

# دليل المتقدم لاختبار معلمي اللغة الإنجليزية

الأدلة التخصصية  
إعداد إدارة الاختبارات المهنية  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



The Teacher Professional Standards project is set up and undertaken by the National Centre for Assessment (Qiyas) as one of the projects implemented under the strategic partnership between the Ministry of Education and (Qiyas) to promote the competence of teachers and hence achieve the goals of the Ministry and boost its outcomes. The project and its assessment tools are considered one of the main subprojects of King Abdullah's Project for Developing Education (Tatweer).

## ••• Purpose :

This handbook has been created to help test takers to be prepared for sitting the test by providing them with helpful information on the test content, aspects covered and how they are presented in the form of multiple choice questions.

This handbook also provides the candidates with examples of the test questions and how to link them to the standards as well as exercises that help candidates to get used to the nature of the questions. However, not all the questions provided in this handbook cover all the elements included in the test nor do they represent the level of difficulty of the actual test. Moreover, this handbook gives general key recommendations on how to prepare for the test.

This handbook compliments other handbooks that cover educational aspects of teaching. It also offers insights into how to take the test, what English areas are covered, and the overall structure of test.

## ••• Structure:

The first part of this handbook provides general information on teacher tests and the stages of writing them. It proceeds to give a brief overview on the standards of English language teachers, the relative weight for each standard and the number of questions covered. The last part of the handbook gives examples of the questions and how to link them to the standards and then provides candidates with exercises that enable them to practice questions of the actual test.

## ••• For More Information:

More information on the test, registration and standards, please refer to the website of the National Centre for Assessment in Higher Education.

## • Test Content Organization:

The test covers the content of English language major standards, which are organized according to certain areas. Each area includes one standard or more. Under each standard there are a number of indicators. Test questions are based on those indicators.

**Major:** English Language

**Area:** Linguistics

**Standard:** Teachers have general knowledge of the phonetics and phonology of English.

**Indicator:** They have essential knowledge of articulatory phonetics including the production of sounds, consonants, and vowels.

**Question:**

The initial sounds in the words 'bear' and 'dare' differ in:

- a) place of articulation
- b) manner of articulation
- c) alternation
- d) nasalization

A multiple choice question is designed to assess one of the standards through one of its indicators. Questions will not cover all indicators.

The indicator addresses an aspect of the standard in a measurable way. Indicators under each standard cover various aspects of that standard.

The standard specifies what a teacher should know or can do. There are a number of indicators under each standard.

The area is one of the branches of the major, which constitute its content. Under each area there are a number of standards.

It represents the name of the major. Each major includes a number of areas.

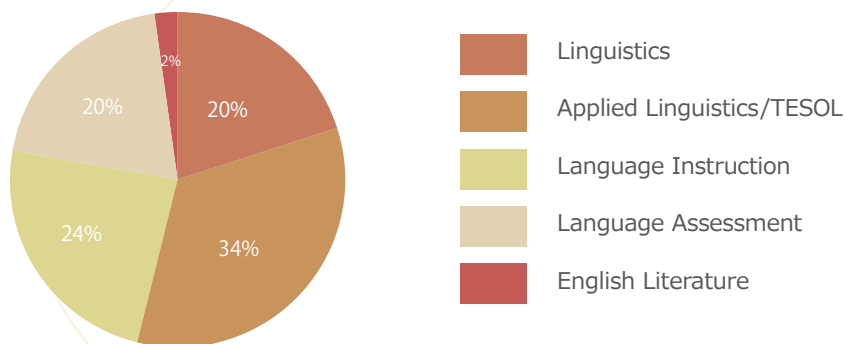
## ••• Test Content:

The test covers the main areas of the English language teaching major, which include:

- Linguistics
- Applied Linguistics/TESOL
- Language Instruction
- Language Assessment
- English Literature

Figure (1) demonstrates the percentages representing each area according to its relative weight as indicated in the figure. For example, Linguistics represents 20% of the content of standards; Applied Linguistics/TESOL represents 34%; Language Instruction represents 24%; Language Assessment represents 20%; and English Literature represents 2%. This division has taken into consideration the content of curricula taught at public schools and the purpose of standards.

