

**Read the following text and attempt all the questions.**

We all do things for a reason – why would we even wake up if we didn't have a reason for doing so? For many years, people have equated teaching to testing and grading. That was the norm and very few people dared to criticise it. However, changes have happened and many more are afoot, and as educators, we've got to ask ourselves, "What is it that we're doing and why are we doing it? What is teaching?"

Teaching is a lot more than assessing, and assessing is a lot more than testing. This is one of the first things I think we've got to come to terms with. In an attempt to try to come up with a couple of suggestions to answer the question asked, this is an initial list: Supporting – Teachers may still believe that their role is to merely transmit knowledge, but instead they've got to support their learners through the voyage of discovery and learning. Empowering – Teachers have to show learners they do matter and that they are capable of succeeding. A positive self-image is very important! (borrowing from Herbert's talk today) Engaging – If learners are not engaged, how do you expect them to learn? Teachers have got to put some thinking into how to engage their learners in learning activities. Caring – Most learners seem to build rapport with teachers who care about their learning. I also like to say that teachers should care a lot more about their students' learning than about their teaching. If there's no learning, you might as well not bother to show up in class. Sharing – In the age of information, no one will ever have the chance to know everything there is to learn. Sharing is important both for teachers among themselves and also among their learners. Teachers shouldn't see themselves as the almighty bearers of knowledge. Learning is a lot more fun when it's done collaboratively. Nurturing – If we come up with a metaphor in which we view learners not as 'empty vessels', but as people who are capable of thinking and reasoning, it only makes sense that we nurture them – we've got to help them develop and make sure we provide them with the right conditions to do so. Assessing – Finally, we've also got to assess our learners. We've got to give them feedback on their progress, be able to understand what we can do in order to foster growth, and also show them they might not be living up to their full potential.

A small part of assessment is testing, and as much as people may criticise it these days, I still believe well-written tests have a place in teaching. I'm sure you can all come up with more ideas for what teaching is.

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**QUESTIONS:**

1/ Choose the idea that best summarizes the text: (01.5 pt)

- a. Assessment and testing.
- b. The real role of a teacher.
- c. Traditional teaching

2/ Answer the following questions according to the text: (03.5 pts)

- a. Why can learning be a lot more fruitful when it is done collaboratively?
- b. What must teachers do to spark their pupils' interest according to the writer?
- c. Why did the writer use the verb "to support" in the following sentence: "Teachers have got to support their learners through the voyage of discovery and learning."

3/ Find, in the text, words or phrases whose definitions follow: (01.5 pt)

- a. Happening or being planned or prepared.
- b. Gradually accept a sad situation, often the death of someone you love.
- c. Information or statements of opinion about something that provide an idea of whether it is successful or liked.

4/ Rewrite the second sentence so that it means the same as the one given. Make any necessary changes: (02 pts)

- 1/ a. Why would we even wake up if we did not have a reason for doing so?  
b. ....unless.....
- 2/ a. Some educators asked: "What is it that we are doing and why we are doing it".  
b. Some educators .....

5/ Supply the right phonetic transcription and the stress pattern for the following words: (02.5 pts)  
Transmit – equate – merely – knowledge – nurture

6/ Fill in the gaps with one word so that the text makes sense. (03 pts)

According to the modern methodology principles, we can highlight the student-centred interaction which is connected to the involvement of the students in everything going on during the lesson. This shifts the teacher's role to ....1.... causing the learning, but helping learning to ....2..... The teacher's ....3.... is to choose activities suitable for their learners, to guide them in the lessons and to encourage them to experiment with the language. The modern methodology ....4.... a rich variety of methods which should have some common features: activities involving students and ....5.... to the real-life situations. To be ....6...., the methods follow after each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language.

7/ Write a composition of about 20 lines about the following topic: (06 pts)

"Teachers should not see themselves as the almighty bearers of knowledge". Do you agree with the writer and to what extent is this true in the light of the newly introduced approach which is the CBA?