

3 LANGUAGE INSTRUCTION

تدريس اللغة

٢٤٪ من الاختبار
عدد الأسئلة في الاختبار = ٢٠
وينقسم إلى

- Part1 :Methods of Teaching & Modern Strategies of Teaching
- Part2 :Teaching 4 skills of English language
- Part3 :Lesson planning

Part 1: METHODS OF TEACHING

Approach, Method, Technique and Strategy

Approach منهج او نظرية is something that reflects a certain theory and beliefs about language and language learning.

Method طريقة is a set of procedures, a system that spells out exactly how to teach a language (what particular skills and content to teach)

Technique أسلوب is a classroom device, activity, used to accomplish an immediate objective. (dictation, imitation, repetition)

Strategy استراتيجية a detailed plan or the skill (grammar, vocabulary and usage) of planning for achieving success in class.

*Taking Notes

*Asking

*Paraphrasing

*Predicting

Language Teaching Approaches

1-Grammar-Translation Approach

- 1- Instruction is given in the native language of the students.
- 2- There is a little use of the target language. يوجد استخدام قليل للغة المستهدفة
- 3- Focus is on grammatical parsing, i.e., the form and inflection of words.
- 4- There is early reading of difficult classical texts.
- 5- A typical exercise is to translate sentences from the target language into the mother tongue.
- 6- The teacher does not have to be able to speak the target language.

2-Direct Approach

- 1- No use of the mother tongue is permitted (i.e.' teacher does not need to know the students' native language).
- 2 - Lessons begin with dialogues and anecdotes in modern conversational style.
- 3 - Actions and pictures are used to make meanings clear.
- 4- Grammar is learned inductively.
- 5 - Literary texts are read for pleasure and are not analyzed grammatically.
- 6- The target culture is also taught inductively.
- 7- The teacher must be a native speaker or have native-like proficiency in the target language

3- Reading Approach

- 1- Only the grammar useful for reading comprehension is taught.
- 2- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- 4- Translation is a respectable classroom procedure.
- 5- Reading comprehension is the only language skill emphasized.
- 6- The teacher does not need to have good oral proficiency in the target language.

4- Audio-lingualism Approach

- 1- Lessons begin with a dialogue.
- 2 - Mimicry and memorization are used, based on the assumption that language is a habit formation (it is based on behaviorist theory)
- 3- Grammatical structures are sequenced and rules are taught inductively.
- 4 - Skills are sequenced: listening, speaking- reading, writing postponed.
- 5 - Pronunciation is stressed from the beginning.
- 6- Vocabulary is severely limited in initial stages.
- 7 - A great effort is made to present learner errors.
- 8- The teacher must be proficient only in the structures, vocabulary that he/she is teaching since learning activities are carefully controlled.

5- Situational Approach

1. The spoken language is primary.
2. 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).
3. Only the target language should be used in the classroom.
4. Efforts are made to ensure that the most general and useful lexical items are presented.
5. Grammatical structures are graded from simple to complex.

6- Cognitive Approach

- 1- Language learning is viewed as rule acquisition, not habit formation.
2. Instruction is often individualized; learners are responsible for their own learning.
3. Grammar must be taught but it can be taught deductively (rules first, practice later) or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).
4. Pronunciation is de-emphasized; perfection is viewed as unrealistic.
5. Reading and writing are once again as important as listening and speaking.

6. Vocabulary instruction is important, especially at intermediate and advanced levels.
7. Errors are viewed as inevitable, something that should be used constructively in the learning process.
8. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

7-Affective-Humanistic Approach

1. Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
2. Communication that is meaningful to learner is emphasized.
3. Instruction involves much work in pairs and small groups.
4. Class atmosphere is viewed as more important than materials or methods.
5. Peer support and interaction is needed for learning.
6. Learning a foreign language is viewed as a self-realization experience.
7. The teacher is viewed as a counselor of facilitator.
8. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

8-Communicative Approach

1. The goal of language teaching is learner's ability to communicate in the target language.
2. The content of a language course will include semantic notions and social functions, not just linguistic structures.
3. Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack.
4. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
5. Classroom materials and activities are often authentic to reflect real-life situations and demands.
6. Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes that learners are educated and literate).
7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
8. The teacher should be able to use the target language fluently and appropriately.

9-Comprehension-Based Approach

1. Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.
2. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce language themselves.
3. Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately.
4. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.
5. Rule learning may help learners monitor (or become more aware of) what they do, but it will not aid their acquisition to spontaneous use of the target language.
6. Errors correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.
7. If the teacher is not a native speaker (or near-native), appropriate materials such as audio/visual tapes must be available to provide the appropriate input for the learners.

Some Teaching Methods

1-Total Physical Response (TPR)

TPR is a language teaching method. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. The method is an example of the comprehension approach to language teaching. In this method:-

- 1- students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously. At the beginning stages of instruction students can respond to the instructor in their native language.
- 2- Grammar is not explicitly taught, but is learned by induction. Students are expected to subconsciously acquire the grammatical structure of the language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning.

Learning by
doing!

Learning by Moving

3- It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

2-Language Immersion

Immersion is a method of teaching a second language in which the learners' second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency in their L2 in addition to their first or native language (L1). Additional goals are the cognitive advantages to bilingualism.

3-The Silent Way

This method begins by using a set of colored wooden rods and verbal commands in order to achieve the following:

تبدأ هذه الطريقة باستخدام مجموعة من الاعواد الخشبية الملونة والأوامر الشفهية من أجل تحقيق ما يلي

- 1) To avoid the use of the vernacular or slang . لتجنب استخدام اللهجة العامية .
- 2) To create simple linguistic situations that remain under the complete control of the teacher .
- 3) To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- 4) To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- 5) To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- 6) To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.

4-Suggestopedia

- 1-Stresses the importance of relaxation during the process of language learning.
- 2-New material is introduced in the form of dialogues based on situations familiar to the students.
- 3-Learning is facilitated in an environment that is as comfortable
- 4-"Peripheral" learning is encouraged through the presence in the learning environment of posters and decorations featuring the target language

5-Students are encouraged to be child-like, take "mental trips with the teacher" and assume new roles and names in the target language in order to become more "suggestible".

6- Baroque music is played softly in the background to increase mental relaxation

7- Students work from lengthy dialogues in the target language

8- Errors are tolerated, the emphasis being on content and not structure.

9-Homework is limited to students re-reading the dialogue they are studying - once before they go to sleep and once before they get up.

5-Eclectic Method

Eclectic Method is a choice of different methods

- Frequent changes in methods
- Can teach any aspect
- Flexibility in implementation
- Doesn't require extra source material
- Skilled teacher can integrate all the best points

Some language Learning Methods

1-Teacher-Centered learning

Teacher-Centered learning has the teacher at its center in an active role and students in a passive, receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning.

2-Student-Centered Learning

Student-Centered Learning is focused on each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning.. In a student-centered classroom, students choose what they will learn, how they will learn, and how they will assess their own learning

Student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning The three basic tenets, which he calls the **3S's** of teaching for democratic living, are:

1-(**Subject Learning**)- Students learn best from subject matter presented.

2-(**Self-Learning**)- One must engage oneself in the generative process.

3-(**Social Learning**)-, social interaction with diverse others the target for generosity.

3-The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

4-Problem Based Learning

Problem Based Learning is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems.

5-Task-Based Language Learning (TBLL)

Task-Based Language Learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, or calling customer service for help. Assessment is primarily based on task outcome rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

Language Instruction Approaches

Language is learned through three approaches : natural acquisition, structure-based instruction, or communicative instruction

Natural acquisition	Structure-based instruction	Communicative instruction
1-It is untutored.	1-It is tutored.	1-It is tutored
2-It yields to nativity.	2-It focuses on the <u>language</u> , the vocabulary and grammatical rules, rather the message carried by the language.	2- It focuses on the language use rather than the grammatical features of the language.
3-It takes place through interaction.	3-It takes place through teaching structure-based lessons.	3-It takes place through interaction in content- and task-based lessons.

Some Modern Language Instruction Approaches

1-Content-based Instruction

Refers to an approach to second language teaching in which is organized around the context or information that students will acquire, rather than around a linguistic or other type of syllabus. An approach that combines language & content learning .Learning about something rather than learning about language.

Language as a vehicle for learning content

The Central Principles :-

1. People learn L2 more successfully when using language as a means of acquiring information.
2. CBI reflects learners' needs for learning a second language.

The Roles Of Learners

Both study academic subject matters and learn a foreign language

The Roles Of Teacher

- 1-Assisting learners
- 2-Fully-equipped with content

2-Communicative language teaching (CLT)

Communicative language teaching is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features.

3-Competency-Based Language Teaching

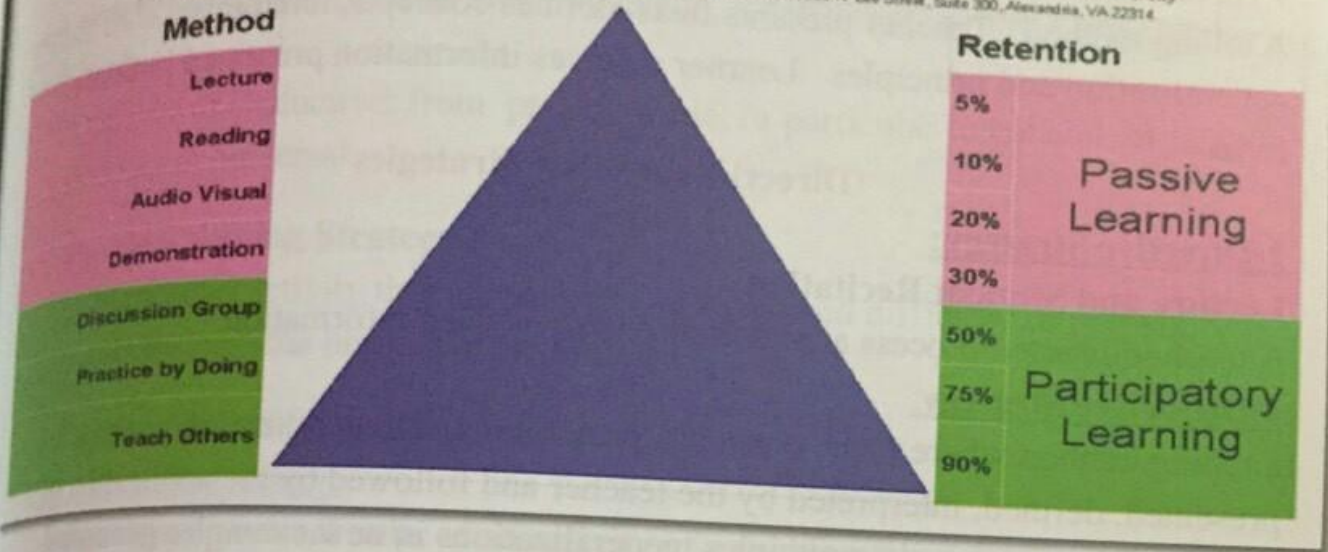
Competency-Based Language Teaching focuses on what "learners are expected to do with the language". It focuses on successful functioning in society which means that language is taught in order to prepare the students for the different demands of the world.. It focuses on what the students can do with the language and certain behaviors instead of knowledge of the language .