**Figure (1) Percentage Weights for Areas of English Language Standards**



The English language major includes 27 standards distributed over 5 areas as demonstrated in the following table:

Area	Standard Number	Percentage Weight	Number of Questions
Linguistics	3.9.3, 3.9.5, 3.9.6, 3.9.7, 3.9.8	20%	16
Applied Linguistics/TESOL	3.9.1, 3.9.2, 3.9.4, 3.9.9, 3.9.10, 3.9.11, 3.9.12, 3.9.14, 3.9.15	34%	26
Language Instruction	3.9.16, 3.9.17, 3.9.19, 3.9.20, 3.9.21, 3.9.22, 3.9.23	24%	20
Language Assessment	3.9.18, 3.9.24, 3.9.25, 3.9.26, 3.9.27	20%	16
English Literature	3.9.13	2%	2
Total		100%	80



## ••• Sample questions:

This section contains sample questions that are matched with the standards and indicators being tested.

N.O	Question	Standard	Indicator	Area
1	<p>A group of intermediate Saudi students who are learning how to write a paragraph would use _____ learning techniques.</p> <p>a) successful b) effective <b>c) different</b> d) sufficient</p> <p>'a' is <b>wrong</b> because the techniques used by intermediate Saudi students are not necessarily successful. 'b' is <b>wrong</b> because the techniques used by intermediate Saudi students are not necessarily effective. 'c' is <b>correct</b> because language learners use different learning techniques and that is the reason a teacher needs to use different teaching strategies in class. 'd' is <b>wrong</b> because the techniques used by intermediate Saudi students are not necessarily sufficient.</p>	3.9.1	3	Applied Linguistics and TESOL
2	<p>Which of the following is an effective learning strategy in learning reading in an EFL classroom?</p> <p>a) memorization <b>b) guessing</b> c) discrete slots d) demonstration</p> <p>'a' is <b>wrong</b> because memorization is not a strategy for learning reading 'b' is <b>correct</b> because guessing the meaning of the new vocabulary is one of the strategies a language learner needs to master 'c' is <b>wrong</b> because discrete slots is a technique for teaching pronunciation 'd' is <b>wrong</b> because demonstration is a technique of teaching language forms</p>	3.9.1	3	Applied Linguistics and TESOL

N.O	Question	Standard	Indicator	Area
3	<p>Anxiety and self-consciousness can be reduced in EFL classroom when teachers _____.</p> <p>a) test students on the material they are working with</p> <p><b>b) function as partners and mentors to students</b></p> <p>c) do not check homework regularly</p> <p>d) do not correct students' errors</p> <p>'a' is <b>wrong</b> because the material the students are working with could raise their anxiety</p> <p>'b' is <b>correct</b> because teachers need to inform the students that errors and mistakes are part of the process of language learning. In addition, when teachers reward successful communication, they send the message to their students that there is more to language learning than just grammatical rules and forms.</p> <p>'c' is <b>wrong</b> because teachers need to check homework regularly.</p> <p>'d' is <b>wrong</b> because teachers must have a strategy for correcting students' errors.</p>	3.9.2	3	Applied Linguistics and TESOL
4	<p>To teachers, a grammar error such as <i>rided</i> and <i>goed</i> _____.</p> <p>a) must be eradicated</p> <p><b>b) means that the student is learning</b></p> <p>c) hinders a student's progress</p> <p>d) is a failure to learn correct English</p> <p>'a' is <b>wrong</b> because grammar errors are an inevitable part of the process of language learning.</p> <p>'b' is <b>correct</b> because research findings show that students' errors follow a developmental pattern .</p> <p>'c' is <b>wrong</b> because grammar errors are part of the process of learning.</p> <p>'d' is <b>wrong</b> because students' errors are not a failure but part of the process of SLA.</p>	3.9.2	3	Applied Linguistics and TESOL

