



English 246: Applied Linguistics  
Fall 2004-2005  
Dr. R. Diab

Name: \_\_\_\_\_

**FINAL EXAM (Time: 2 hours)**

**I. Provide an appropriate (and brief) definition for TEN of the following expressions. (30 points)**

1. Concurrent validity
2. *Cloze* test
3. Language-in-education policy
4. Diagnostic test
5. *BICS*
6. Communicative competence test
7. Discrete-point testing
8. *Unitary Trait Hypothesis*
9. Inter-rater reliability
10. Face validity
11. Proficiency test
12. Institutional framework/qualification

**II. Answer THREE of the following four short-answer questions. (15 points each)**

1. **Choose two of the language teaching methodologies that we have become acquainted with in class, namely grammar translation method, audio-lingualism, the direct method, community language learning, suggestopedia, the natural approach, and communicative language teaching:**
  - a. Describe the major characteristics of the approach.
  - b. Discuss the strengths/benefits and any drawbacks/limitations.
2. **Why and how should change be initiated in language teacher education programs? What are the different types of research on teaching practice and teacher development in considering such change?**
3. **In class, we discussed Elliott Judd's description of what he called the "contradictory" language-in-education policy in the USA. Why does he call it contradictory, how does he explain the apparent contradictions, and what future trends in American foreign-language education policy and policies on non-English speakers does he predict?**
4. **One debatable issue in language teacher education is the native vs. non-native language teacher. List the major reasons behind the desirability of the native language teacher and provide your own opinion: Is it necessary or "better" (if so, how?) for the language teacher to be a native speaker of the target language? Is there any advantage to having a non-native language teacher rather than a native speaker? Elaborate.**



III. Answer ONE of the two following essay questions. (25 points)

1. Imagine you are an instructor of an intermediate-level Spanish class in Lebanon. You have 15 Lebanese students of mixed age groups, mixed gender, and mixed educational backgrounds. They also have various reasons for learning Spanish (personal interest, travel, work...). If you had a choice, **which of the language teaching methodologies we have become acquainted with in class would you mostly adhere to, and why?** If you select an eclectic approach, make sure you specify the elements you will use from each teaching methodology.
2. **In class, we have discussed Lebanon as a case study in language-in-education policy and planning.** Provide a brief overview of the relevant historical background and outline the major political and socio-cultural variables affecting language policy and planning in Lebanon today. (You may modify, delete, or add to the list we've discussed, as long as you support any claims you make.)

GOOD LUCK!!! ☺