

Linguistics & applied linguistics

- **Linguistics:**

The discipline that studies the nature and use of language.

- **Applied linguistics:**

The application of linguistic theories, methods, and findings to the elucidation of language problems that have arisen in other domains. The term is especially used with reference to the field of foreign language learning and teaching.

- **Linguistic competence:**

Speakers' ability to produce and understand an unlimited number of utterances, including many that are novel and unfamiliar.

First & second language

- **First Language:**

(native language) – the first language learned by a child, usually the language of his/her home.

- **Second/foreign language:**

a language learned subsequent to a speaker's native language.

- **Acquisition:**

the gradual development of ability in a first or second language by using it naturally in communicative situations.

- **Learning:**

the conscious process of accumulating knowledge, in contrast to acquisition.

تکلمت عن بس ما حدد شيء

Language consists of :

- 1- Phonology: the study of the sound system of a language.
- 2- Morphology: the study of the structure of words.
- 3- Syntax: the sentence structure of the language. Grammar is the set of rules governing the use of the language so that people can communicate meaningfully and consistently with each other.
- 4- Semantics: the study of the meanings communicated through language.

Language teaching approaches سهل

- 1- Grammar-Translation Approach.
- 2- Direct Approach.
- 3- Reading Approach
- 4- Audiolingualism Approach.
- 5- Situational Approach.

Grammar-Translation Approach مهم

- Instruction is given in the native language of the students.
- There is a little use of the target language.
- Focus is on grammatical parsing, i.e., the form and inflection of words.

Direct Approach

- No use of the mother tongue is permitted (i.e.' teacher does not need to know the students' native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.

Reading Approach

- Only the grammar useful for reading comprehension is taught.
- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- Translation is a respectable classroom procedure..
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Audiolingualism Approach

- Lessons begin with a dialogue.
- Mimicry and memorization are used, based on the assumption that language is a habit formation
- Grammatical structures are sequenced and rules are taught inductively.

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Language Teaching Approaches

Situational Approach

- A-** The spoken language is primary.
- B-** All languages material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
- C-** Only the target language should be used in the classroom.

Approaches, Methods, & Techniques

- **Approach:**

An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like.

- **Method:**

is a set of procedures, i.e., a system that spells out rather precisely how to teach a language.

- **Technique:**

is a classroom device or activity(e.g. imitation and repetition).

We now understand that an approach is general (e.g., Cognitive), that a method is specific set of procedures more or less compatible with an approach (e.g., Silent Way), and that a technique is a very specific type of learning activity used in one or more methods (e.g., using rods to cue and facilitate language practice).

Historically, an approach or a method also tends to be used in conjunction with a syllabus, which is an inventory of things the learner should master; this inventory is sometimes presented in a recommended sequence and is used to design courses and teaching materials.

Final Thought مهمه

What is the solution for ESL/EFL teacher, given the abundance of current and future approaches? The only way to make wise decisions is to learn more about the specific approaches/methods/techniques available. There are also three other issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method (or a combination of both):

1. Assess students needs (why and for what purpose?)
2. Examine instructional constraints (time, class size, and materials).
3. Determine needs, attitudes, and aptitudes of individual students to the extent that is possible.

Error Analysis

Error Analysis مامعنى كلمة ايرور وسامليس

Major Findings of Error Analysis Studies

- Error analysis studies claim that the majority of learner's errors were intralingual (caused by the structure of L2) rather than interlingual (caused by L1 transfer).
- The major contribution of error analysis to language teaching was seen as an intensive contrastive study of the systems of the second language and the mother tongue of the learner; out of this would come an inventory of the areas of difficulty which the learner would encounter and the value of this inventory would be to direct the teacher's attention to these areas so that he/she might devote special care and emphasis in his/her teaching to the overcoming, or even avoiding, of these predicted difficulties.
- Error analysis advocates claim " you can't learn without goofing"

Major Findings of Error Analysis Studies

- Causes of errors: مهمه

- 1- Language transfer مامعنى
- 2- Intralingual factors
- 3- Transfer of training
- 4- Learning strategies

- Classification of errors: مهم مهم

قال لكم

- 1- Omission, addition, تعرفونها لكم substitution, word order
- 2- Errors of phonology, morphology, syntax, and vocabulary

- In the field of methodology, there have been two schools of thought in respect to learners' errors.
- Firstly the school which maintains that if we were to achieve a perfect teaching method, the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques.
- The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts.
- Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred.