N.O	Question	Standard	Indicator	Area
5	<p>The function of language to pass on information is called _____.</p> <p>a) transactional b) international <b>c) interactional</b> d) translational</p> <p>'a' is <b>wrong</b> because in transactional refers to the function language serve in the expression of content.</p> <p>'b' is <b>wrong</b> because international means connected with or involving two or more countries and does not denote any passing of information.</p> <p>'c' is <b>correct</b> because interactional refers to the function the language serves in expressing social relations and personal attitudes.</p> <p>'d' is <b>wrong</b> because translational is relating to uniform movement without rotation.</p>	3.9.3	1	Linguistics
6	<p>The main problem when dealing with the theories of the origin of human language is that ____.</p> <p>a) there are so many b) they are based on observation c) they are not related to primates <b>d) they lack scientific evidence</b></p> <p>'a' is <b>wrong</b> because there are only a few theories about that</p> <p>'b' is <b>wrong</b> because they were based on speculations.</p> <p>'c' is <b>wrong</b> because they were related to humans who are a subcategory of primates.</p> <p>'d' is <b>correct</b> because they cannot be supported by scientific evidence</p>	3.9.3	2	Linguistics

N.O	Question	Standard	Indicator	Area
7	<p>The relationship between linguistic form and meaning is _____.</p> <p>a) <b>arbitrary</b>  b) informative  c) non-directional  d) onomatopoeic</p> <p>'a' is <b>correct</b> because that relationship is not based on a reason, a system or a plan.  'b' is <b>wrong</b> because the relationship does not give researchers useful information.  'c' is <b>wrong</b> because non-directional means functioning equally well in all directions which is not the case here  'd' is <b>wrong</b> because onomatopoeic means formed in imitation of a natural sound which is not true for the majority of vocabulary items of language.</p>	3.9.3	1	Linguistics
9	<p>The ability of human language to refer to things not present in the immediate environment is called _____.</p> <p>a) discreteness  b) diversity  c) duality  d) <b>displacement</b></p> <p>'a' is <b>wrong</b> because discrete refers to a state when something is distinct.  'b' is <b>wrong</b> because diversity refers to multiplicity.  'c' is <b>wrong</b> because duality refers to a situation when something is classified into two parts  'd' is <b>correct</b> because displacement allows us to talk about things and places (e.g. fairies, Santa Claus, whose existence we cannot even be sure of.</p>	3.9.3	1	Linguistics

N.O	Question	Standard	Indicator	Area
9	<p>&lt;If you study hard&gt; is _____.</p> <p>a) a clause complex</p> <p>b) an independent clause</p> <p><b>c) a dependent clause</b></p> <p>d) an example of ellipsis</p> <p>'a' is <b>wrong</b> because a clause complex refers to two simple sentence joined together</p> <p>'b' is <b>wrong</b> because an independent clause is able to stand alone syntactically as a complete sentence</p> <p>'c' is <b>correct</b> because a dependent clause is unable to stand alone syntactically as a complete sentence which is the case here</p> <p>'d' is <b>wrong</b> because ellipsis is the omission of a word or phrase necessary for a complete syntactical construction which is not the case here</p>	3.9.4	4	Applied linguistics/ TESOL
10	<p>Adverbs can modify all of the following EXCEPT _____.</p> <p>a) other adverbs</p> <p><b>b) nouns</b></p> <p>c) verbs</p> <p>d) adjectives</p> <p>'a' is <b>wrong</b>: 'She moved quite slowly down the aisle.'</p> <p>'b' is <b>correct</b> because you cannot modify a noun with an adverb.</p> <p>'c' is <b>wrong</b>: 'He drove slowly.'</p> <p>'d' is <b>wrong</b>: 'He drove a very fast car.'</p>	3.9.4	1	Applied linguistics/ TESOL

