evaluation design should be interesting and motivating. Finally, assessment and evaluation tools` content should be heterogeneous. All in all, the above listed characteristics should be strictly taken into account when designing any assessment medium.

**3) – What are assessment and evaluation functions ? (5 pts)**

Gibbs (2003) states that assessment has six main function: capturing student time and attention, generating appropriate students activities, and providing timely feedback that can be beneficial in students' learning progress. Assessment and evaluation also aid students to internalize the discipline' s standards and notions, generating marks or grades which distinguish among students or enable pass/fail decisions to be made, and provide evidence that enables teachers to judge the appropriateness of course standards

**4) – " Classroom rules are necessary for classroom management, however they are alone insufficient to reduce rates of problem behavior in the classroom", discuss. (6 pts)**

Rules are necessary for classroom management, however they are alone insufficient to reduce rates of problem behavior in the classroom. The use of rules is a powerful, preventive component of classroom organization plans. Classroom rules must be integrated with a comprehensive behavior management plan. However, rules are the first place to start in effective classroom management. When classroom rules are established, strategies to acknowledge and motivate students to follow and respect these rules should be incorporated to the classroom organization plan. In the same stance, teachers can apply certain strategies to contain and minimize undesired behaviors, as withitness (Explain each briefly), smoothness, overlapping, and momentum. Arranging consequences so as to increase desired behavior and contain the unwanted is a critical element of effective classroom management.