Shortcomings of Error Analysis جوانب قصور مهم مهم

- 1- Stressing on learner's errors
- 2- Overstressing of production data
- 3- Focusing on specific language rather than viewing universal aspects of languages.

Interlanguage Theory

Interlanguage Sources مهم

The interlanguage system is based on a learner's hypothesis about the target language made from a number of possible sources of knowledge:

- Limited knowledge of the target language
- Knowledge about the native language
- Knowledge about the communicative function of the language
- Knowledge about the language in general
- Knowledge about life, human beings, and cultures

The Main Premises of Interlanguage Theory اقرأوه وافهموه

- 1- The learner constructs a system of abstract linguistic rules which underlies comprehension and production. The system of rules is referred to as 'interlanguage'. The learner draws on these rules in much the same way as the native speaker draws on linguistic competence. The rules enable the learner to produce novel sentences. They are also responsible for the systematicity evident in L2 learner language. An interlanguage is 'a linguistic system.....in its own right'. As such it is a natural language and is entirely functional.
- 2- The learner's grammar is permeable. The grammar that the learner builds is incomplete and unstable. It is amenable to penetration by new linguistic forms and rules, which may be derived internally(i.e. by means of transfer from L1 or overgeneralization of an interlanguage rule) or externally (i.e. through exposure to target language input).
- 3- The learner's competence is transitional. As a result of the permeability of an interlanguage system learners rapidly revise it. They pass through a number of stages in the process of acquiring the target language. Each stage constitutes 'an interlanguage – transitional competence'. These stages are not discrete but overlap because every part of an interlanguage is subject to a constant revision.
- 4- The learner's competence is variable. At any one stage of development the language produced will display systematic variability. This variability reflects the particular form—function correlation which comprise the rules of the learner's grammar at that stage of development.
- 5- Interlanguage development reflects the operation of cognitive learning strategies. The process by which interlanguages are constructed has been explained in various ways. One type of explanation identifies a number of cognitive learning processes such as L1 transfer, overgeneralization and simplification.

- 6- Interlanguage use can also reflect the operation of communication strategies. When learners are faced with having to communicate messages for which the necessary linguistic resources are not available, they resort to a variety of communication strategies. These enable them to compensate for their lack of knowledge. Typical communication strategies are paraphrase, code-switching and appeals- for – assistance.

فقط هذا مهم جدا

- 7- **Interlanguage systems may fossilize.** Fossilization refer to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language. Instead they reach a plateau beyond which they do not progress. This may be because there is no communicative need for further development. Alternatively, it may be because full competence in a L2 is neurolinguistically impossible for most learners. Fossilization is a unique feature of interlanguage systems.

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The development of Interlanguage

- 1- **Language transfer:** Interfering; interlingual transfer from L1; borrowing patterns from the native language. Such as using 'the book of john' instead of john's book.
- 2- Transfer of training: Some elements of the interlanguage may result from specific features of the learning. For example, students make some errors because of a misleading explanation from the teacher..... incorrect presentation of a structure.
- 3- Strategies of second language learning: These strategies are part of the context of learning; resulting from a specific approach to the material to be learned.
- 4- Communication strategies: expressing meanings using the words and grammar which are already known by a learner with limited knowledge of the target language. Such as using 'That's my building. I live there' instead of 'That's the building where I live'.
- 5- Overgeneralization: The extension of using grammatical rules beyond its expected uses (e.g. mans instead men)

Final Thought مهم مهم جدا

The interlanguage theory has been fluid, constantly changing, and incorporating new ideas. It played a crucial role in the transformation of thinking, prediction and understanding the process of second language learning.