## Practice Questions:

N.O	Question	Standard	Indicator	Area
1	In the sentence ' <i>the teacher saw one of the students cheating in the exam</i> ', the word ' <i>cheating</i> ' is a _____ verb. a) linking b) finite c) copulative d) non-finite verb	3.9.4	4	Applied Linguistics/ TESOL
2	The vowel in ' <i>two</i> ' is _____. a) high front vowel b) mid central vowel c) high back vowel d) low back vowel	3.9.5	2	Linguistics
3	The word <i>reopened</i> consists of _____ morpheme(s). a) one b) two c) three d) four	3.9.6	1	Linguistics
4	The phrase '<Young boys and girls love the adventure playground>' is _____. a) syntactically ambiguous b) lexically ambiguous c) unambiguous d) ungrammatical	3.9.6	3	Linguistics
5	What a speaker assumes is true or known by a listener can be described as _____. a) entailment b) coherence c) cohesion d) presupposition	3.9.7	5	Linguistics

N.O	Question	Standard	Indicator	Area
6	The term ' <i>negative transfer</i> ' is used to refer to _____ a) the effect of an unfavourable learning environment on the student b) the negative influence of L1 on L2 c) the imitation of other students' mistakes d) the imitation of teachers' mistakes	3.9.8	4	Linguistics
7	Before starting a listening activity, a teacher should _____ a) set a listening objective b) verify predictions c) evaluate comprehension d) modify listening strategies	3.9.9	1	Applied Linguistics/ TESOL
8	Reading from the beginning of a text and going word by word, stopping to look up every unknown vocabulary item until the end of the text is an example of _____ a) scanning b) skimming c) bottom-up strategy d) top-down strategy	3.9.10	3	Applied Linguistics/ TESOL
9	_____ is the first stage in the writing process. a) Reviewing b) Editing c) Drafting d) Evaluation	3.9.11	2	Applied Linguistics/ TESOL

N.O	Question	Standard	Indicator	Area
10	<p>_____ in language learning is the situation where the learner spends time in an environment operating solely in the target language.</p> <p>a) Immersion b) The communicative approach c) The direct method d) Scaffolding</p>	3.9.14	2	Applied Linguistics and TESOL
11	<p>What is probably the easiest way of presenting the word &lt;snake' to the learners?</p> <p>a) Defining the word b) Using a real object c) Drawing the object on the board d) Using the word in a sentence</p>	3.9.15	9	Applied Linguistics/ TESOL
12	<p>A good learning objective for an elementary English class is that at the end of the lesson, learners will be able to:</p> <p>a) listen for the purpose of following directions b) listen and talk to native English speakers c) listen to a conversation d) listen to a conversation and identify the accents of the English native speakers</p>	3.9.16	1	Language Instruction
13	<p>In an effective lesson, which stage comes first?</p> <p>a) Expansion b) Presentation c) Practice d) Evaluation</p>	3.9.17	1	Language Instruction



N.O	Question	Standard	Indicator	Area
14	In order to collect information about students' learning needs, wishes, desires, etc for the sake of designing a language course, a teacher needs to do _____. a) program evaluation b) an assessment plan c) needs analysis d) a teaching portfolio	3.9.19	2	Applied Linguistics and TESOL
15	In general, communicative language teaching encourages teachers to _____. a) explain grammar rules explicitly b) use pair work and group work in class c) let students take responsibility for their learning d) take responsibility for the learning process	3.9.21	8	Language Instruction
16	Projects for producing posters, brochures and pamphlets are examples of _____. a) the natural approach b) task-based learning c) community language learning d) the structural approach	3.9.22	6	Language Instruction
17	In _____ setting, teachers need to decenter their roles as the source of knowledge by consciously refraining from giving only right-wrong answers. a) the Silent Way b) a problem-based learning c) a grammar-translation d) the direct method	3.9.22	3	Language Instruction

N.O	Question	Standard	Indicator	Area
18	<p>_____ is/are an example of authentic reading material that can be used in class.</p> <p>a) Student's written homework b) Pages from the students' book c) Classroom handouts d) Web pages</p>	3.9.23	3	Language Instruction
19	<p>In order to identify learners' strengths and weaknesses with the intention of finding out what learning still needs to take place, a teacher needs to develop a _____ test.</p> <p>a) proficiency b) norm-referenced c) diagnostic d) achievement</p>	3.9.24	3	Language Assessment
20	<p>_____ serve both to make a rough check on students' progress and to keep students on their toes.</p> <p>a) Proficiency tests b) Placement tests c) Pop quizzes d) Achievement tests</p>	3.9.25	2	Language Assessment

