

المملكة العربية السعودية
وزارة التربية والتعليم
وكالة التطوير التربوي
الإدارة العامة للتقويم والجودة التربوية



كفايات معلمي اللغة الإنجليزية

١٤٢٣ هـ

1- Professional Competency

1.1- Theoretical Background

I-General information on language acquisition and learning, including factors affecting them:

1 -Familiarity with basic theories of first language acquisition:

- Behavioristic
- Cognitive-Code learning

2- Knowledge about main factors that affect 2nd language learning:

- Amount of exposure
- Motivation
- Attitude
- Aptitude

II- General information on different language teaching methods:

- 1- Grammar Translation Method
- 2- Audio-lingual Method
- 3- Communicative Approach
- 4-Community language learning
- 5-Eclectic method

III- Contrastive and Error Analyses:

- 1-Transfer of first language
- 2-Error identification and classification
- 3-Remedial procedures

IV-Information on main type English language tests.

- Proficiency
- Achievement
- Aptitude
- Diagnostic

1.2- Practical Background:

I- Techniques of teaching:

(A) Language Elements:**-Pronunciation**

[discrimination exercises, minimal pairs, production...]

[types of exercises: mechanical , meaningful communicative]

-Grammar & Structure:

(Types of exercises; mechanical, meaningful, communicative)

-Vocabulary:

[recognition and production :synonyms, antonyms, use of words in sentences, guessing meaning from context....]

(B) Skills**- Listening:**

[listening comprehension: sentences, dialogues, extended texts]

- Speaking:

[teaching dialogues, activities that promote speaking: pair work, team work, games]

- Reading:

[loud reading, intensive and extensive reading , reading strategies: scanning, skimming]

- Writing:

[copying , controlled, guided and free composition; mechanics and paragraph writing]

(C) General knowledge about learning-teaching strategies**II-Techniques of testing:**

-Techniques of testing students performance on English language elements and skills(sound system, grammatical structures, vocabulary, listening, speaking, reading and writing).

III- Use of educational aids in language teaching:

- Visual aids: pictures, maps, graphs...etc
- Audio aids: radio, tape recorder, language labs...etc.
- Video recording and computers

2. Linguistic Competency**2.1. Competencies in Language Skills and Functions****2.1.1. Listening Comprehension:****Ability to:**

- (1) understand face-to-face communication.
- (2) follow speech and conversations about most survival needs and limited social conventions.
- (3) follow an extended stretch of speech on general topics.

Level of performance:

Vocabulary permits understanding of topics beyond basic survival needs such as personal history and leisure-time activities. Evidence of understanding all basic grammatical structures.

2.1.2. Speaking:**Ability to:**

- (1) satisfy most survival needs and social demands.
- (2) initiate a conversation, and handle with confidence most social situations, including introductions and casual conversations about current events.
- (3) give a short presentation on a general topic.
- (4) reasonably describe and give precise information.

Level of performance:

- Articulation is comprehensible.
- Has sufficient working vocabulary to permit discussion of topics beyond basic survival needs.
- Has sufficient control of basic grammatical patterns.

2.1.3. Reading:

- (1) Sufficient comprehension ability to understand a passage for personal communication, information or recreational purposes.
- (2) Has ability to read with understanding social notes, letters and invitations.
- (3) Has ability to skim and scan texts to locate and derive main ideas of passages on familiar topics.
- (4) Is able to read aloud in a proper manner with correct pronunciation of English sounds, observing prosodic features such as stress and intonation.
- (5) Shows spontaneity in reading by ability to guess meaning from contexts.

Level of performance:

- Has a reasonable stock of passive vocabulary required to understand a text on a common topic.
- Has the knowledge of all grammatical structures needed for understanding any text of a general nature.
- Has a reasonable knowledge of common cohesive devices and their functions and meanings.

2.1.4. Writing:

- (1) Has sufficient control of writing system to meet most survival needs and social demands.
- (2) Has ability to write simple social correspondence.
- (3) Has ability to take notes on familiar topics.
- (4) Has ability to write cohesive summaries, and resumes, short narratives and descriptions on familiar topics.