Krashen's Monitor Model

- The theory evolved in the late 1970s.
- The most ambitious theory of second language learning.
- It became popular among language teachers in the U.S. due to Krashen's ability to package his ideas in a way that makes them understandable to practitioners.
- **Krashen's theory constitutes of a set of five basic hypotheses:**

- 1- **The Acquisition – Learning** ::Hypothesis فرضيات.
- 2- The Monitor Hypothesis.
- 3- The Natural-Order Hypothesis.
- 4- The Input Hypothesis.
- 5- The Affective Filter Hypothesis.

The Acquisition-Learning Hypothesis

- Krashen maintained that adult second language learners have at their disposal two distinct and independent ways of developing competence in a second language.
- 1- **Acquisition:** it is a subconscious process identical in all important ways to the process children utilize in acquiring their first language.
 - Acquisition comes about through meaningful interaction in a natural communication setting.
 - Speakers are not concerned with form, but with meaning.
 - There is no explicit concern with error detection and correction.
- 2- **Learning:** A conscious process that results in (knowing about) language.
 - Formal rules and feedback provide the basis for language instruction.
 - Error detection and correction are central, as is typically the case in classroom setting.
- **Does learning become acquisition?**

According to Krashen " learning does not turn into acquisition". He argued that what is consciously learned through the presentation of rules and explanation of grammar does not become the basis of acquisition of the target language. This is based on three claims:

- 1- Sometimes there is 'acquisition' without 'learning', that is some individuals have considerable competence in a second language but do not know many rules consciously.
- 2- There are cases where 'learning' never turn into 'acquisition', that is a person may know the rule and continue breaking it.
- 3- No one knows anywhere near all the rules.

- Can adults acquire a language as children do?

Yes, Krashen argued, adults have access to the same Language Acquisition Device (LAD) that children use in acquiring their first language.

The Monitor Hypothesis

- Monitor: is the mental editor.
- The Monitor is the part of the learner's internal system that appears to be responsible for conscious linguistic processing.

- There are two functions of the Monitor:

1- In reception:

A- when a person tries to learn a rule by reading about it in a grammar book,

B- by attending a class where the teacher describes a rule.

2- In production:

A- when a person performs a drill that requires conscious attention to linguistic form,

B- when a learner memorize a dialogue or a story.

- The hypothesis states that " learning has only one function, and that is as a monitor".
- Krashen argued that learning comes into play only to make changes in the form of our utterances, after they have been produced by the acquired system. Acquisition initiates the speaker's utterance and is responsible for fluency. Thus the Monitor is thought to alter the output of the acquired system before or after the utterances are spoken or written.
- Krashen argued that formal instruction in a language provides rule isolation and feedback for the development of the Monitor, but that production is based on what is acquired through communication, with the Monitor altering production to improve accuracy toward target language norms.

- Three conditions for Monitor use:

1- **Time:** In order to think about and use conscious rules effectively, a second language learner needs to have time.

2- **Focus on form:** The performer must also be focused on form, or thinking about correctness to get his message across in an understandable way to the listener(s).

3- **Know the rule:** This is very formidable requirement. If rules are not known (learner does not know the rule), the Monitor will not be helpful or used.

- **The degree to which Monitor is used depends on the following مهم:**

- 1- Learner's age.
- 2- The amount of formal instruction the learner has experienced.
- 3- The nature and focus required by the verbal task being performed.
- 4- The individual personality of the learner (Individual Differences).

- **There are three types of Monitor users: مهم:**

1- Monitor over-users:

Those are people who attempt to monitor all the time and constantly checking their output.
The results>>>>>>

- A- They may speak hesitantly,
- B- No fluency.