N.O	Question	Standard	Indicator	Area
21	<p>By using _____ a teacher makes regular checks on the students' performance without interrupting the instruction time.</p> <p>a) formative assessment b) summative assessment c) placement tests d) diagnostic tests</p>	3.9.26	2	Language Assessment
22	<p>_____ are used to guide and inform teaching practice and modify language programs in response to student needs and abilities.</p> <p>a) Lesson plans b) Course description c) Assessment information d) Pop quizzes</p>	3.9.27	3	Language Assessment

·⊙· **Correct Answers:**

Question	Answer
1	D
2	C
3	C
4	A
5	D
6	B
7	A
8	C
9	C
10	A
11	C
12	A
13	B
14	C
15	B
16	B
17	B
18	D
19	C
20	C
21	A
22	C

## ••• Are You Ready for the Test?

Check how ready you are for the test by answering the following questions:

N.O	Question	yes	no
1	Do you know the requirements of the teaching specialty you are applying to?		
2	Did you follow the registration procedures?		
3	Do you know the date and venue of the test?		
4	Do you know the requirements of entering the test hall?		
5	Do you know the content covered in the test?		
6	Did you use the «Study Plan» page of this handbook to identify the content you know well and the parts you need to give more attention to?		
7	Did you review books, pamphlets or any other resources related to the content of the test?		
8	Do you know the duration of the test? Do you know the number of questions included?		
9	Are you familiar with the nature of questions presented in the test?		
10	Did you practice answering similar questions?		
11	If you were taking the test for the second time, did you analyse your previous mark and identify the areas you need to focus on?		

## • On the Day of the Test:

You need to finish reviewing the standards a day or two before the actual date of the test. It is recommended that you:

- Sleep well the night before sitting the test.
- Make sure you have all the documents required to enter the test hall such as your ID card.
- Eat a snack before taking the test.
- Line up to finish the procedures of entering the test hall.
- Be calm. You have no control over the test but you can control yourself. Invigilators are highly trained and they work hard to standardise the procedures of administering the tests at a national level throughout the Kingdom.
- If you are anxious or afraid of taking the test, it is important for you to read the handbook on fighting anxiety a couple of days before the test.

Standard	Indicators
<p>Standard 3.9.1: Teachers know and understand the diverse backgrounds, abilities, learning needs and interests of their students.</p>	<ol style="list-style-type: none"> <li>1. They know the various proficiency levels and how they are represented in the EFL classroom.</li> <li>2. They recognize the academic and intellectual abilities among students including the distinction between talented, average and remedial students.</li> <li>3. They are familiar with the specific learning needs and styles of students.</li> </ol>
<p>Standard 3.9.2: Teachers know the psychological, cognitive and social characteristics of EFL students in various stages of language development</p>	<ol style="list-style-type: none"> <li>1. They understand theories of cognitive development and how they relate to language learning and literacy.</li> <li>2. They understand theories of second language acquisition.</li> <li>3. They understand the stages and obstacles of second language acquisition.</li> </ol>
<p>Standard 3.9.3 Teachers have general knowledge of language as a system.</p>	<ol style="list-style-type: none"> <li>1. They know the major conceptions and definitions of language.</li> <li>2. They are familiar with the origin and history of English and its relation to other languages.</li> <li>3. They know the difference between competence and performance.</li> </ol>
<p>Standard 3.9.4 Teachers have thorough knowledge of the structure of English.</p>	<ol style="list-style-type: none"> <li>1. They know the major parts of speech including word categories, nouns, verbs and their tenses, adjectives and adverbs, and their characteristics in proper constraints.</li> <li>2. They know the minor parts of speech including function words, pronouns, articles, auxiliary verbs, prepositions, intensifiers and conjunctions, and their characteristics and usages.</li> <li>3. They know phrases and phrase types including prepositional phrase, adjective phrase, adverb phrase, noun phrase, and verb phrase.</li> <li>4. They know clauses, clause types and patterns including finite and nonfinite clauses, main and subordinate clauses, and coordination.</li> </ol>