4-The Lexical Syllabus

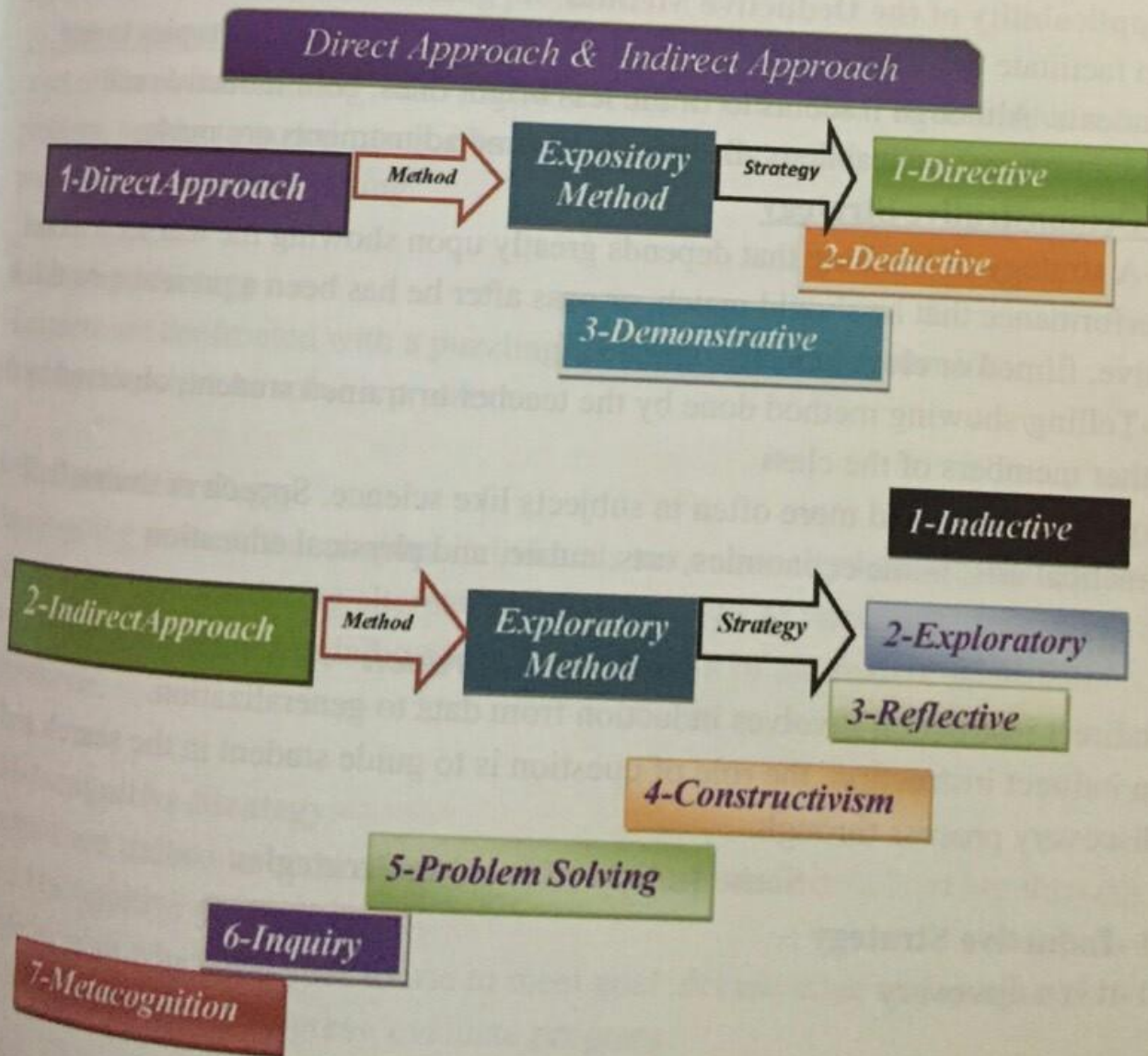
This approach is based on a computer analysis of language which identifies the most common)and hence most useful(words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

The Learning Pyramid

The source of the learning pyramid is Motorola University. Creating Mindware for the 21st Century. Corporate University Exchange May/June 1996. Vol 2 No 3 and NTL Institute for Applied Behavioral Science, 300 N. Lee Street, Suite 300, Alexandria, VA 22314



There are two categories on the basis of teacher and student which are



Direct Approach

Expository/Didactic method

A telling method .Teacher presents facts, defines concepts, interprets, generalization and principles .Learner receives information presented in final form

(Direct) Expository Strategies

1-Directive Strategy:

Lecture and Student Recitation

A teacher directed process aimed at providing needed information

2-Deductive Strategy:

a telling method where facts, concepts, principles and generalizations, are presented, defined, interpreted by the teacher and followed by the application of testing of three concepts, principles, generalizations in new examples generated by the student

Applicability of the Deductive Method

- To facilitate the explanation of relatively difficult and abstract topics to our students. Although it seems to fit the less bright ones, both inductive and deductive are applicable to all students if some adjustments are made.

3-Demonstrative Strategy

- 1-A strategy of teaching that depends greatly upon showing the learner a model performance that he should match, or pass after he has been a presentation that is alive, filmed or electronically operated.
- 2-Telling/showing method done by the teacher or trained student; observed by the other members of the class

Applicability Used more often in subjects like science, Speech or drama, practical arts, home economics, arts, music, and physical education

Indirect Approach

Indirect instruction involves induction from data to generalization.

In indirect instruction, the role of question is to guide student in the search and discovery process through:

1 -Inductive Strategy :-

- 1-It is a discovery

Some Indirect Teaching Strategies

2-It begins with study of many instances or cases that are observed and compared and the common elements in them are discovered and generalized

3-It ends up to the formation of a conclusion, a definition, a rule, a principle or a formula.

4-Opposite of Deductive: from part to whole, or particular to general, or from individual to universal

2-Problem Solving Strategy :-

Any purposeful activity that will remove a recognized difficulty or perplexity in situation through the process of reasoning.

3-Constructivism

A) Project strategy:-

: a significant practical units of an activity of a problematic nature carried on by students in a lifelike manner and in natural setting. It may be a construction, an enjoyment, a problem or a learning project.

B) Laboratory strategy :-

a set of first hand learning activities wherein the individual investigates a problem, conducts experiments, observes, process or applies theories and principles in simulated setting.

4- Inquiry Strategy:

Learners are confronted with a puzzling situation and are to enter into investigative work to solve a problem

5- Reflective Strategy.

An on-going process that enables individuals to continually learn from their own experiences by considering alternative interpretations of situations, generating and evaluating goals and examining experiences in light of alternative goals and hypothesis.

6-Metacognitive Strategy:-

Students are trained to become aware of and control their own learning through the metacognitive process.

Students plan what strategies to use to meet goal, decide what resources are needed, monitor own progress, evaluate progress.

Comparison between Direct & Indirect Approach

Direct Approach	Indirect Approach
1-Makes use of expository strategies	1-Makes use of exploratory strategies
2-Aimed at mastery of knowledge and skills	2-Aimed at generating knowledge for experience
3-Teacher – oriented	3-Learner – centered
4-Direct transmission of information from teacher	4-Students search for information with teacher's supervision
5-Teacher – controlled	5-Learner – controlled
6-Highly structured	6-Flexibly organized
7-Content – oriented	7-Experienced – oriented
8-Learner is passive, receives ready information	8-Learner is active in search of information

Comparison Between Deductive & Inductive Method

Deductive Method	Inductive Method
1. It does not give any new knowledge.	1. It gives new knowledge
2. It is a method of verification.	2. It is a method of discovery.
3. It is the method of instruction.	3. It is a method of teaching.
4. Child gets ready made information and makes use of it.	4. Child acquires first-hand knowledge and information by actual observation.
5. It is quick process.	5. It is a slow process.
6. It encourages dependence on other sources.	6. It trains the mind and gives self-confidence and initiative.
7. There is less scope of activity in it.	7. It is full of activity.
8. It is a downward process of thought and leads to useful results.	8. It is an upward process of thought and leads to principles.

Learning Styles

- 1-Visual Style.
- 2-Auditory Style.
- 3-Kinesthetic/Tactile Style.

Visual Learners

1-Learn through seeing and reading

2- Prefer written directions Often good readers

3-Visual Learners Learn Best With: pictures illustrations photos graphs diagrams maps

Auditory Learners

1-Prefer to listen to instructions

2-Often like to talk on the phone or listen to music

3- Learn best if they can hear and see the assignment

Kinesthetic / Tactile learners

1-Learn through doing

2-Remember hands on activities Use their hands to build, create, plant, draw or decorate

3-Learn the assignment best by using physical activity

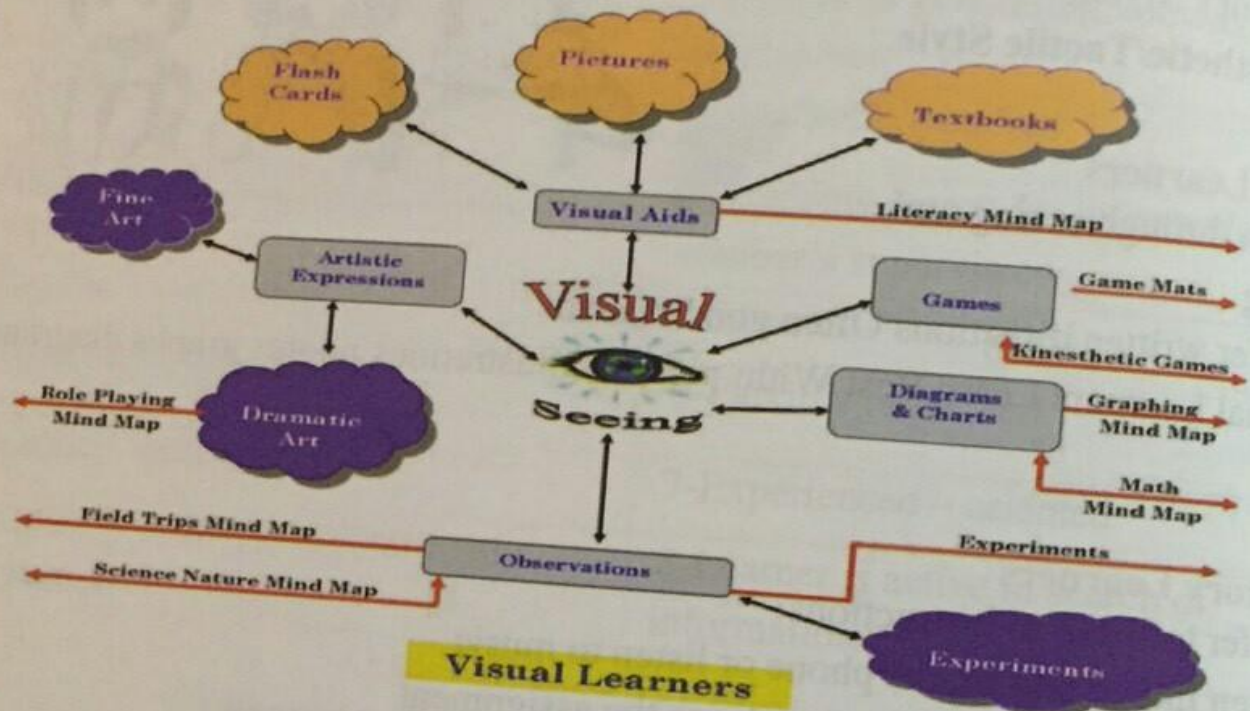
Auditory Learning Techniques

- 1-Discuss what you have learned with others Participate in study groups
- 2-Recite aloud Teach others what you have learned
- 3-Use flash cards and say the items
- 4- Use music in the background if it does not distract you or use it as a break from studying



Visual Learning Techniques

- 1-Mental photograph or video Flash cards
- 2-Highlighting Draw pictures to remember
- 3-Use pictures or symbols in the margin to remember Draw a map or



Visual Learners

Kinesthetic/Tactile Learning Techniques

- 1-Read while walking or pacing
- 2-Take notes on lectures
- 3-Highlight or underline
- 4-Think of practical applications.
- 5-Write summaries Outline chapters

Mind Maps differ from concept maps in that mind maps focus on only one word or idea, whereas concept maps connect multiple words or ideas. Also, concept maps typically have text labels on their connecting lines/arms. Mind maps are based on radial hierarchies and tree structures denoting relationships with a central governing concept, whereas concept maps are based on connections between concepts in more diverse patterns. However, either can be part of a larger personal knowledge base system.

E-learning التعليم الالكتروني

is the use of electronic educational technology in learning and teaching. ,

استخدام التكنولوجيا التعليمية الالكترونية في التعلم والتعليم

e-learning should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational"

ويُفسر التعلم الالكتروني على أنه يعني الحيوية والحماس والنشاط والتعليم

Computer Technologies

- 1- Enhance the teaching and learning experiences for their students and themselves. تعزيز التعليم والتعلم الخبرات لطلاب . For example, they can assist Instructional technologies expand opportunities for active learning. على سبيل المثال يمكن أن تساعد المعلمين في تصميم الأنشطة التي تركز على المتعلم
- 2- Students use technology (e.g., Internet, statistical databases, computer- based music) as a tool to gather information.
- 3- The students also receive immediate feedback about their performance.
- 4- Instructional technologies facilitate a collaborative rather than competitive learning environment.
- 5- Collaboration is encouraged when students share their work through networked communications, such as electronic mail, computer conferencing, newsgroups

What is CALL?

Computer-assisted language learning(CALL)

A definition of CALL is any process in which a learner uses a computer and, as a result, improves his or her language

هو أي عملية التي من خلال يستخدم المتعلم الكمبيوتر، وينتج عن ذلك ويحسن فيها لغته

Types of CALL Programs

CALL programs/materials include

- 1- **CALL-specific software** applications مصممة designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes

Modern Strategies Of Teaching

- 1- Critical thinking
- 2- Brainstorming
- 3- Role-playing
- 4- Collaborative learning
- 5- Cognitive organizers

1- Critical Thinking التفكير الناقد

Critical thinking the objective analysis and evaluation of an issue in order to form a judgment تحليل موضوعي وتقييم لموضوع لكي نشكل حكم.