2- Monitor under-users:

Those are people who have not learned, who prefer not to use their monitor even if they have all the conditions (time, focus on form, knowing rules. The results>>>>>>

- A- They are not influenced by error correction,
- B- They do not sound right/correct.

3- The optimal Monitor users:

Those are people who use the monitor when it is appropriate and when it does not interfere with communication. The results>>>>>>

- A- Better communicators,
- B- More accuracy.

- **Adult vs. child differences in using the Monitor: ياربتكم تعرفونها مهم:**

- 1- Children are thought to be superior language learners, because they do not use the monitor and are not as inhibited as older learners.
- 2- Krashen argues that adults are faster language learners in the initial stages, but young children out-perform adults with more time.

Krashen's Monitor Model

The Natural Order Hypothesis

- Krashen argued that " we acquire the rules of language in a predictable order, some rules tending to come early and others late.
- The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes".
- Those, as Krashen argued, whose exposure to second language is nearly outside of language classes do not show a different order of acquisition from those who have had most of their second language experience in the classroom.

***** Evidence for a " Natural Order" :**

- The principle source of 'Natural Order' hypothesis comes from the so-called ' morpheme studies'especially the study by Dulay & Burt (1974). Their study was based on Brown's study (1973) on children learning English as a first language. The purpose of Dulay & Burt's study was whether children who acquire English as a second language learn ' morphemes' in the same sequence as in Brown's study. Dulay & Burt's study included 60 Spanish-speaking children in Long Island and 55 Chinese-speaking in New York. The study revealed that sequence of acquisition of the ' morphemes' was virtually the same for both groups.

The Input Hypothesis مهم نعرف

- This hypothesis postulates that " humans acquire language in only one way--- by understanding messages, or by receiving 'comprehensible input'..... We move from **i = our current** level, to **i + 1 = the next level**, by understanding input containing $i + 1$. Krashen regarded this as ' the single most important concept in second language acquisition' in that ' it attempts to answer the critical question of HOW we acquire language?

There are two corollaries of the 'Input Hypothesis' :

- 1- Speaking is a result of acquisition and not its cause. Speech can not be taught directly but it emerges as a result of building competence via comprehensible input.
- 2- If input is understood, and there is enough of it, the necessary grammar is automatically provided. The teacher does not need to teach grammar deliberately..... only if a sufficient amount of comprehensible is provided.

***** Some lines of evidence for the Input Hypothesis:**

1- The silent period : مهم مهم

- In the silent period, Krashen argued that learners are making use of the comprehensible input they receive. Once competence has been built up, speech emerges.
- The phenomenon has been observed to occur in some children who come to a new country where that are exposed to a new language, and are silent for a long period of time. During that time, they are presumably building up their competence in the language by listening.

2- Age Differences: فهم مهم الفرق بين الطفل والكبير:

- Krashen maintained that older acquirers progress more quickly in the early stages because they obtain more comprehensible input than do younger learners. WHY?.....because older learners knowledge of the world makes the input more meaningful than it is for children.
- **Older** learners are able to participate in conversations earlier than younger learners relying on their background knowledge and first language.
- Older learners do better initially because they gain more comprehensible input via their superior skills in conversational management.

3- The Effect of Exposure :

- Studies show that the longer people live in a country, the more proficient their language will be---unless they live in immigrant communities where they use the second language relatively little and rely on their first language.
- Krashen used the term 'INTAKE' : where language acquisition comes from that subset of linguistic input that helps the acquirer learn language.

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Krashen's Monitor Model

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- **Filter :**

is that part of the internal processing system that subconsciously screens incoming language (the learner's motives, needs, attitudes, and emotional states).

- **The Filter has four functions:-**

- 1- It determines which language models the learner will select.
- 2- It determines which part of the language will be attended to first.
- 3- It determines when the language acquisition efforts should cease.
- 4- It determines how fast a learner can acquire.