Standard	Indicators
<p>Standard 3.9.5: Teachers have general knowledge of the phonetics and phonology of English.</p>	<ol style="list-style-type: none"> <li>1. They have essential knowledge of articulatory phonetics including the production of sounds, consonants and vowels.</li> <li>2. They have knowledge of the International Phonetic Alphabet (IPA).</li> <li>3. They have essential knowledge of the different accents represented in major English varieties especially American and British English.</li> <li>4. They know the major components of phonetics and phonology including phonemes and allophones, the syllable, assimilation, stress, and intonation.</li> <li>5. They know the basic elements of generative phonology including distinctive features, phonological rules and representation.</li> </ol>
<p>Standard 3.9.6: Teachers know and understand the morphology and syntax of English.</p>	<ol style="list-style-type: none"> <li>1. They know the essential elements of morphology including morphemes, allomorphs, and morphs.</li> <li>2. They know the basic components of inflectional morphology and word formation processes especially derivation and compounding.</li> <li>3. They have basic knowledge of English syntax including generative and transformational grammar, universal grammar (UG), and minimalism.</li> </ol>
<p>Standard 3.9.7: Teachers know and understand the semantics and pragmatics of English.</p>	<ol style="list-style-type: none"> <li>1. They have basic knowledge of compositional and lexical semantics including semantic rules, theories of word meaning, lexical relations, and semantic features.</li> <li>2. They know the differences between sentences, utterances, and propositions.</li> <li>3. They have basic knowledge of reference and sense.</li> <li>4. They have basic knowledge of speech act theory and its implications for meaning.</li> <li>5. They have basic knowledge of discourse analysis and its implications for meaning in context.</li> </ol>



Standard	Indicators
<p>Standard 3.9.8: Teachers demonstrate knowledge and understanding of language acquisition.</p>	<ol style="list-style-type: none"> <li>1. They know the mechanisms and stages of language acquisition.</li> <li>2. They know the processes of second language acquisition.</li> <li>3. They know the factors that affect second language acquisition.</li> <li>4. They know the interrelatedness of first and second language acquisition and ways in which L1 affects the development of L2.</li> <li>5. They are familiar with the common difficulties experienced by EFL students in learning English and strategies for overcoming these difficulties.</li> </ol>
<p>Standard 3.9.9 : Teachers know and understand listening and speaking strategies.</p>	<ol style="list-style-type: none"> <li>1. They know the process and stages of listening in second language acquisition.</li> <li>2. They know the major processes of speech production.</li> <li>3. They know listening comprehension strategies.</li> </ol>
<p>Standard 3.9.10 Teachers know and understand reading comprehension strategies.</p>	<ol style="list-style-type: none"> <li>1. They know and understand main L2 reading theories.</li> <li>2. They understand the skills and strategies that enhance reading.</li> <li>3. They understand comprehension strategies.</li> <li>4. They know various vocabulary learning strategies including memorization and guessing meaning from context.</li> </ol>
<p>Standard 3.9.11: Teachers know and understand the writing processes of English.</p>	<ol style="list-style-type: none"> <li>1. They know and understand major composition theories.</li> <li>2. They understand the processes of composing written texts.</li> <li>3. They are familiar with the various modes of writing.</li> <li>4. They are familiar with the use of technology in EFL writing.</li> </ol>
<p>Standard 3.9.12: Teachers are familiar with the theoretical and methodological developments of TESOL.</p>	<p>They are familiar with the historical developments of TESOL. They are familiar with the major theories and recent trends of TESOL and their applications. They are familiar with the connections between TESOL and other related disciplines.</p>