The list of core critical thinking skills includes observation, الملاحظة, interpretation التفسير, analysis تحليل, inference استدلال, evaluation تقويم, explanation الشرح, and meta-cognition الادراك - ما وراء المعرفة.

2- Brainstorming العصف الذهني

- Brainstorming is an effective technique for generating lists of ideas, and creating interest and enthusiasm for new concepts or topics.
- Brainstorming provides teachers and students with an overview of what students know and/or think about a specific topic
- Establish brainstorming ground rules such as:
 - Accept all ideas without judgment
 - Everyone participates
 - Focus on quantity rather than quality.
 - Review the ideas and look for ways to combine and/or sort Them

3- Role-playing لعب الادوار

- Role-playing is the spontaneous acting out of situations, without costumes or scripts
- Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment.
- Express feelings, and take on the role of another person by "walking in another's shoes."
- At the conclusion, students have an opportunity to discuss how they felt and what they learned about that particular situation.
- The most important part of role-play is the follow-up discussion.

4- Collaborative learning التعلم التعاوني

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. collaborative learning occurs when individuals are actively engaged in a community in which learning takes place through explicit or implicit collaborative efforts.. collaborative learning also occurs when children and adults in engage play, work, and other activities together.

5- Cognitive Organizers

- Cognitive organizers (also known as key visuals or graphic organizers) are formats for organizing information and ideas graphically or visually.
- Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships.
- They demonstrate not only what students are thinking but also how they are thinking as they work through learning tasks.

Samples Of Cognitive Organizers

1-T-charts

2-Venn diagrams

3-Concept Maps

1-T-charts

T-charts help students organize their knowledge and ideas, and see relationships between pieces of information. T-charts can have two, three or more columns

2-Venn Diagrams

Venn diagrams compare and contrast information about two or more objects, concepts or ideas . They help students organize information and see relationships. They can used after such activities as reading text ,listening to a speaker or viewing can be a film.

3-Concept Map & Mind Maps خريطة المفاهيم والخرائط الذهنية

Concept Map typically represents ideas and information as boxes or circles, which it connects with labeled arrows in a downward-branching hierarchical structure. The relationship between concepts can be articulated in linking phrases such as causes, requires, or contributes to.

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CALL programs/materials include

- 1- **CALL-specific software** applications مصممة designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes

- 2- **Generic software applications** تطبيقات عامه designed for general purposes, such as word-processors (Word), presentation software (PowerPoint)
- 3- **Web-based learning programs** برامج التعلم القائم على الويب : online dictionaries, online encyclopedias, online concordances فهارس, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
- 4- **Computer-mediated communication (CMC)** الاتصالات الحاسوبية programs: online chat; email, discussion forum, message board

Roles of the Computer in language learning and teaching:

- 1- Computer as **tutor** معلم for language drills للتدريب or skill practice
- 2- Computer as a **tool** اداة للكتابة والبحث or writing, presenting, and researching
- 3- Computer as a **medium** وسيط للتواصل of global communication

A) Multimedia CALL

- 1-They create a more authentic learning environment using different media.
- 2-Language skills are easily integrated through multimedia.
- 3-Students have a high degree of control over their learning through hypermedia.
- 4-It facilitates a principle focus on the content without sacrificing a secondary focus on language form

How Computers can be used in Class Language

1) Teaching with one computer in the class

- 1- Delivery of content تسليم المحتوى (PowerPoint, word-processor, Webpages)
- 2- Interactive whiteboard

2) Teaching in the computer network room(network-based language teaching)

- 1- Task-based group work /activities
- 2- Computer-mediated communication (CMC): لاتصالات الحاسوبية
asynchronous/synchronous غير المتزامن / متزامن
- 3- Tandem learning- لتعلم جنباً إلى جنب

3- Self-access learning (independent learning) وصول التعلم المستقل التعلم الذاتي

- 1- Drills and exercises
- 2- Word processing
- 3- Resource searching

4) Distance learning التعليم عن بعد

(i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)

- 1- delivering online course content
- 2- CMC activities: email, discussion forum, chat rooms
- 3- tandem learning
- 4- community building

Questions On Language Instructions

Choose the correct answer

Instruction is given in the native language of the students and There is early reading of difficult classical texts . This method is :

- | | |
|---------------------------------|--------------------------|
| (a) Grammar-Translation method. | (b) Direct method |
| (c) Audio lingual method | (d) Communicative method |

Only the grammar useful for reading comprehension is taught. This method is.....

- | | |
|---------------------------------|--------------------------|
| (a) Grammar-Translation method. | (b) Reading method |
| (c) Audio lingual method | (d) Communicative method |

Lessons begin with a dialogue , Skills are sequenced: listening, speaking– reading, writing postponed and. Only the target language should be used in the classroom. This method is.....

- | | |
|------------------------|--------------------------|
| (a) Situational method | (b) Audio-lingual method |
| (c) Situational method | (d) Communicative method |

The spoken language is primary, Only the target language should be used in the classroom. This method is.....

- | | |
|--------------------------------|--------------------------|
| (a) Grammar-Translation method | (b) Communicative method |
| (c) Situational method | (d) Direct method |

Instruction is often individualized; learners are responsible for their own learning. This approach is.....

- | | |
|--------------------------|----------------------------|
| (a) Cognitive Approach | (b) Communicative Approach |
| (c) Situational Approach | (d) Audio-lingualism |

- 6 Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing. This method.....
- (a) Grammar-Translation method
 - (b) Communicative method
 - (c) Situational method
 - (d) Reading method

- 7 Competency-Based language teaching focuses on what students.....
- (a) think in a language.
 - (b) Know in a language.
 - (c) can do in a language.
 - (d) believe in a language.

- 8 using activities involving information exchange and solving as a way of developing ability in language
- (a) Task-based learning
 - (b) Direct learning
 - (c) Indirect learning
 - (d) Content based learning

- 9 In the audio-lingual approach, there is emphasis on
- (a) pronunciation.
 - (b) translation
 - (c) vocabulary
 - (d) both A & C

- 10 Explicit teaching, drill and practice, demonstrations are strategies used in.....
- (a) direct instruction
 - (b) indirect instruction
 - (c) interactive instruction
 - (d) independent learning

- 11 Problem solving, concept formation, concept mapping and reading for meaning are strategies in.....
- (a) direct instruction
 - (b) indirect instruction
 - (c) interactive instruction
 - (d) independent learning

- 12 Role play, brainstorming, co-operative learning group are strategies used in.....
- (a) direct instruction
 - (b) indirect instruction.
 - (c) interactive instruction.
 - (d) independent learning.

- 13 Students can be engaged in a lesson through learning by.....
- (a) doing.
 - (b) noticing.
 - (c) listening.
 - (d) watching.

- 14 Which of the following be considered a kinesthetic activity?
- (a) Write a short essay
 - (b) Complete a Gap fill exercise
 - (c) Watch a power point presentation
 - (d) Arrange Cut-Out, jumbled words into sentences

13.focuses on the language, the vocabulary and grammatical rules, rather the message carried by the language
- (a) Content based learning
 - (b) Task-based approach
 - (c) Structure-based instruction
 - (d) Communicative instruction

14. The eclectic method of foreign language teaching necessitates that the teachers _____
- (a) apply the easiest from the various methods
 - (b) choose the best from the various methods
 - (c) apply one method in each class period
 - (d) apply at least two methods in each class period

15. Kinesthetic learners prefer
- (a) Learn through doing
 - (b) Learn through listening
 - (c) Learn through picture
 - (d) Learn through flash cards

16. Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus.
- (a) The Communicative Approach
 - (b) The Audio Lingual Method
 - (c) The Grammar Translation Method
 - (d) None of the above

17. Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.
- (a) The silent way
 - (b) The Communicative Approach
 - (c) Immersion
 - (d) All the above

18. In general, communicative language teaching encourages teachers to _____.
- (a) use pair work and group work in class
 - (b) explain grammar rules explicitly
 - (c) let students take responsibility for their learning
 - (d) take responsibility for the learning process

19. The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.
- (a) The Total Physical response
 - (b) The Communicative Approach
 - (c) The Audio Lingual Method
 - (d) All the above

22 ESL students at the school take all subjects in English. They take part in **clubs** and school activities with native English students their own age.

- ☐ (a) Community Language Learning .
- ☐ (b) Task- based Learning
- ☐ (c) Immersion
- ☐ (d) All the above

23 Effective teacher is:

- ☐ (a) who has control over the class
- ☐ (b) who inspires students how to learn
- ☐ (c) who can deliver more information in limited period
- ☐ (d) Amends carefully the assignment

24 The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

- ☐ (a) The direct
- ☐ (b) Total Physical response
- ☐ (c) The Natural Approach
- ☐ (d) All the above

25 The over-learning of patterns through choral repetition and drilling is the key to learning a target language.

- ☐ (a) Grammar-Translation
- ☐ (b) Direct Method
- ☐ (c) Audio-lingual Method
- ☐ (d) None of the above

26 In that approach, new items (lexical and grammatical) are introduced and practiced in real situations.

- ☐ (a) Comprehension-based approach
- ☐ (b) Affective-Humanistic approach
- ☐ (c) Situational approach
- ☐ (d) Direct approach

27 In that approach, errors are viewed as inevitable.

- ☐ (a) Cognitive approach
- ☐ (b) Reading approach
- ☐ (c) Grammar-Translation approach
- ☐ (d) Communicative approach

28 A good teacher is one who is capable of

- ☐ (a) finishing the course in time
- ☐ (b) inducing the students to learn
- ☐ (c) giving a good result
- ☐ (d) Helping students in preparing good notes

139 In that approach, respect is emphasized for the individual.

- (a) Reading approach
- (b) Cognitive approach
- (c) Direct approach
- (d) Affective-Humanistic approach

140 In that approach, learners should not speak until they feel ready to do so.

- (a) Reading approach
- (b) Grammar-Translation approach
- (c) Comprehension-based approach
- (d) Direct approach

141 In that approach, the goal of language teaching is learner's ability to communicate in the target language.

- (a) Reading approach
- (b) Direct approach
- (c) Communicative approach
- (d) Affective-Humanistic approach

142 A classroom device or activity (e.g. imitation and repetition) is :

- (a) A method
- (b) A technique
- (c) An approach
- (d) A theory

143 _____ in language learning is the situation where the learner spends time in an environment operating solely in the target language.

- (a) Immersion
- (b) The communicative approach
- (c) The direct method
- (d) Scaffolding

144 To make a good decision concerning the choice of an approach or method, ESL/EFL teachers need to:

- (a) Teach more grammar
- (b) Use dictionaries
- (c) Assess their students' needs
- (d) Study Chemistry

145 Among causes of errors in ESL/EFL is:

- (a) Learning strategies
- (b) Class size
- (c) Traditional approaches
- (d) Pronunciation and vocabulary

146 Using technology in teaching help to

- (a) present demonstrations
- (b) enhance course content
- (c) provide additional illustrations
- (d) all the above

147 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



A student tries to solve a problem without any help from a teacher. The teacher should

- (a) advise him/her to take help from his/her colleagues
- (b) pay no attention to him/her
- (c) scold him/her for foolishness
- (d) appraise his/her individual effort.