Level of performance:

- -Has sufficient writing vocabulary to allow a person to express himself in different life situations.
- -Shows good control of basic grammatical constructions.

2.1.5. Translation:

- (1) Has ability to translate a short and simple passage on a familiar topic from English into idiomatic Arabic and from Arabic into English.
- (2) Shows ability to translate short oral communications between English and Arabic.

Appendix

2.2. Language Components

2.2.1. Competency in Pronunciation:

Ability to recognize and produce the following:

Intonation

Statements	Falling
Requests	
Wh-Questions	
Yes/No questions	Rising
Confirmation	Question
Repetition	Question
Challenge	
Protest	
Long utterances	sustained + Falling/ Rising
Question Tag	

Stress

Placement of primary stress (especially in bisyllabic words)
Phrasal stress (normal x for emphasis)

Rhythm

Stress timed x syllable timed (English vs. Arabic)

Vowels

i: seat, see
i x e sit x set
e: late
e let
æ x cat x father
ʌ above
ʌ cut, mother
ɑ father
u: pool, fool
u pull, full
ɒ x u pot x put
o x boat, coal, sow
ɔ: bought, call, saw

ay **high, light**
 au **now, house**
 ɔy **boy, foil**

Consonants

p x b pin x bin

b

t

d

k

g

č x š chair x share

j x ž large x mirage

f x v

θ x s bath x bass (for speakers of some Arabic dialects)

ð x z though x zoo (= = = = =)

s

z

š fish

ž measure , vision

h

m

n

ŋ x ng long

l x l (clear x dark l) low x law

r (retroflex in American English)

y and w yet, win

N.B. X means “in contrast with”

Consonant clusters

Initial consonant clusters:

especially s+consonant (+consonant) as in street , star, special

Morphophonemics

Realization of the {Z} and {D}morphemes

1- {Z} plural, Possessive, 3rd Person.

-s: /s/,/z/,/ iz/ (books, figs, matches)

2- {D} past and past participle

--ed: / t/, /d/, / Id/ (looked, rubbed, seated)

Allophonic Variants

(Discrimination for comprehension)

- I. Inter vocalic t and d : matter, ladder (in American English)
- II. Assimilation of t to (n) and (r) : center, twenty, thirty, forty (in American English)

Competency in Grammatical Structures

Ability to distinguish and use the following:

Sentence types

Types

- 1- **Declarative sentences** (affirmative and negative)
- 2- **Interrogative sentences** (affirmative and negative)
 - 2.1 Yes/no questions
 - 2.2 Question-word sentences
- 3-**Imperative sentences** (affirmative and negative)
 - 3.1 Commands
 - 3.2 Polite requests
- 4-**Exclamatory sentences**

Short sentences

- 1-Short answers (type: (Yes,) I am; (No,) I cannot)
- 2-Short questions (type: Are you? Can't you)
- 3-Question-tags (type: You aren't afraid, are you?)

Sentence Types:

- 1--Simple sentences, up to those containing two complements
- 2- Compound sentences: Co-ordination with and, but, or
- 3-Complex sentences: Sentences containing object-clauses, Subject-clauses (type: It is a pity that you cannot), adverbial clauses of time, place, condition, cause/ reason, relative clauses

Verbs**1- Main verbs (see vocabulary list)****2- Copula: BE****Semi-copulas:****BECOME (I may become a doctor)****GET(He's getting old)****FALL(He's fallen ill)****FEEL (I don't feel quite well)****REMAIN (Will it remain dry today)****STAY (It won't stay dry for long)****3- Auxiliaries and semi-auxiliaries:****tense/aspect:****HAVE: perfect and pluperfect****BE: present continuous and past continuous****BE GOING TO: future****WILL future****voice: BE****periphrasis : Do****modality : CAN: ability, capability, possibility, permission****COULD: see CAN; also: suggestion****BE ABLE TO: ability, capability****BE GOING TO: intention ; future****MAY: uncertainty ; permission****MIGHT: see MAY****BE ALLOWED TO: permission****BE SUPPOSED TO: permission****MUST: logical conclusion ; obligation****HAVE TO: obligation****NEED (+ not)absence of obligation****OUGHT TO: advisability; right/wrong****SHALL:(in questions): offer, suggestion****SHOULD: right/wrong; disapproval****WILL: intention; request, capacity; future****WOULD: see WILL ; also enquiry, request****Forms****1- Finite forms****2- Infinitive:****2-1 plain infinitive (V_{inf}): with auxiliaries; with *let's, let me, I'd rather* .**

