

**Exam Correction of Didactics**

Level: 3<sup>rd</sup> year

Academic Year: 2017/2018

**Exercise 1: (6pts)**

|                     | Orderly rows  | Circles  |
|---------------------|---|--|
| <b>Advantage</b>    | -Feasible with large groups<br>-Allow the students to see the teacher   | -Typical to maintain eye contact with teacher<br>-allow for much interaction                             |
| <b>disadvantage</b> | -Students sitting at the back may not be able to see the teacher<br>-Distraction and noise from some students | -It doesn't work with large classes<br>-It may waste time in arranging and rearranging tables and chairs |

**Exercise 2: (3.5 pts)**

- Integration of teaching vocabulary and pronunciation
- Teach both form and function
- An emphasis on speech awareness and self-monitoring
- A focus on meaningful practice
- A focus on the development of the whole range of vocabulary skills
- A focus on a systematic vocabulary teaching
- A focus on the uniqueness of each EFL learner

**Exercise 3: (3pts)**

| Direct Strategies               | Indirect Strategies              |
|---------------------------------|----------------------------------|
| Cognitive, compensation, memory | Metacognitive, social, affective |

**Exercise 4: (4.5pts)**

a. Orthography vs pronunciation: e.g. words like enough, through, though, cough may seem similar in pronunciation based on their visual configuration.

b. Homographs: words with similar spelling and different pronunciation also present serious problems for learners. e.g. imply/ simply, pre'sent/ 'present, .....etc

**Exercise 5: (3pts)**

- a. **Memory strategy**: e.g. using flashcard
- b. **Social strategy**: e.g. asking for correction from a classmate