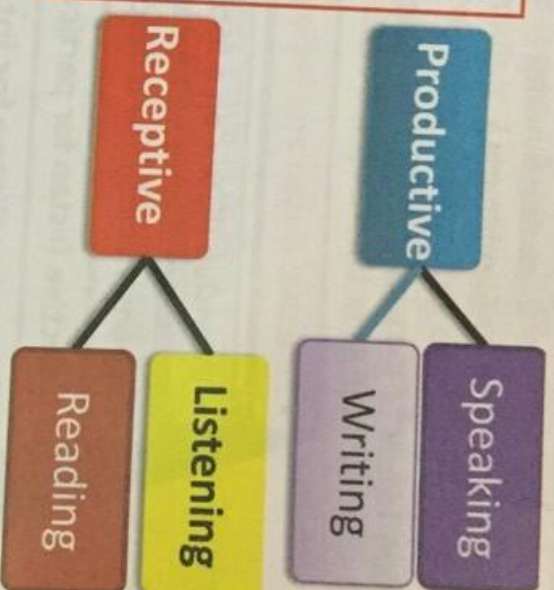
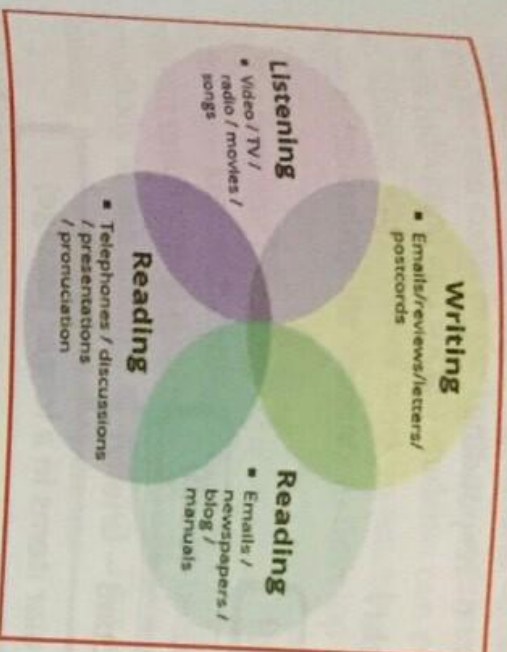
Key answers

- 1 ☒ a ☒ b ☐ c ☐ d
- 2 ☐ a ☒ b ☐ c ☐ d
- 3 ☐ a ☒ b ☐ c ☐ d
- 4 ☐ a ☐ b ☒ c ☐ d
- 5 ☒ a ☐ b ☐ c ☐ d
- 6 ☐ a ☒ b ☐ c ☐ d
- 7 ☐ a ☐ b ☒ c ☐ d
- 8 ☒ a ☐ b ☐ c ☐ d
- 9 ☒ a ☐ b ☐ c ☐ d
- 10 ☒ a ☐ b ☐ c ☐ d
- 11 ☐ a ☒ b ☐ c ☐ d
- 12 ☐ a ☐ b ☒ c ☐ d
- 13 ☒ a ☐ b ☐ c ☐ d

- 14 ☐ a ☐ b ☐ c ☒ d
- 15 ☐ a ☐ b ☒ c ☐ d
- 16 ☐ a ☒ b ☐ c ☐ d
- 17 ☒ a ☐ b ☐ c ☐ d
- 18 ☐ a ☐ b ☒ c ☐ d
- 19 ☐ a ☒ b ☐ c ☐ d
- 20 ☒ a ☐ b ☐ c ☐ d
- 21 ☐ a ☐ b ☒ c ☐ d
- 22 ☐ a ☐ b ☒ c ☐ d
- 23 ☐ a ☒ b ☐ c ☐ d
- 24 ☐ a ☒ b ☐ c ☐ d
- 25 ☐ a ☒ b ☐ c ☐ d
- 26 ☐ a ☐ b ☒ c ☐ d

- 27 ☒ a ☐ b ☐ c ☐ d
- 28 ☐ a ☒ b ☐ c ☐ d
- 29 ☐ a ☐ b ☐ c ☒ d
- 30 ☐ a ☐ b ☒ c ☐ d
- 31 ☐ a ☐ b ☒ c ☐ d
- 32 ☐ a ☒ b ☐ c ☐ d
- 33 ☒ a ☐ b ☐ c ☐ d
- 34 ☐ a ☐ b ☒ c ☐ d
- 35 ☒ a ☐ b ☐ c ☐ d
- 36 ☐ a ☐ b ☐ c ☒ d
- 37 ☐ a ☒ b ☐ c ☐ d
- 38 ☐ a ☐ b ☐ c ☒ d

Part2 :Teaching 4 Skills Of English



Receptive Skills : Reading and Listening

Reading and Listening are also known as passive skills . In learning a new language, learners begin with receptive understanding of the new forms, then later move on to productive use. Receptive skills should naturally support productive skills

Productive Skills Speaking and writing

Speaking and writing are also known as active skills Usually practiced after receptive skills Put at the end of the lesson to find out whether or not a lesson aim is achieved

Teaching listening skill

Listening is the ability to accurately receive and interpret messages in the communication process. Effective listening requires concentration and the use of your other senses - not just hearing the words spoken.

What makes listening difficult?

- 1 - Reduced forms
- 2 - Performance variables
- 3 - Colloquial language
- 4 - Rate of delivery
- 5 - Stress, rhythm, and intonation
- 6 - Interaction

Stages Of Listening Process

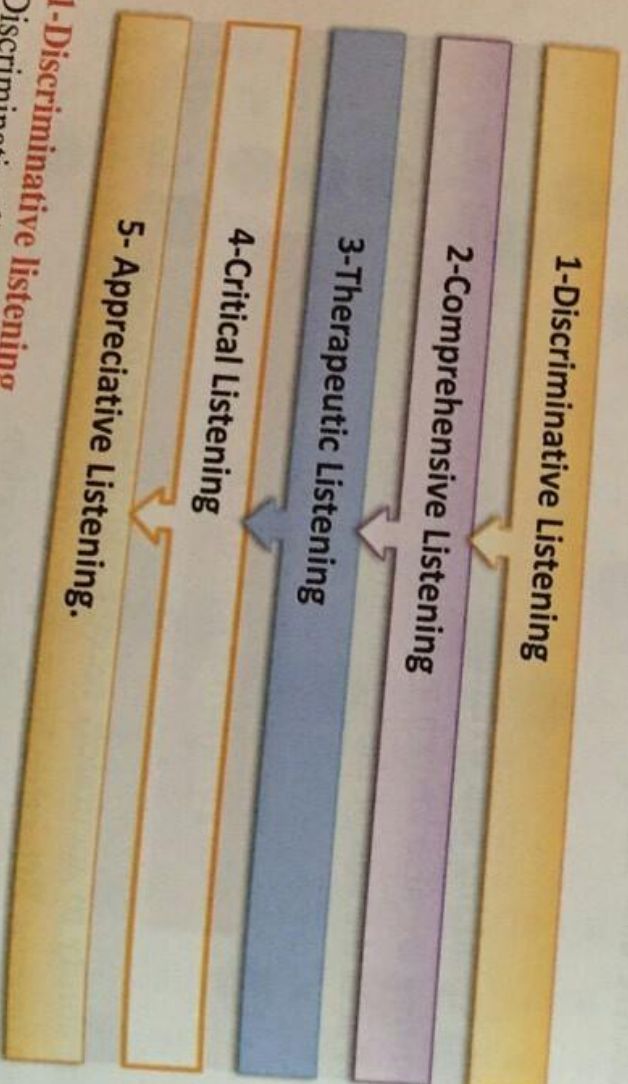
There are 6 basic stages of listening process

- | | | |
|----------------|------------------|---------------|
| 1- hearing | 2- understanding | 3- attending |
| 4- remembering | 5- evaluating | 6- responding |

What kinds of listening skills are taught?

- **Reactive (listen and repeat)**
- **Intensive (listen on a focused sound)**
- **Responsive (listen and respond – briefly)**
- **Selective (listen for particular items in a longer passage)**
- **Extensive (listen for interactive/responsive purposes)**
- **Interactive (listen to discuss, respond, debate)**

Types of listening



1-Discriminative listening

Discriminative listening is where the objective is to distinguish sound and visual stimuli. This objective doesn't take into account the meaning; instead the focus is largely on sounds.. If one thinks he can see that this is where L1 listening begins - amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

2. **Comprehensive listening**

Is the second kind where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.

3. **Therapeutic listening**

is the third kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations

4. **Critical listening**

is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.

5. **Appreciative listening**

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. where the focus is on enjoying what one listens. Here my students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then we reflected on the practice of listening to songs in the language lab.

Types Of Classroom Speaking Performance

1-**Imitative** (this should be limited) – repetition drill

2-**Intensive** – practice a grammatical/phonological feature

3-**Responsive** – to respond to a question

4- **Transactional** (dialogue) – to convey information

5-**Interpersonal** (dialogue) – to interact socially

6- **Extensive** – monologue (intermediate/advanced)

Teaching Speaking

What is Speaking?

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information

6 Strategies Of Listening	
Listening Strategy	Explanation
1-Inference	Using acoustic, vocal, or lexical information within the text, listening etc. to guess the meaning of unfamiliar words, or to fill in missing information
2-Elaboration	Activating, or connecting new material to prior knowledge in order to understand or to fill in missing information
3-Self-monitoring	Checking, verifying, or correcting one's listening comprehension while performing a task to see if you're right.
4-Summarization	Making a mental or oral summary of the information presented in a listening task up to that point and/or at the end.
5-Self-evaluation	Checking your concentration or focus and assessing one's strategy use
6-Toleration of Ambiguity	Trying to accept the fact that many parts will be unclear or unknown and not allowing it become frustrating.

Speaking situations

1. Interactive :dialogue
2. Partially interactive:lecture
3. Non-interactive:sermons and speeches

Some Problems That Students May Face

4. Shyness and inhibitions
5. Finding things to say
6. Low participation of individuals
7. L1 use

How to design and administer procedures to get students to talk:

- 1-The students should actually talk a lot.
- 2-The language used should be of an acceptance level.

Fluency and Accuracy

Fluency: the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonations, stress, rate of speaking, and use of interjections and interruptions

Accuracy: the learners need to produce a message that is accurate enough in terms of word order, word endings, pronunciation, and so on for the listener to understand.

Controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on developing the learners' fluency.

Feedback and Correction

1-**Feedback:** Learners need encouragement and they need to know when they are making mistakes that cause other people not to understand or misunderstand them.

2-**Correction:** It is more difficult to decide when to correct. Teachers can choose to correct as soon as the mistake is made or at the end of the activity or class.

Types Of Spoken Tests



Should we teach pronunciation?

Sounds are less crucial for understanding than the way they are organized

- Native speakers rely more on stress and intonation than accurate articulation of a particular sound.

What are the factors that affect pronunciation?

1-Native language

2-Age

3-Exposure

4-Innate phonetic ability

5-Identity and language ego

6-Motivation/concern for good pronunciation

02

What are the common speaking strategies ?

- Asking for clarification (what?)
- Asking someone to repeat something
- Using fillers
- Using conversation maintenance cues (uh-huh, right, yeah, okay, hmm)
- Getting someone's attention
- Using paraphrases for structures one can't produce
- Using mime and nonverbal expressions

Learning To Speak

•PPP model is useful for lower levels

- 1-**presentation stage** – listening/teacher modelling
- 2- **practice stage** - accuracy work – a controlled framework - importance of repetition + on- the-spot error correction
- 3- **Personalization / Production** – students' performance .

Teaching Reading

What is reading ?

Reading is a visual process that begins with one's ability to use one's vision to interpret graphic symbols.

What is reading a comprehension?

Refers to understand what is read, so readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message

There are two approaches which describe the nature of the reading learning process:-

1. Bottom-up processing

Readers must recognize a variety of linguistic signals (letters, morphemes, syllables, etc.), and impose some sort of order them, so as to make them cohere.. The reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build a whole.

التارئ يركز على كل الكلمات والجمل لكي يفهم ويربط او يصور هذا العناصر مع بعض

2. Top-down processing

it focuses on the background knowledge a reader uses to comprehend a written text, the reader gets a general view of the reading passage by, in some way, absorbing the overall picture. استيعاب الصورة العامة

Schema Theory and Reading

schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences. "

What do English students do in order to become efficient reader ?

Recognize grammatical word classes, patterns, rules and elliptical forms.

- Recognize that a particular meaning may be expressed in different grammatical forms.

- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

After selecting a text, the following three stages of activities are typically used to activate and build students' schemata

1- **Pre-reading**: Predicting Semantic Mapping Reconciled Reading

2- **During reading** : Skimming, Scanning, Note-taking Guess, Analyse vocabulary

3- **Post-reading**: Questions Mind-Mapping Summarizing

Reading Skills

1- (Skimming): Reading for general understanding

Reading for such 'general' comprehension means not stopping for every word not analyzing everything that the writer includes in the text.

☐ To get the main idea

☐ Overall understanding
القراءة السريعة لفهم القطعة بشكل عام أو لفهم الفكرة العامة في النص (الخلاصة - الزبدة)

2- (Scanning) : Reading for specific information

Teacher may ask questions about the passage and students answer these questions from the passage or to find details .

القراءة لفهم معلومات محددة أو معرفة تفاصيل محددة في النص

Types of reading

- **Intensive reading** ☐ getting the whole idea ☐ Usually done in the classroom
- **Extensive reading** ☐ Reading in detail (vocabulary) ☐ Usually away from the classroom
- **Scanning or reading for specific information** ☐ To find an answer ☐ To find details ☐ To save time
- **Skimming or reading for gist** ☐ To get the main idea ☐ Overall understanding

Reading activities

- Predicting the end
- Inferring from a title
- Summarizing the text
- Evaluating and questioning what we have read

• KWL chart:

- ☐ What we know ☐ What we want to know
- ☐ What we have learned
- ☐ Understanding vocabulary in context
- ☐ Reading for general meaning • Predicting / Previewing • Skimming • Finding the main idea
- ☐ Reading for specific information • Inference • Scanning
- ☐ Contextual referents / Rhetorical devices and clause markers

Reading Strategies

1-Reading for general meaning

- ☐ Predicting / previewing: Looking quickly at the text before beginning reading
- ☐ Skimming: Reading quickly to get a main idea
- ☐ Finding the main idea: Understanding the writer's principal message

2-Predicting / Previewing

There are many specific strategies that are used when we read for the main idea. These can signal important main ideas and give us an idea of the gist of selection.