Standard	Indicators
<p>Standard 3.9.13: Teachers have general knowledge of English literature.</p>	<ol style="list-style-type: none"> <li>1. They know the major historical periods of English literature including the Renaissance, Victorian, Romantic, and Modern literature, their characteristics and representative texts.</li> <li>2. They know the major literary genres including poetry, drama, novel, and their characteristics.</li> </ol>
<p>Standard 3.9.14: Teachers know the major concepts and issues related to Teaching English as a Foreign Language (TEFL).</p>	<ol style="list-style-type: none"> <li>1. They are aware of the issues related to the relation between language teaching/learning and culture.</li> <li>2. They are aware of the relation between L1 and L2 and its implications for second language learning and teaching.</li> <li>3. They are aware of issues related to learner styles and strategies including direct and indirect learning strategies.</li> <li>4. They understand the major concepts and issues concerning language assessment and testing.</li> <li>5. They are aware of the various applications of technology in second language learning and teaching.</li> </ol>
<p>Standard 3.9.15: Teachers know a range of approaches, methods and strategies related to teaching and assessing EFL.</p>	<ol style="list-style-type: none"> <li>1. They are familiar with the historical development of EFL teaching methods.</li> <li>2. They have knowledge of teaching strategies associated with Computer Assisted Language Learning (CALL).</li> <li>3. They have knowledge of the Communicative Language Teaching approach (CLT).</li> <li>4. They have knowledge of a range of teaching strategies including concept mapping, role play, learning by fun, critical thinking, problem solving, and autonomous learning strategies.</li> <li>5. They have knowledge of a range of teaching approaches including task-based learning and collaborative learning.</li> <li>6. They know effective teaching strategies of listening and speaking.</li> <li>7. They know effective teaching strategies of reading comprehension.</li> <li>8. They know effective teaching strategies of writing.</li> <li>9. They know effective teaching strategies of vocabulary.</li> <li>10. They know a range of formative and summative assessment methods and their applications in TEFL.</li> </ol>

Standard	Indicators
<p>Standard 3.9.16: Teachers know how to set appropriate EFL learning goals.</p>	<ol style="list-style-type: none"> <li>1. They know how to develop clearly defined learning goals.</li> <li>2. They know how to develop achievable learning goals.</li> <li>3. They know how to develop measurable learning goals.</li> <li>4. They know how to communicate learning goals to their students.</li> </ol>
<p>Standard 3.9.17: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.</p>	<ol style="list-style-type: none"> <li>1. They know how to plan coherent learning activities and lessons.</li> <li>2. They know how to plan varied learning activities and lessons.</li> <li>3. They know how to plan flexible learning activities and lessons.</li> </ol>
<p>Standard 3.9.18: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals</p>	<ol style="list-style-type: none"> <li>1. They know how to assess a variety of tasks and activities.</li> <li>2. They know how to design assignments that are linked to learning goals and content.</li> <li>3. They know how to select assessment criteria that measure the achievement of learning goals.</li> </ol>
<p>Standard 3.9.19: Teachers know how to access and design a range of appropriate learning resources related to EFL</p>	<ol style="list-style-type: none"> <li>1. They are familiar with a wide variety of print and electronic learning resources related to the curriculum they teach.</li> <li>2. They know how to access, select and adapt learning resources based on learning goals and outcomes.</li> <li>3. They know how to integrate electronic/digital learning resources in their teaching.</li> <li>4. They know how to motivate and train students to utilize a variety of learning resources and become independent learners.</li> </ol>