infinitive with (V_{to}): with semi- auxiliaries (*have to, ought to, be going to, etc*); with main verbs (*hate, like, try, want*); with predicative adjectives (*how nice, be sorry, be glad, be delighted*)

3- Imperatives

4- **Past participle** (V_{ed}): in perfect and pluperfect; in passive; after **causative HAVE**

5- **Present participle/gerund** (V_{ing}): in continuous tenses; after *come, enjoy, go, hate, like, remember*; after *prepositions*

Voice:

1-Active

2-Passive

Aspect :

1-Simple

2-Perfect

3-Continuous

Tenses:

1-Present

2-Past (including ‘ modal past’ of auxiliaries : **COULD, MIGHT, OUGHT TO, SHOULD, WOULD**)

3-Future (with *will, be going to, and continuous tenses of verbs of motion*)

Nouns

Number:

1-Singular

2-Plural

Function:

1-Nouns as head of NP

2-Attributive nouns, especially material nouns

Adjectives

Function:

1-Attributive

2-Predictive

Form:

1-Positive degree

2-Comparative degree (*-er, more*); irregular forms of those ‘irregular’ adjectives, such as *better*.Superlative degree (*-est, most*); irregular forms of those ‘irregular’ adjectives such as *best*.**Comparison:**

1-Equality asas

2-Inequality: not so... as; comparative + than; superlative

Adverbs**Forms:**1- derivation with *-ly*2- Non-derived adverbs, eg *soon, fast*: see the vocabulary list.**Comparison:**

See under Adjectives

ArticlesDefinite article: *the*Indefinite article: *a (n)*Absence of definite article in cases such as *to go to school, in summer, to have dinner***Pronouns(including pronominal adjectives)**1- *personal*: subject forms and object forms2- *possessive*2.1 adjectives: *my, your, their, etc*2.2 pronouns: *mine, yours, theirs, etc*; used as complement, used as subject3- *demonstrative*3.1 adjectives: *this, that, these, those, such*3.2 pronouns: *this, that, these, those*4- *interrogative*4.1 adjectives: *whose, what, which*4.2 pronouns: *who, whom, whose, what, which*

- 5- *relative: who, whose, whom, which, that*
 6- *definite: someone, somebody, no-one, not ... anyone, nobody, everybody, something, nothing, everything, all* (as in: They all went home; and in: I want all of it) *some* (as in Some of them went home), *any* (as in Have you got any money? I haven't any money), *it* (as in: It is raining)
 7- *emphatic: myself, yourself, etc.* (example: I've done it myself)
 8- *prop-word: one* (example : I like the red one better)

Numerals

- 1- *Cardinal: up to four digits, up to nine digits*
 2- *Ordinal : up to two digits(first to 99th)*
 Also : *half, quarter*

Word order

Basic pattern:

Subject-predicate complement(s)

Derived patterns:
 Yes/no question pattern
 Wh-question pattern
 Negative sentence pattern with not
 Passive voice pattern
 Imperative pattern

Indirect object replacement by to-adjunct

Position of adverbials : initial position, final position, after auxiliaries

Word formation

Adverb-derivation with -ly

Compounds and derivatives

2.2.3. Competency in vocabulary Has a reasonable stock of passive vocabulary required to understand a written or heard a text on common topics.

Has a reasonable stock of active vocabulary required to express himself in speaking and writing in topics beyond basic survival needs such as history and leisure time activities.