- Headlines, headings and subheadings
- Illustrations
- Captions
- Changes in typesetting (italics or bold print, for example)

Skimming

Read the title, subtitles and subheadings

Look at the illustrations

Read the first and last sentence of each paragraph.

Let your eyes skim over the text, taking in key words.

Finding the main idea

- ☐ Think about the meaning of the whole text
- ☐ Don't focus on individual words

4-Reading for Specific Information

☐ Inference: Understanding something the writer doesn't say directly e.g. Try to imagine what is happening

☐ Scanning: Looking through a text quickly to find specific information.

5-Contextual References and Cohesion Devices

Understanding how ideas in a text are related.

☐ Pronouns ☐ Possessive adjectives ☐ Rhetorical devices ☐ Clause markers

6-Rhetorical Devices and Clause Markers

☐ Rhetorical devices are used to help readers understand the relationships between ideas. ☐ Some are very easy to understand: for example, and, but. ☐ However, others are much more difficult from a vocabulary point of view.

How To Teach Vocabulary

The teacher should try to get the meaning to the class without using translation by:..

1-Communicating Meaning 2- Remembering Meaning

1-Communicating Meaning

The meaning of words can be communicated or taught in two ways:-

A -By demonstration or pictures

- 1-using an object
2. using a cutout figure
3. using gesture
4. performing an action
5. photographs
6. blackboard drawings or diagrams
7. pictures from books

B - By verbal explanation

- 1) analytical definition
- 2) putting the new word in a defining context
- 3) translating into another language

Teaching Writing

Stages Of Writing Process



Prewriting: The writer establishes and clarifies a purpose of writing, **brainstorms** possible topics, collects pertinent materials, identifies an audience, chooses an appropriate form of writing, and establishes an initial organizational strategy.

The teacher helps students select topics, encourages them to talk to generate ideas and language about the topic, provides resources, suggestions, and materials and discusses appropriate format and audience.

Drafting: The writers express ideas in an uninterrupted flow while keeping the purpose and audience in mind. They get information on paper, concentrate on content and explore topic possibilities. Invented spellings, blanks, cross-outs, and abbreviations are acceptable.

The teacher offers encouragement, helps organize information, gives assistance focusing on the topic, provides enough time and structure to ensure students get off to a good start.

Revising: The writers narrow down topics, eliminate irrelevant writing, reorganize writing, write additional drafts, and research information. Content quality, clarity, smooth flowing ideas, and descriptive language is emphasized. Teachers encourage peer revision sessions and encourage students to talk to other students about their writing and add, cut, and reorder their writing.

2. Remembering Meaning

There are four ways for committing words to memory:

- a) **Rote repetition** i.e. repeating the word and its meaning until it seems to have stuck
- b) **Structure**: analyzing the word according to its root, affixes and inflections as a way to understand its meaning,
- c) **Semantic strategies**: thinking of synonymous words so as to build a network of interlinking concepts, clustering words by topic group or type of verb, or linking the word to the sentence in which it was found or to another sentence; and
- d) **The use of mnemonic devices** in order to create a cognitive link between an unfamiliar word and its translation by means of a cognitive mediator

Vocabulary Teaching Techniques

Are words Better Learned in Context or in Isolation?

Context learning is believed to be superior to list learning for two reasons.

- 1-context provides room for greater associations and meaningfulness of the learning material.
- 2-context provides a situation similar to discovery learning. The learner must actively process the linguistic environment and uses available clues to guess meaning of unfamiliar words.

Visual Methods include:

- (A). **Pictures**: pairing pictures with words results in better recall than pairing them with their L1 equivalents.
- (B). **Visualization**: Instead of real pictures, a word or the content of a passage is visualized. **The Total Physical Response Method**: physically enacting the information in a sentence results in better recall than simple repetition.

Pedagogical implications

1. The basic principle in vocabulary teaching is that the teacher should choose the most direct and economical method. It is even legitimate to explain words and idioms in the native language.
2. The use of context is very essential in vocabulary explanation.
3. As words are presented, only the meanings in which they are used in the textbook should be explained. It is a waste of time and effort to present all different meanings of words.
4. Learners should be encouraged and also taught to use a good bilingual or monolingual dictionary to look up words and expressions whose meanings are unknown to them.

Revising Methods

A.R.R.R. Adding, Rearranging, Removing, Replacing
A.R.M.S. Add, Remove, Move Around, Substitute
R.A.G. Read Around Group

Proofreading/Editing

Teachers should encourage peer proofreading, provide vocabulary, give instruction of specific skills, help students evaluate their writing, and encourage students to consult reference materials .

Writers should correct mechanical errors (spelling, punctuation, and capitalization). Writing should be read aloud before the final copy is made. An editing checklist is a good tool .

Teach basic editing conventions to students and encourage them to use them in editing. Teach popular acronyms such as: **C** Capitalization **O** Organization

P Punctuation/Paragraphs **S** Sentences/Spelling Use editing checklists

Publishing

Writers make their final copies and share their finished work. Writers feel that their writing is important when they share. Teachers should encourage students to share by reading aloud, publishing, organizing a class book, making their own books, displaying final drafts, and sharing with bulletin boards, electronic bulletin boards, multimedia presentations, newsletters, newspapers, oral presentations, journals, etc

Types of Writing

A-Controlled Writing

- To teach pupils the mechanics of writing accuracy and readiness for further writing activities.
- Controlled completely by teacher: handwriting, copying, dictation and spelling.

Dictation

- More difficult than copying .
- Brief and familiar .
- Not beyond the pupils' comprehension. Simple words and patterns
- Difficult words can be written on the board.
- The teacher reads once more.

- Pupils may check or exchange.
- Correction
- Pupils write mis-spelled words.
- The teacher summarizes the most common errors .

B- Guided Writing

- Provide graded guidance in vocabulary and structures so that pupils will not make many mistakes .

1-Directed composition

- Keywords-expressions-a model with directions for rewriting .

2-Semi-controlled composition

3- Guided composition

- Pupils can add ideas/constructions.
- New words and topics provided by the teacher .

C- Free Writing

- Originality/ Freedom/Qualified.
- Rules of writing
- Qualities of a good paragraph
- Meaningful and interesting
- Descriptive or narrative topics or letter writing

Four Major Types of Essays

1.Narrative Essays: Telling a Story

In a narrative essay, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves.

2-Descriptive Essays: Painting a Picture

A cousin of the narrative essay, a descriptive essay paints a picture with words. A writer might describe a person, place, object, or even memory of special significance.

3.Expository Essays: Just the Facts

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. facts and not personal feelings, writers don't reveal their emotions or write in the first person

4-Persuasive Essays: Convince Me

While like an expository essay in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer's point of view or recommendation.

Questions On teaching 4 skills

Choose the correct answer:-

Setting up a situation in which a student role plays speaking to a friend and then speaking to the minister of education achieves which goal?

- (a) Using different register
- (b) Changing up class routine
- (c) Engaging student interest
- (d) checking student pronunciation

_____ is/are an example of authentic reading material that can be used in class.

- (a) Web pages
- (b) Pages from the students' book
- (c) Classroom handouts
- (d) Student's written homework

Teaching productive skills means teaching _____.

- (a) listening and speaking
- (b) listening and reading
- (c) speaking and writing
- (d) reading and writing

The main purpose of teaching Speaking is to teach students efficient _____

- (a) grammar
- (b) enunciation
- (c) pronunciation
- (d) communication

Teacher: Who has a vehicle that can carry twenty people at once? Hint, many of you rode in one today. Students: A bus driver!

The previous scenario is example of a teaching strategy used in listening and speaking classes. It is known as _____.

- (a) selecting
- (b) inferring
- (c) elaborating
- (d) anticipating

Teacher (to students): please read the text on page 55. When you have done, write a thorough evaluation _____ about it.

The preview scenario exemplifies a teaching strategy know as:

- (a) Scanning
- (b) Skimming
- (c) Note-Taking
- (d) Critical Reading

When a teacher requires students to read a text quickly and then give it an appropriate title, this is known as reading _____.

- (a) for details
- (b) the gist
- (c) for knowledge
- (d) for comprehension

A teacher gave his/her students the following sentence:

"I went to the _____ last night and bought some clothes."

The previous sentence is used to test the students' understanding of _____

- (a) vocabulary and context
- (b) listening and speaking
- (c) L2 speaking
- (d) L2 reading

9 Silent reading techniques are used for rapid reading comprehension. At what level of reading should such techniques not be taught?

- (a) Advanced
- (b) Beginning
- (c) Intermediate
- (d) Upper intermediate

10 When a teacher instructs students to write down all of the ideas they can think of related to a topic, this is known as _____.

- (a) outlining
- (b) clustering
- (c) note-taking
- (d) brain storming

11 When writing a formal letter, which of the following greetings uses incorrect register and would not be acceptable for a formal letter?

- (a) Hi Anas
- (b) Dear Sir or Madame,
- (c) To whom it may concern,
- (d) Good afternoon, Dr Anas

12 Providing students with an example of a well - structured essay and then analyzing it with them is an example of _____.

- (a) outlining
- (b) modeling
- (c) summarizing
- (d) paraphrasing

13 How does using transitional expressions like "however, although, moreover" affect a paragraph?

- (a) Provides grammatical structure
- (b) Implies language fluency
- (c) Improves coherence
- (d) Distracts the reader

14 The writing process can be achieved by following the recursive phase of _____ editing and publishing.

- (a) drafting, pre-writing , revising
- (b) pre-writing, drafting ,revising
- (c) pre-writing, revising, drafting
- (d) drafting , pre-writing ,revising

15 Flash cards are commonly used to teach

- (a) grammatical structures
- (b) vocabulary items
- (c) writing exercises
- (d) reading aloud

16 Teaching grammar goes into the following three stages :.....

- (a) Presentation, demonstration and practice.
- (b) Teaching rules, providing examples and doing exercise.
- (c) Teaching, demonstration and homework.
- (d) Reading, demonstration and writing.

Teaching receptive skills means teaching

- (a) speaking and reading
- (b) listening and reading
- (c) speaking and writing
- (d) writing and speaking

The technique of _____ is an activity where a student needs information from others to complete a particular task.

- (a) filling in a blank
- (b) information gap
- (c) critical reading
- (d) matching

Which of the following is an effective learning strategy in learning reading in an EFL classroom? _____

- (a) memorization
- (b) guessing
- (c) discrete slots
- (d) demonstration

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

_____ is the first stage in the writing process.

- (a) Reviewing
- (b) Editing
- (c) Drafting
- (d) Evaluation

What is probably the easiest way of presenting the word 'snake' to the learners?

- (a) Defining the word
- (b) Using a real object
- (c) Drawing the object on the board
- (d) Using the word in a sentence

A group of intermediate Saudi students who are learning how to write a paragraph would use _____ learning techniques.

- (a) different
- (b) effective
- (c) successful
- (d) sufficient

A literate student can acquire the details of reading in a second language _____ an illiterate one.

- (a) slower than
- (b) as fast as
- (c) as slow as
- (d) faster than

In learning a new language, learners begin with.....