- The filter is thought to limit what it is that the learner attends to, what will be learned, and how quickly the language will be acquired.
- Adult learners are likely to have higher 'Affective Filter' because of the events that occur in adolescence.
- Children learners are 'less inhibited, and are likely to have low 'Affective Filter'.

كيف بشكل عام للفهم Classroom Language Learning & Teaching
فكره عنها الرجل قال ان اهم هدف

- 1- **The principal goal of language teaching is to supply comprehensible input in order to facilitate 'acquisition'.**

- Krashen thought that the defining characteristics of a good teacher is someone who can make input comprehensible to a non-native speaker, regardless of his/her competence in the target language.
- Optimal input is supplied when the teacher engages the learner in real communication which the learner finds interesting.

2- Teaching should be seen as a preparation for 'acquisition' in the wider world.

- Krashen argued that it is doubtful if the classroom can supply sufficient comprehensible input to ensure successful L2 acquisition.
- One of the aims of teaching must be to equip the learner to manage real-life conversations.

3- The teacher must ensure that learners do not feel anxious or are put on the defensive.

- The learner has to feel relaxed and confident to ensure that the 'filter' is down so that comprehensible input gets in.
- Krashen argued that if teachers insist on learner production too soon or if they correct errors in communicative activities, the learner will be inhibited from learning.

4- Grammar teaching should be restricted to simple forms and its goal is to enable the learner to monitor.

- Grammar teaching (inductive or deductive) is of limited value because it can only contribute to 'learning' and never to 'acquisition'.
- Grammar can be taught as 'subject matter', but this is not to be confused with the main goal of language teaching.

5- Errors should not be corrected when the goal is 'acquisition' but should be corrected when the goal is 'learning'.

- Error correction has no role in 'acquisition' which only occurs as a result of the learner processing comprehensible input.
- Given that the main goal of teaching is 'acquisition', error correction is generally to be avoided.

The main principles of Krashen's 'Monitor Model' can be summarized as:

- 1- The goal is communicative skills.
- 2- Comprehension precedes production.
- 3- Production emerges when the learner is ready.
- 4- Acquisition activities are central.
- 5- The 'Affective Filter' needs to be kept low.

Final Thought

The 'Monitor Model' is undoubtedly the best known theory of L2 acquisition. For a while the theory dominated the field of L2 acquisition to such an extent that researchers felt compelled to measure their results and theoretical position against those covered by the 'Monitor Model'. The 'Monitor Model' is a courageous step in the field of second language learning and teaching that has many praiseworthy arguments. However, further research should be conducted regarding Krashen's 'Monitor Model' rather than only criticizing it.

- The newborn baby has no concept of his/her own self; gradually he/she learns to identify a self that is distinct from others.
- In Childhood, the growing degrees of awareness, responding, and the valuing begin to create a system of affective traits that individuals identify themselves.
- In adolescence, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

Risk-taking مهم للطالب

- Risk taking is an important characteristic of successful learning of a second language learning.

The four dimensions that underlies risk-taking are:

- 1- A lack of hesitancy about using newly encountered linguistic elements
- 2- A willingness to use linguistic elements perceived to be complex or difficult.
- 3- A tolerance of possible incorrectness in using the language.
- 4- An inclination to rehearse a new element silently before attempting to use it aloud.
- 5- Anxiety

- Anxiety is almost impossible to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

There are three components of foreign language anxiety:

- 1- Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas.
- 2- Fear of negative social evaluation, arising from learners' need to make a positive social impression on others.
- 3- Test anxiety, or apprehension over academic evaluation.

Empathy

Empathy is the capacity for participation in another's feelings or ideas. It is also defined as the process of "putting yourself into someone else's shoes", of reaching beyond the self and understanding and feeling what another person is understanding or feeling. Language is one of the primary means of empathizing, but nonverbal communication facilitates the process of empathizing and must not be overlooked.