Standard	Indicators
<p>Standard 3.9.20: Teachers plan language lessons that are appropriate to their student needs and backgrounds</p>	<ol style="list-style-type: none"> <li>1. They incorporate the Saudi Curriculum Objectives into their lessons.</li> <li>2. They design language lessons that are appropriate to their student various stages of cognitive development.</li> <li>3. They design language lessons that are appropriate to student various proficiency levels.</li> <li>4. They design language lessons that are appropriate to student cultural and socioeconomic backgrounds.</li> <li>5. They adapt language lessons to accommodate to their student learning styles and preferences.</li> <li>6. They design language lessons that take into consideration talented, creative and high-proficiency students.</li> <li>7. They design language lessons that take into consideration remedial and limited proficiency students.</li> </ol>
<p>Standard 3.9.21: Teachers apply effective teaching methods and strategies based on second language acquisition theories and research.</p>	<ol style="list-style-type: none"> <li>1. They apply teaching strategies based on student various stages of cognitive development.</li> <li>2. They apply teaching methods that are appropriate to student various proficiency levels.</li> <li>3. They use instructional strategies that meet the individual needs of limited proficiency students.</li> <li>4. They sequence instruction based on student level progression.</li> <li>5. They apply teaching methods and strategies that are related to the major four language skills (listening, speaking, reading, and writing).</li> <li>6. They select instructional strategies using their knowledge of language and linguistics.</li> <li>7. They apply content-based EFL approaches to instruction.</li> <li>8. They employ instructional methods and strategies based on current research and practice.</li> </ol>

Standard	Indicators
<p>Standard 3.9.22: Teachers use a variety of teaching methods that promote student engagement in language learning</p>	<ol style="list-style-type: none"> <li>1. They use innovative teaching strategies that enhance student language learning motivation.</li> <li>2. They create a positive classroom environment that encourages creativity and autonomous learning.</li> <li>3. They use teaching methods that develop critical thinking and problem solving skills.</li> <li>4. They use teaching techniques that link student personal experiences and contemporary issues to language learning.</li> <li>5. They use teaching strategies and media that help students appreciate and enjoy language learning.</li> </ol>
<p>Standard 3.9.23: Teachers use and adapt a wide range of effective resources in language teaching.</p>	<ol style="list-style-type: none"> <li>1. They utilize language teaching materials that are appropriate to curriculum and instructional objectives.</li> <li>2. They select and adapt teaching materials to suit their student needs and cultural backgrounds.</li> <li>3. They utilize a variety of electronic and web-based language teaching technologies.</li> <li>4. They involve students in a variety of e-learning language activities and assignments.</li> </ol>
<p>Standard 3.9.24: Teachers know a range of methods and tools of assessment of English as a Foreign Language</p>	<ol style="list-style-type: none"> <li>1. They know and understand reliability and validity and their implications for language testing.</li> <li>2. They know a range of formative and summative assessment methods and their applications in TEFL.</li> <li>3. They know types and methods of assessment used in the EFL classroom.</li> <li>4. They know the Common European Framework of Reference (CEFR) and its implications for language assessment and testing.</li> <li>5. They know a range of standardized proficiency tests including KET, PET, IELTS, and TOEFL.</li> </ol>

Standard	Indicators
<p>Standard 3.9.25: Teachers design, adapt and use a variety of EFL assessment methods and tools.</p>	<ol style="list-style-type: none"> <li>1. They design and use a range of valid and reliable methods of measurement/assessment in language testing.</li> <li>2. They use a range of formative and summative assessment methods.</li> <li>3. They use diagnostic, progress and language proficiency tests.</li> <li>4. They use assessment techniques that test language skills (listening, speaking, reading, writing), in addition to vocabulary and grammar tests.</li> <li>5. They use a variety of EFL assessment methods including: recognition, production, portfolio, observation, and self-assessment.</li> </ol>
<p>Standard 3.9.26: Teachers provide their students with timely and constructive feedback.</p>	<ol style="list-style-type: none"> <li>1. They use various means of feedback including formal, informal and summative feedback about student learning and progress.</li> <li>2. They use assessment and student feedback to inform planning and teaching strategies.</li> </ol>
<p>Standard 3.9.27: Teachers maintain accessible and accurate records of student achievement and analyze assessment data.</p>	<ol style="list-style-type: none"> <li>1. They diagnose and interpret their student language achievement.</li> <li>2. They monitor student progress through analyzing assessment data and results.</li> <li>3. They use the information they generate from this analysis/ diagnosis to improve teaching and assessment.</li> </ol>



يسعدنا أن نستقبل مقترحاتكم وملاحظاتكم  
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