- (a) speaking and reading
- (b) listening and reading
- (c) speaking and writing
- (d) writing and speaking

Grammar teaching is concerned with explicit teaching of language _____

- (a) forms
- (b) meaning
- (c) use
- (d) words

27 When we ask students to read a text, evaluate it, and react to it, we are teaching

- (a) thorough reading
- (b) critical reading
- (c) scanning
- (d) skimming

28 The purpose of teaching speaking is to allow students to _____

- (a) express themselves
- (b) repeat sentences
- (c) repeat what they heard in the classroom
- (d) express language function

29 Composite pictures may be effectively used in the teaching of _____

- (a) speaking and writing
- (b) reading comprehension only
- (c) grammatical structures mainly
- (d) young learners only

30 An overhead projector can effectively be used to teach _____

- (a) reading and writing only
- (b) speaking and other skills
- (c) listening comprehension especially
- (d) grammatical structures mainly

31 Before starting a listening activity, a teacher should _____

- (a) set a listening objective
- (b) verify predictions
- (c) evaluate comprehension
- (d) modify listening strategies

32 The language lab is best used in the teaching of _____.

- (a) good writing
- (b) reading comprehension
- (c) free conversations
- (d) listening comprehension

Key answers

- 1 a b ☒ d
2 ☒ b c d
3 a b ☒ d
4 a b c ☒
5 a ☒ c d
6 a b c ☒
7 a ☒ c d
8 ☒ b c d
9 a ☒ c d
10 a b c ☒
11 ☒ b c d
12 a ☒ c d
13 a b ☒ d
14 a ☒ c d
15 a ☒ c d
16 ☒ b c d

- 17 a ☒ c d
18 a ☒ c d
19 a ☒ c d
20 a b ☒ d
21 a b ☒ d
22 a b ☒ d
23 ☒ b c d
24 a b c ☒
25 a ☒ c d
26 ☒ b c d
27 a ☒ c d
28 ☒ b c d
29 ☒ b c d
30 a b c ☒
31 ☒ b c d
32 a b c ☒

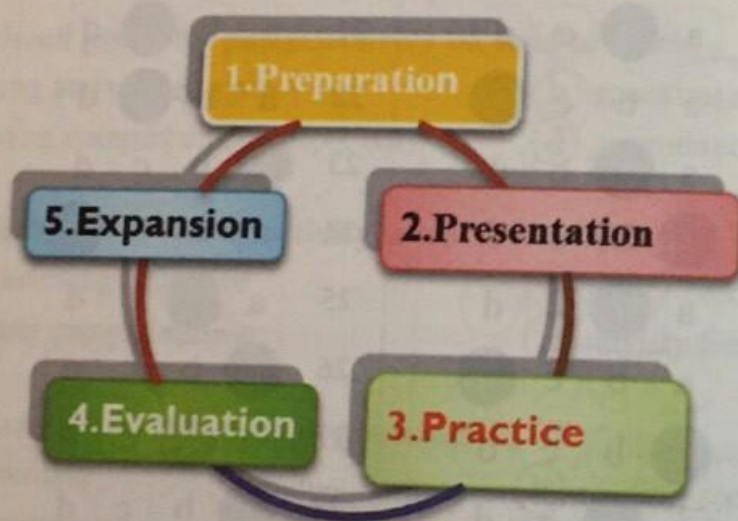
Part 3 : Language Instruction

A lesson plan

lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

The steps of lesson plan

CALLA (Cognitive Academic Language Learning Approach)



The Elements of Lesson Plan

1-warm up An activity that a teacher uses at the beginning of a lesson to give the class more energy

Ice-breakers Short, entertaining activities at the start of lessons to get the class warmed-up or to get a new class working together.

2. Objective - a statement that describes what the learner can do after a lesson has been taught. It should be SMART (Specific, measurable, attainable, result oriented, and time-bound)

3. Content Or Skill • Content may be cognitive (knowledge, concepts, principles, facts); affective (attitudes/values/feelings), or psychomotor (motor skills)
• Skill may come in the form of: - Work habits, discussion, writing, note taking - Dictionary, reference & library skills . Inquiry skills (problem-solving, experimenting, hypothesizing) - Cooperative & competitive skills (leadership, participation)

4. Learning Activities, such as lectures, practice drills, group activities, dramatization, research, projects, experiments, field trips, Listening to audiotapes, etc.

5. Resources And Materials (printed materials, audiovisual materials, programmed/computer materials, models & replicas, etc.)

6. Evaluation (tests, demonstration, debates, remediation, etc.)

Basic Principles of Lesson Planning

1- coherence 2- variety 3 – Flexibility

Aims, Goals, and Objectives of Curriculum

Aims	<p>1-Aims are general statements that provide direction or intent to educational action.</p> <p>2- Aims are usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable.</p> <p>3-Aims may serve as organizing principles of educational direction for more than one grade</p>	<p>Aim:</p> <ul style="list-style-type: none"> - Students will understand and become proficient at identifying the different types of spoken English
Goals	<p>1-Goals are statements of educational intention which are more specific than aims.</p> <p>2-Goals too may encompass an entire program, subject area, or multiple grade levels.</p> <p>3-They may be in either amorphous language or in more specific behavioral terms.</p>	<p>Goal:</p> <ul style="list-style-type: none"> - Students will be able to identify and Use American slang terms and phrases - Students will understand the plot
Objectives	<p>Objectives are usually specific statements of educational intention which delineate either general or specific outcomes. There are advantages and disadvantages to different types of objectives.</p> <ol style="list-style-type: none"> 1-Behavioral objectives 2-Holistic objectives 3-Non behavioral objectives 4-Problem solving objectives 5-Expressive activities that lead to expressive outcomes. 	<p>Behavioral objectives usually employ observable verbiage and can be divided into specific domains — cognitive (head), affective (heart), and physical (hand). Samples:</p> <p>Cognitive: Students will identify and list 5 slang terms they have heard from their peers.</p> <p>Affective: Students will choose 3 of the most offensive slang terms from a list developed by the entire class</p> <p>Physical: Students will create expressive gestures to go with their favorite</p>

Taxonomies Of Learning Objectives

تصنيف مستويات الاهداف التعليمية

Level	Description	Behavioral Terms
1-Knowledge	Recalling and remembering previously learned material including specific facts, events, persons, dates, and theories	Name, match, list, identify, recall, define, label, select, state
2.Comprehension	Understanding and grasping the meaning of something, including translation from one symbolic form to another interpretation, explanation, prediction, inferences, restating,	Explain, convert, estimate, describe, interpret, illustrate, infer, represent
3.Application	Using abstract ideas, rules or generalized methods in novel and concrete situations.	Demonstrate, use, apply, solve, prepare, implement, carry out, construct, show
4. Analysis	Breaking down a communication into a constituent parts or elements and understanding the relationship among different elements	Differentiate, distinguish, discriminate, relate, compare, contrast, classify, categorize
5. Synthesis	Arranging and combining elements and parts into novel patterns or structures	Combine, assemble, suggest, integrate, create, plan, propose,
6. Evaluation	Judging the quality worth, or value of something according to established criteria	, judge, weigh, evaluate, verify, confirm, defend, decide, justify

Writing Behavioral Objectives

These types of objectives are the majority of ones used in creating today's lesson plans, and they usually specify behaviors students must demonstrate to indicate that learning has occurred.

Advantages of behavioral objectives:-

- 1- They are easy to write.
They are easier to categorize by domain (cognitive, affective, physical / kinesthetic / tactile).
- 2- They are more easily evaluated. (usually, by objective methods.)
- 3- They may be easily designated for horizontal enrichment or vertical acceleration into categories of:
 - must know
 - need to know
 - nice to know

The Components of a Measurable Learning Outcome

Three essential components of a measurable learning outcome are:

- o Student learning behaviors
- o Appropriate assessment methods
- o Specific student performance criteria / criteria for success

When writing a measurable learning outcome, it is important to

- 1- Focus on student behavior
- 2- Use simple, specific action verbs
- 3- Select appropriate assessment methods
- 4- State desired performance criteria :- Students are expected to demonstrate. The wording should be something as follows: Students will be able to (action verb).

Types Of Lessons انواع الدروس

1- Development lesson – for new lesson درس تطويري (الدرس الجديد)

- A) It is used when a new fact, principle, procedure, generalization, and skill, is presented for the first time
- B) Utilizes varying types of methods in order to attain knowledge, understanding, interpretation, generalization, or solution to a problem.
- C) Usually it is a direct learning, step by step procedures under the direction of the teacher.

2- Review Lesson(Drill Lesson) – for old lesson درس المراجعة او التدريب (الدرس القديم)

- A) The old lesson is presented in a new view, or in a new context or in a way that will bring out new points of relationship, association, and meaning between the old facts, the information or lessons.
- B) Applies more to contents or subject matter which may be interpreted and summarized and organized into a unit of thought

What to consider inside classroom ?

Engage: get the students interested in the class and hopefully enjoying what they are doing.

Study: it is a focus of language, such as grammar or vocabulary and pronunciation. It does not have to be NEW language input.

Activate: the students do writing and or speaking activities which require them to use not only the language they are studying that day, but also other language that they have learnt.

Bruner's Identified 3 distinct modes of learning

A. Learning by doing called Enactive Learning

B. Learning by doing mental images called Iconic Mode

C. Learning through series of abstract symbols called Symbolic Mode

6 Teaching Techniques You Should Know

1-Flipped Classroom (Inverting your class)

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

2. Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution.

3. Self-learning:

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body.

4. Gamification:

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through play or 'Gamification' is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

5. Social Media:

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities.

6. Free Online Learning Tools:

Here is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

General Principles Of Course Design

1. **Needs analysis** تحليل الاحتياجات the needs of the target group(students)
2. **Setting aims and objectives** تحديد الاهداف by aims we mean the overall general goals of the training program
3. **Orientation** – at this stage of planning brainstorming with colleagues and selecting course materials go on;
4. **Planning the course** التخطيط للمنهج the teaching methods to be used are defined and organized; the time to be devoted to certain parts of the course must also be designed;

5. **Implementing the course** – planning teaching units (lessons and periods), teachers are supposed to set aims and sub-aims of the lesson,
6. **Assessment and evaluation** – evaluation and the different types of assessment, the ways of testing, etc.

7. **Quality control** – means the different types of accreditation

Questions of lesson planning

Choose the correct answer:

1. A clear statement that describes competences that students should possess at the end of instruction is referred to as _____.

- (a) a syllabus
- (b) a portfolio
- (c) an objective
- (d) a contingency plan

2. Specific learning objectives should be _____.

- (a) observable and measurable.
- (b) observable but not necessarily measurable.
- (c) focused on the instructor's teaching strategies.
- (d) focused on the student's behavior over a period of time.

3. In lesson planning goals are _____ than objectives.

- (a) longer.
- (b) shorter.
- (c) more general.
- (d) more specific.

4. When planning a lesson's materials, it should be least important to consider

- (a) student learning styles (auditory, visual.....etc.).
- (b) students' cultural background.
- (c) lesson objective.
- (d) class control.

5. Which one of the following lesson-plans is the correct order:

- (a) lead in- feedback- activity.
- (c) peer check –lead in –activity.

- (b) lead in- activity – feedback.
- (d) activity –lead in – peer check.

6. Critical learning moments happen when _____

- (a) teachers are giving the best effort.
- (c) lessons impact students.

- (b) students are working together.
- (d) Students are happy.

- A skeleton work plan has _____.
- (a) specific information.
 - (b) general information.
 - (c) detailed information.
 - (d) complete information.

ment,

- "Students will understand the concept of plot."
The preview statement was written in a teacher's lesson plan. It should be stated under _____.
- (a) ice breakers
 - (b) learning goals
 - (c) learning activities
 - (d) warm up activities

end

- The three processes necessary for successful language learning in classroom are _____
- (a) Teach, present, and memorize
 - (b) Engage, study and activate.
 - (c) Study, engage and activate.
 - (d) Teach, memorize, and present

- An example of a measurable learning objectives is _____.
- (a) students will be familiar with sounds
 - (b) students will learn how to pronounce /p/ and /b/
 - (c) I will teach students how to pronounce /p/ and /b/
 - (d) I will teach students how to pronounce two sounds

- Why is designing a lesson that revolves around simply having fun with learning insufficient? Because _____.
- (a) learning should not always be fun.
 - (b) it would compromise the teachers authority.
 - (c) learning objectives would be difficult to measure.
 - (d) it is difficult to judge what learners would consider fun

- In a typical Saudi EFL classroom, it would be ill advised to introduce a reading selection that includes promiscuous behavior, why?
- (a) Fear of punishment would scare students
 - (b) The text would not be taken seriously enough
 - (c) Students would find the reading selection difficult to understand due to the foreign notion of the topic
 - (d) Social and/or religious conventions would make it difficult for students to participate accordingly.

