

**AMERICAN UNIVERSITY OF BEIRUT  
FACULTY OF ARTS AND SCIENCES  
DEPARTMENT OF EDUCATION**

**Educ. 245**

**(Teaching English as a Foreign Language in the Elementary School)**

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**Fall 2005/2006**

**Final Exam**

**Class Profile**

1. **School:** Private k 12 school in Greater Beirut Area
2. **Grade Level:** Grade 3
3. **Number of Students:** 23
4. **Gender Distribution:** 12 girls 11 boys
5. **Attitude:** Enjoy English Language Arts Classes, Responsive to literature, Weary of worksheets, Motivated, Apprehensive of making mistakes, Apprehensive of evaluation, More competitive than cooperative, 14 (6 girls) risk takers / 9 (5 girls) timid, enjoy talking, too attached to teacher, rather loud and disorganized

**Scenario**

You believe in a **student and response-centered** class. You observe that your students have a serious problem in language mechanics, i.e. spelling, grammar and punctuation. They also have problems in reading comprehension.

Respond to **either** (a) **or** (b)

- (a) In **which** spelling stage are students \_\_\_\_\_? Your students are typical of this spelling stage. **Explain. How** would you help them become better spellers? (10%)
- (b) **How** would you teach grammar in this class specifically? Describe and be specific. Discuss **why** this selected methodology would help your students. (10%)

Respond to **all** questions below: (c), (d), and (e)

- (c) **What** writing strategies would you use to encourage writing fluency **and** accuracy in this class? Why based on the profile above? Define and describe each strategy. Discuss **how** each strategy will improve fluency and accuracy. (30%)
- (d) **How** would you use literature to help your students develop their reading comprehension skills? Discuss and be specific. Defend **why** literature can help (30%)
- (e) **What** type of assessment would you use in this language arts class? **Why?** Describe the strategies you would use. Defend your argument. (30%)