Extroversion & Introversion

- The typical extrovert is sociable, has many friends, needs to have people to talk to, and does not like studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of moment, and is generally impulsive individual. He/she has ready answers, and generally likes change.

- The typical introvert, on the other hand, is a quiet, retiring sort of person, fond of books rather than people; he is reserved and distant, except with intimate friends. He/she tends on to plan ahead and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life.

Intelligence

There are seven different forms of knowing:

- 1- Linguistic
- 2- Logical-mathematical abilities
- 3- Spatial intelligence; that is the ability to find your way around environment
- 4- Musical intelligence; that is the ability to perceive and create pitch and rhythmic patterns
- 5- Bodily-kinesthetic intelligence; that is the fine motor movement
- 6- Interpersonal intelligence; that is the ability to understand others, how they feel, what motivates them, how they interact with one another.
- 7- Intrapersonal intelligence; that is the ability to see oneself, to develop a sense of self-identity.

Motivation جدا جدا مهمه جدا

- Motivation is the inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical term, motivation refers to " the choices people make as to what experiences or goals they will approach or avoid, and the degree of efforts they will exert in that respect. There are two types of motivation:
 - 1- Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals(e.g. a career)
 - 2- Integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group, and become a part of that society.
 - 3- Assimilative motivation is the drive to become an indistinguishable member of a speech community.

Age

- Children appear to be much more successful than adults in acquiring the phonological system of the new language; many eventually attain native-like accents.
- Most Children are ultimately more successful than adults in learning a second language, but they are not always faster. Adults appear to progress faster than children in the areas of syntax and morphology, at least in the early stages of learning.

Teaching Receptive Skills

How we read and Listen. Reasons for Reading and Listening

Top-down and Bottom-up

لما نفرا مهمين

- In top –down processing,:
- the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across.
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- In bottom-up processing,
- the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build a whole.

Different Skills

مامعناها هذول مهمين

1- Reading and listening for general understanding (SKIMMING) :

Good readers and listeners are able to take in a stream of discourse and understand the GIST of it without worrying too much about the details. Reading and listening for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer or the speaker includes in the text.

2- Reading and listening for specific information (SCANNING) :

In contrast to reading and listening for gist, we frequently go to written and spoken text because we want specific details. We may listen to the news, only concentrating when the particular item that interests us comes up.

Syllabuses & Coursebooks

Syllabuses & Coursebooks

1- Different syllabuses :

There are different syllabuses

a- The grammar syllabus : ركزوا مرة

This the commonest type of syllabus, both traditionally and currently. A list of items is sequenced in such a way that the students gradually acquire a knowledge of grammatical structures, leading to an understanding of the grammatical system.

b- The lexical syllabus : ركزوا

It is possible to organize a syllabus on the basis of vocabulary and lexis to create a lexical syllabus (the vocabulary related to topics...e.g. art, clothes, crime). A problem with lexical syllabuses is the relationship between lexis and grammar.

c- The situational Syllabus : ركزوا

A situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical units, vocabulary topics, or functions.

A situational syllabus might look something like this:

- At the bank
- At the supermarket
- At the travel agent
- At the restaurant

Where students have specific communicative needs, organizing teaching material by the situations which students will need to operate in is attractive, since the syllabus designer will be able to define the situation, the likely participants, and communicative goals with some certainty. (Business & tourism students vs. students of general language)

d- The topic-based syllabus : ركزوا

Another framework around which to organize language is that of different topics (e.g. weather, sport, music). The weather topic, for example, can be subdivided into items such as the way weather changes, weather forecasting, weather and mood, and the damage that weather can cause.

e- The task-based syllabus: ركزوا

A task-based syllabus lists a series of tasks, and may later list some or all of the language to be used in those tasks. (India experience). Six task types can be used with almost any topic. These are: listing, ordering and sorting, comparing, problem solving, sharing personal experience, and creative tasks. As with situations and topics, it is difficult to know how to grade tasks in terms of difficulty.

Testing Students

The Characteristics of Tests

There are four main reasons for testing which give rise to four categories of test :

1- Placement test : بالدرجة الاولى تركيز

Placing new students in the right class in a school is facilitated with the use of placement tests. They usually test grammar and vocabulary knowledge and assess students' productive and receptive skills.

2- Diagnostic tests :

While placement tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them.

3- Progress or achievement tests :

These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following. Achievement tests at the end of a term (like progress tests at the end of a unit) should reflect progress, not failure. They should reinforce the learning that has taken place, not go out of their way to expose weaknesses. They can also help us to decide on changes to future teaching programs.

4- Proficiency tests :

They give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used as stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate.

Characteristics Of A Good Test

- In order to judge the effectiveness of any test, it is sensible to lay down criteria against which the test can be measured, as follows:

1- Validity : مامعناها valid

A test is valid if it tests what is supposed to test. Thus it is not valid, for example, to test writing ability with an essay question that requires specialist knowledge of history or biology. A particular kind of validity that concerns most test designers is face validity. This means that the test should look, on the 'face' of it, as if it is valid.

2- Reliability : مامعناه reliab

A good test should give consistent results. For example, if the same group of students took the same tests twice within two days----without reflecting on the first test before they sat it again ---- they should get the same results on each occasion. If they took another similar test, the result should be consistent. In practice, reliability is enhanced by making the test instructions clear, restricting the scope for variety in the answers.

Types of Test Items

General Testing Terminology

1- **Test and Quiz** : مالفرق بينهم في المعنى فق

- Both tests and quizzes play a role in the language classroom. The distinction between test and quiz is one of dimension and purpose rather than of item content.
- The test is announced in advance and covers a specific unit of instruction, be it part of a lesson or several lessons. In reviewing for a test, students pull together the work of several class periods. Classroom tests may be given every two or three weeks. Such tests may be constructed to last the entire class period; in this case, optimum learning efficiency requires the teacher to return and discuss the corrected test as soon as the class meets again.
- The essence of the quiz is brevity. In contrast to the test, it may be unannounced. Frequent quizzes encourage students to devote time regularly to their language study. Moreover, the quiz enables the teacher to acquaint students with types of items that will subsequently be used in tests.

2- **Objective and subjective test items** :

An objective item is one for which there is a specific correct response; therefore, whether the item is scored by one teacher or another, whether it is scored today or last week, it is always scored the same way (Multiple-choice items & fill-in the blank). A subjective item is one that does not have a single right answer (interview & short composition).

3- **Speed and power tests** :

On a speed test, the student works against time (typing & translation). On a power test, the student is given sufficient time to finish the test. Some students may not answer all the questions, but this is because they are unable to do so, not because they were rushed.

4- **Formative and summative evaluation** :

The formative test is given during the course instruction; its purpose is to show which aspects of the chapter the student has mastered and where remedial work is necessary. The formative test is normally graded on a pass-fail basis, and students who fail are given the opportunity to study and then take the test again. The summative test, on the other hand, is usually given at the end of a marking period and measures the 'sum' total of the material covered.

5- **Norm-referenced and criterion-referenced tests** :

The norm-referenced test compares a student's performance against the performance of other students (Curve). The criterion-referenced test indicates whether the student has met predetermined objective or criteria.

6- Discrete-point and global testing :

Discrete-point tests measure whether or not the student has mastered specific elements of the second language. Global language tests measure the student's ability to understand and use language in context.

7- Pure vs. hybrid test items :

On a pure test item, the student uses only one skill. In hybrid test item, two or more skills are used.

8- Pre-testing and post-testing :

The pre-test is given prior to teaching a course or a unit of instruction. It is similar in form and content of the post-test that is given at the end of the course or the unit.