- 13 Student motivation and achievement can be enhanced by
(a) actively involving students in the learning process
(b) actively involving teachers in the learning process
(c) creating a limited range of instructional activities
(d) using the same instructional methods with every student
- 14 Organization of the course needs the following
(a) Teaching materials
(b) Student assessment
(c) the general aims and specific objectives of the course
(d) all the above
- 15 While planning a training programme the designer of the course to take the following steps into consideration
(a) Needs analysis
(b) Setting aims and objectives
(c) Assessment and evaluation
(d) all above
- 16this technique is based on resolving real-life cases through group analysis, innovation and creative ideas .
(a) Flipped Classroom
(b) Social Media
(c) Gamification
(d) Design Thinking
- 17learning technique that can be very effective at any age and it is useful technique to keep students motivated.
(a) Gamification
(b) Flipped Classroom
(c) Self-learning
(d) Free Online Learning Tools
- 18 If the student comprehends and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, the proficiency level of that student would be:.....
(a) advanced intermediate.
(b) fully proficient.
(c) intermediate.
(d) beginner.
- 19 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

- Flash cards are commonly used to teach ____.
- (a) grammatical structures
 - (b) vocabulary items
 - (c) writing exercises
 - (d) reading aloud

- We can use both flannel boards and magnetic boards to display pictures and cards. However, ____.
- (a) flannel boards are more effective
 - (b) magnetic boards are easier to use
 - (c) they are similar
 - (d) chalkboards are better than both

- In an effective lesson, which stage comes first? ____
- (a) Expansion
 - (b) Presentation
 - (c) Practice
 - (d) Evaluation

- An overhead projector can effectively be used to teach ____
- (a) reading and writing only
 - (b) speaking and other skills
 - (c) listening comprehension especially
 - (d) grammatical structures mainly

Key answers

- | | | | | | | | | | |
|----|---|---|---|---|----|---|---|---|---|
| 1 | a | b | c | d | 13 | a | b | c | d |
| 2 | a | b | c | d | 14 | a | b | c | d |
| 3 | a | b | c | d | 15 | a | b | c | d |
| 4 | a | b | c | d | 16 | a | b | c | d |
| 5 | a | b | c | d | 17 | a | b | c | d |
| 6 | a | b | c | d | 18 | a | b | c | d |
| 7 | a | b | c | d | 19 | a | b | c | d |
| 8 | a | b | c | d | 20 | a | b | c | d |
| 9 | a | b | c | d | 21 | a | b | c | d |
| 10 | a | b | c | d | 22 | a | b | c | d |
| 11 | a | b | c | d | 23 | a | b | c | d |
| 12 | a | b | c | d | | | | | |

23

A document that includes dimensions in which performance is rated according to a scale is called a _____.

	Needs improvements	Fair	Good	Excellent
Grammar		✓		
Spelling	✓			

(a) test

☒ (b) rubric

(c) syllabus

(d) portfolio

24

_____ serve both to make a rough check on students' progress and to keep students on their toes.

(a) Proficiency tests

(b) Placement tests

☒ (c) Pop quizzes

(d) Achievement tests

25

By using _____ a teacher makes regular checks on the students' performance without interrupting the instruction time.

☒ (a) formative assessment

(b) summative assessment

(c) placement tests

(d) diagnostic tests

26

_____ are used to guide and inform teaching practice and modify language programs in response to student needs and abilities.

(a) Lesson plans

(b) Course description

☒ (c) Assessment information

(d) Pop quizzes

27

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.

(a) proficiency

(b) norm-referenced

☒ (c) diagnostic

(d) achievement

- 16 If the student comprehends and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, the proficiency level of that student would be:
- ☒ (a) advanced intermediate.
 - ☐ (b) fully proficient.
 - ☐ (c) intermediate.
 - ☐ (d) beginner.

- 17 The most important criterion of a good test, the degree to which a test actually measures what is intended to be measured.
- ☒ (a) Validity
 - ☐ (b) Reliability
 - ☐ (c) Proficiency
 - ☐ (d) Practicality

- 18 1A close test is generally used to test the _____ skill.
- ☐ (a) writing
 - ☒ (b) reading
 - ☐ (c) listening
 - ☐ (d) speaking

- 19 A test that requires filling in words that have been deleted from a paragraph is called a (n) _____ test.
- ☒ (a) close
 - ☐ (b) achievement
 - ☐ (c) multiple-choice
 - ☐ (d) true. false

- 20 While one prepares his test, one should _____
- ☐ (a) spend adequate time in development
 - ☐ (b) match his tests to the content
 - ☐ (c) make his test valid, reliable, and balanced
 - ☒ (d) be all the above

- 21 Language test results are beneficial for _____
- ☐ (a) teachers and the administration
 - ☐ (b) students and parents
 - ☒ (c) curriculum and syllabus designers
 - ☐ (d) using word functions and meanings

- 22 are not based on a particular program.
- ☐ (a) Progress Tests
 - ☐ (b) Placement Tests
 - ☐ (c) Achievement Tests
 - ☒ (d) Proficiency Tests

- 9 A formative evaluation takes place_____.
- (a) at the beginning then at the end of the learning process.
 - (b) at the beginning of the learning process.
 - (c) at the end of the learning process.
 - ☒ (d) during the learning process.

- 10 A well prepared exam should be:-
- (a) valid and editable.
 - (b) ☒ reliable and valid.
 - (c) creative and reliable.
 - (d) interchangeable and creative

- 11 Three examples of tests used in evaluation include:_____
- (a) records, systems, and production.
 - ☒ (b) proficiency, placement, and achievement.
 - (c) record analysis, proficiency, and case studies.
 - (d) case studies, behavior, and interactional analyses

- 12 The aim of placement tests is to create groups that are _____ in level.
- (a) varied.
 - (b) diverse.
 - ☒ (c) homogenous.
 - (d) heterogeneous.

- 13 Feedback provides information to_____.
- (a) Students only.
 - (b) teachers only.
 - ☒ (c) Students and teachers.
 - (d) parents and principals.

- 14 When you give your students feedback for their writing, it is proper to use the remark_____:-
- (a) This is meaningless.
 - (b) This is too complicated.
 - (c) What a stupid examination.
 - ☒ (d) You should explain this in a simple way.

- 15 Integrative test items have only set of correct responses and therefore:-
- (a) could be scored reliably and slowly.
 - (b) could be scored reliably and rapidly.
 - ☒ (c) could be scored unreliably and slowly.
 - (d) could be scored unreliably and rapidly.

2- Placement Test اختبار تحديد المستوى

is designed to show how good a student's English is in relation to a previously agreed system of levels. 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.

اختبار تحديد المستوى صمم لإظهار مدى إتقان الطالب اللغة الإنجليزية لوضعه في نظام متفق عليه سابقاً من المستويات و يسهل استخدام اختبارات تحديد المستوى في وضع الطلاب الجدد في الصف الصحيح في المدرسة ، وهذه الاختبارات عادة تكون في قواعد اللغة والمفردات المعرفية وتقييم المهارات الإنتاجية والحسية لدى الطلاب

3-Diagnostic Tests الاختبارات التشخيصية

They are used to identify students' language problems , strengths or weaknesses or deficiencies , with the purpose of obtaining information of which language areas require further teaching in order to plan future teaching priorities. Then this information can be used to design a syllabus.

تستخدم الاختبارات التشخيصية للتعرف على مشاكل اللغة عند الطلاب و تحديد مواطن القوة والضعف بهدف الحصول على معلومات أي جوانب اللغة تحتاج التركيز عليها في التدريس لكي نخطط لأوليات التدريس في المستقبل ولهذا فإن هذه المعلومات تستخدم في تصميم المنهج

4- Achievement Tests (Attainment Tests) الاختبارات التحصيلية

Achievement tests are used in most of the schools to measure the quality of student learning in terms of its objectives. These tests are designed to measure students' achievement. They measure the students' mastery of what they should have been taught. These tests are of two types

- 1- Classroom tests or teacher-made tests
- 2- Standardized tests

e.g End of term tests

وتستخدم اختبارات التحصيل في معظم المدارس لقياس جودة تعلم الطلاب من حيث مدى تحقيق الاهداف. وقد صممت هذه

الاختبارات لقياس تحصيل الطلاب. فهي تقيس إتقان الطلاب ما كان ينبغي تدريسها. هذه الاختبارات هي من نوعين

1- اختبارات الفصل التي يضعها المعلم

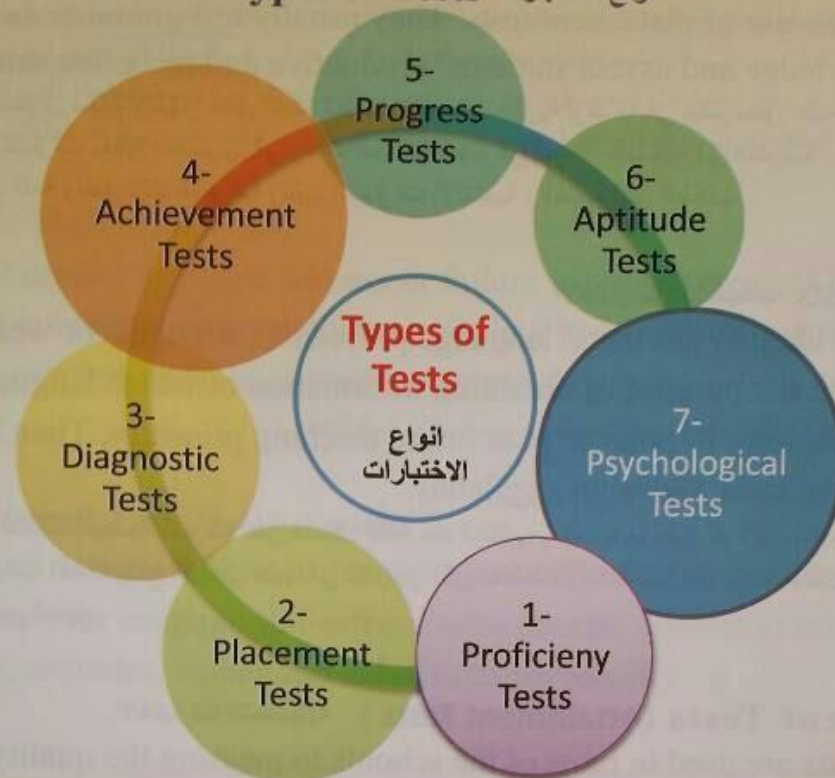
2- اختبارات مقننة يضعها مجموعة من المعلمين الخبراء

5-Progress Test اختبار التقدم

A progress test is a written knowledge exam (usually involving multiple choice questions) that is usually administered to all students in the "A" program at the same time and at regular intervals (usually twice to four times yearly) throughout the entire academic program. **They are very similar to achievement tests**, in as much that they assess how much of what has been taught, has been learnt, but the

Language Assessment

Types of Tests أنواع الاختبارات



1- Proficiency Tests اختبارات الكفاءة

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.

The purpose of proficiency test is to test global competence in a language. It tests overall ability regardless of any training they previously had in the language.

Proficiency tests are summative, and try to simulate the target language tasks and cover relevant language skills in an authentic way..

Such as KET ,PET ,ILETS and TEFOL

اختبارات الكفاءة تعطي صورة عامة لمعارف الطالب وقدرته (بدلاً من قياس التقدم). وكثيراً ما تستخدم على أنها المراحل معرفية للناس التي يجب الوصول إليها للسماح لهم بدخول إحدى الجامعات الأجنبية، والحصول على وظيفة، أو الحصول على الشهادة مثل اختبارات التوفيل.

look back to a shorter period e.g. a teaching unit, a chapter of a textbook and they intend to measure the progress that the students are making.

اختبار التقدم هو اختبار للمعرفة المكتوبة (عادة ما تنطوي على أسئلة الاختيار من متعدد) التي عادة ما تدار لجميع الطلاب في برنامج (أ) مثلاً في نفس الوقت، وعلى فترات منتظمة (عادة مرتين إلى أربع مرات في السنة) في جميع أجزاء المنهج الدراسي كاملاً. وتشبه إلى حد بعيد اختبارات التحصيل، بقدر أنها تقيّم مدى ما تمّ تدريسه وما تمّ تعلمه، لكنها تنظر إلى الوراء في فترة أقصر على سبيل المثال تدريس وحدة أو فصل في كتاب وتهدف إلى قياس التقدم الذي يبذلونه الطلاب

6-Aptitude Tests اختبارات القدرات

These tests predict probable success or failure in certain areas of language study
The use of aptitude tests has become prevalent in employee recruitment, along with other psychological tests, such as personality tests.

هذه الاختبارات تتنبأ النجاح أو الفشل المحتمل في مناطق معينة من دراسة اللغة

7-Psychological Tests. الاختبارات النفسية

These cover an array of issues that represent individual differences – sometimes called 'traits', for example self-esteem/self-concept, interest in school, approaches to learning, attitudes, values and beliefs and personality.

Characteristics Of A Good Test

سمات الاختبار الجيد

1-Validity الصلاحية

A valid test is measures what is ought to be testing. for example a test of grammar becomes invalid if it contains difficult vocabulary

الصلاحية يكون الاختبار صالح ان كان يقيس ما وضع من اجله مثال اختبار في القواعد يكون غير صالح اذا كان به مفردات صعبه

2-Reliability الثبات

A test should provide consistency in measuring the item being evaluated , in other words , if the same test is given twice to the same pupils , it should produce almost the same results

الثبات (الدقة) يجب ان يكون الاختبار ثابت في التقييم مثلاً لو تم تطبيق نفس الاختبار مرتين على نفس الطلاب يجب أن يعطي تقريباً نفس النتائج

التقييم Assessment

Assessment is defined to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning.

* ويعرف التقييم على أنه كل الأنشطة التي يجريها المعلمين والطلاب للحصول على المعلومات والتي يمكن استخدامها في التشخيص لتغيير التعليم والتعلم.

Assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework, tests, portfolio and self-assessment.

* يشمل التقييم ملاحظات المعلمين، مناقشة الفصول الدراسية، وتحليل أعمال الطلاب، بما في ذلك الواجبات المنزلية والاختبارات محفظة الطلاب أو (ملف الانجاز) والتقييم الذاتي.

Assessments become formative when the information is used to adapt teaching and learning to meet student need.

* ويصبح التقييم تكويني عندما يتم استخدام هذه المعلومات لتكييف التعليم والتعلم لتلبية حاجة الطلاب.

Types of Assessments

1- Diagnostic Assessment التقييم التشخيصي

Diagnostic- pre testing students to see what they know before teaching the unit.

التشخيصي : اختبار مسبق للطلاب لرؤية ما يعرفوه قبل تدريس الوحدة.

2-Formative Assessment التقييم البنائي

Formative- assessing students' strengths and weaknesses, and providing feedback during the unit.

التقييم البنائي أو التقييم التكويني : تقييم نقاط القوة والضعف لدى الطلاب. التقييم البنائي أو التقييم التكويني : تقييم نقاط القوة والضعف لدى الطلاب.

Formative assessment provides the ongoing development of learner's language.

For Example: When you give students a comment or call attention to an error, that feedback is offered to improve learner's language ability. All kinds of informal assessment are formative.

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback.

التقييم التكويني أو البنائي هو جزء لا يتجزأ من التعليم والتعلم. حيث أنه لا يساهم فقط في إيجاد العلامة النهائية للمحتوى. بل يساهم في عملية التعلم من خلال توفير التغذية المرتدة أفضل مثال هو التقويم المستمر المطبق بالمدارس.

3- Summative Assessment

Summative- Testing the student's knowledge at the end of teaching a unit

التلخيصي : اختبار ما يعرفه الطلاب في نهاية تدريس الوحدة

Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course.

For Example: Final exams in a course and general proficiency exams. All tests/formal assessment (quizzes, periodic review tests, midterm exams, etc.) are summative.

Summative Assessment & Exam

The exam is part of the summative evaluation. The summative assignment and exam is all part of the summative evaluation,

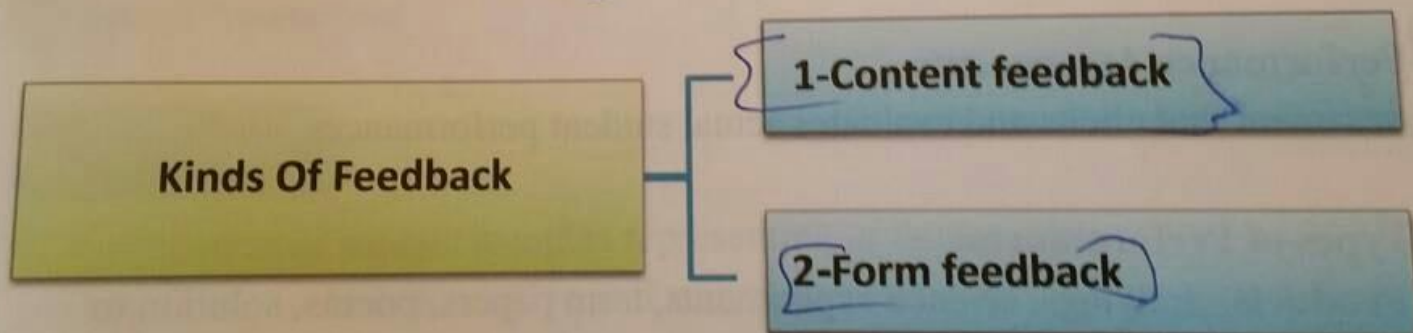
Feedback

Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement.. The purpose of giving feedback in the classroom is to improve learner performance.

Feedback is generally given for informational and/or motivational purposes.

Informational feedback corrects errors that the learner commits, but it should not be demotivating. Feedback can also be used as a device to reinforce learning.

Effective feedback focuses on the learner's performance and stresses both strengths and suggestions for improvement.



1-Content feedback

Involves the assessment of how good the students' performance was in the communicative activity, focusing on their ability to perform the task rather than deal with the correctness of their language used in the activity.

Importance of Portfolios For Students

- ☑ Shows growth over time
- ☑ Encourages them to take responsibility for their work

Importance of Portfolios For Teachers

- ☑ Highlights performance-based activities over year
- ☑ Provides a framework for organizing student's work
- ☑ Encourages collaboration with students, parents, and teachers

Importance of Portfolios For Parents

- ☑ Offer insight into what their children do in school
- ☑ Facilitates communication between home and school

Importance of Portfolios For Administrators

- ☑ Provides evidence that teacher/school goals are being met
- ☑ Shows growth of students and teachers

What do portfolios contain?

Three basic models:

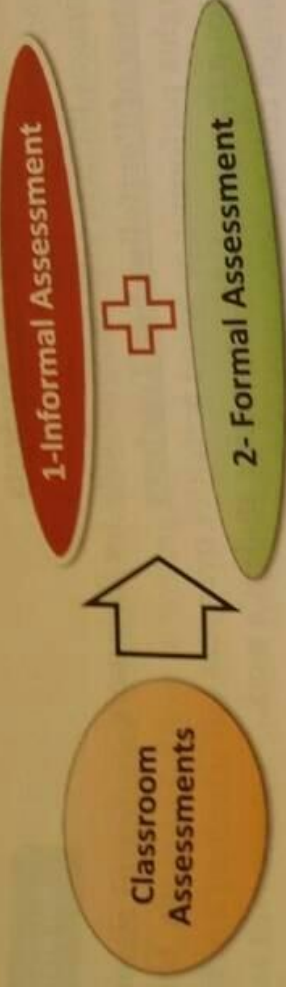
- ☑ **Showcase model**, consisting of work samples chosen by the student.
- ☑ **Descriptive model**, consisting of representative work of the student, with no attempt at evaluation.
- ☑ **Evaluative model**, consisting of representative products that have been evaluated by criteria.

2-Concept Mapping

- ☑ It requires students to explore links between two or more related concepts. When making concept maps, they clarify in their minds the links they have made of the concepts and having visual representation of these links, they are better able to rearrange of form new links when new concepts are introduced.

3-Laboratory Performance

- ☑ In this format students and teachers know the requirements in advance and prepare them. The teacher judges the student performance within a specific time frame and setting. Students are rated on appropriate and effective use of laboratory equipment, measuring tools, and safety laboratory procedures as well as a hands-on designing of an investigation.



1- Informal Assessment يعني

teachers' spontaneous, day to day observations of student performances. For Example

- A - Verbal :- Asking questions - Listening to student discussions - Conducting student conferences
- B - Nonverbal :- Observing - Task performances - On-and off-task behavior - student choices - student body language

2- Formal Assessment

Assessment that is planned in advance and used to assess a predetermined content and/or skill domain. It allows the teacher to evaluate all students systematically on the important skills and concepts for example

- 1- Portfolios
- 2- Concept Mapping
- 3- Laboratory Performance
- 4- Inventories
- 5- Journal Assessment

1- Portfolios

A collection of student samples representing or demonstrating student academic growth. It can include formative and summative assessment. It may contain written work, journals, maps, charts, survey, group reports, peer reviews and other such items.

Portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas.

9- A cloze test

A cloze test is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the teacher asks the participant to restore the missing words. Cloze tests require students to understand passages of a vocabulary to identify the correct words that belong in the deleted passages of a text.

النواع فقرات الاختبار

Types of Test Items

Direct and indirect test items:

A test item is **direct** if it asks candidates to perform the communicative skill which is being tested.

Indirect test items, , try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills.

These are often quicker to design, easier to mark, and produce greater scorer reliability.

Framework of Reference for

The Council of Europe's Common European Framework of Reference for Languages.

There are six levels: A1, A2, B1, B2, C1, C2. These are described in the table below.

Level group	level Name	level	level name	Description
A	Basic User		A1	Beginner
	A2		Elementary	
				<p>1-Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>2-Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>3-Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
				<p>1-Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>2-Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>3-Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

2-Form feedback

Deals with the linguistic accuracy of the students' performance. The teacher will record the errors the students are making during the activity and will give a feedback on their successful achievement as well as discuss their errors and mistakes.

How should we assess?

What should we do with the information from our assessment?

- Use it to improve the focus of our teaching (diagnosis)
- ☐ Use it to focus student attention of strengths and weaknesses (motivation)
- ☒ Use it to improve program planning (program assessment)
- ☒ Use it for reporting to parents

Classroom Assessment

1-Paper and pencil Assessments

Ask students to respond in writing to questions or problem

-Item level: Assessing lower vs. higher skills -Knowledge vs. application, analysis, synthesis, and evaluation -Authentic tasks e.g. multiple choice, T/F, matching (recognition), short answer, essay (recall)

2-Performance Assessments

Assessment that elicits and evaluates actual student performances

☐ **Types of Performances:**

1 **Products:** drawings, science experiments, term papers, poems, solution to authentic problems

2 **Behavior:** time trial for running a mile, reciting a poem, acting tryouts, dancing

4-Inventories

❑ **Diagnostic Inventories:** Student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.

❑ **Interest Inventories:** student responses to questions designed to find out past experience and or current interest in a topic, subject or activity.

5-Journal Assessment

❑ This refer to student's ongoing record of expressions experiences and reflections on a given topic. There are two types: one in which students write with minimal direction what he/she is thinking and or feeling and the other requires students to complete a specific written assignment and establishes restrictions and guidelines necessary to accurately accomplish the assignment. Journals can evolve different types of reflecting writing, drawing, painting, and role playing.

Reflective Journal

What happened?

How do I feel about it?

What did I learn?

synthesis journal

What I Did?

What I learned?

How I can Use It?

speculation about effects journal

What happened?

What could happen because of this?

Rubric

❑ It is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score.

❑ It is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.

Rubrics are scoring criteria for

❑ Free-response Questions ❑ Scientific reports ❑ Oral or Power point presentations ❑ Reflections/Journals ❑ Essay ❑ Laboratory-based performance tests ❑ Article review or reactions ❑ Portfolios ❑ Many others

Evaluation:-

- 1-Evaluation may focus on different components of a course: the achievement of the learners, the teachers, quality of the materials, the appropriateness of the objectives, the teaching methodology, the syllabus etc
- 2-Evaluative information can be both quantitative (e.g. test scores) and qualitative. (e.g. comments/opinions)
- 3- Apart from using tests, evaluation in the classroom may be based on the teacher's own subjective assessment (overall impression), and the assessment of the students' classwork and their homework.

General Testing Terminology

1-Test and Quiz

TEST is announced in advance and covers a specific unit of instruction

Classroom tests may be given every two or three weeks. Such tests may be constructed to last the entire class period;

الاختبار معلن ويغطي جزء محدد من المنهج ويمكن يكون كل اسبوعين او ثلاثة والاختبار الفترة الدراسية

QUIZ may be unannounced. Quiz is short. Frequent quizzes encourage students to devote time regularly to their language study. The quiz enables the teacher to acquaint students with types of items that will subsequently be used in tests

E.g. **pop quiz** a short test given to a class by a teacher, without prior warning or announcement.

كويز اختبار قصير وغير معلن ويشجع الطلاب علي تكرس وقتهم بانتظام لدراسة اللغة ويساعد الطلاب على تدريبيهما على جزء الاختبار

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 teach or another, whether is scored today or last week, it is always scored the same way
e.g.(Multiple-choice items & fill-in the blank.)

A **subjective item** is one that does not have a single right answer (interview & short composition.)

Speed and power tests:, On a speed test, - student works against time (e.g translation).Power test student is given sufficient time to finish the test .

B	B1	Intermediate	<p>1-Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>2-Can deal with most situations likely to arise while traveling in an area where the language is spoken.</p> <p>3-Can produce simple connected text on topics that are familiar or of personal interest.</p>
	B2	Upper intermediate	<p>1-Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</p> <p>2-Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>3-Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
C	C1	Advanced	<p>1-Can understand a wide range of demanding, longer texts, and recognize implicit meaning.</p> <p>2-Can express ideas fluently and spontaneously without much obvious searching for expressions.</p> <p>3-Can use language flexibly and effectively for social, academic and professional purposes.</p> <p>4-Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>
	C2	Mastery or proficiency	<p>1-Can understand with ease virtually everything heard or read.</p> <p>2-Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</p> <p>3-Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</p>

Questions On Language Assessment

Choose the correct answer

- 1 The assessment that monitors students' progress and provides ongoing feedback is called _____.
(a) a summative evaluation (b) an aptitude assessment
(c) a formative assessment (d) a placement evaluation
- 2 A test that predicts a person's future success in learning a foreign/second language is called _____.
(a) an aptitude (b) a diagnostic (c) a placement (d) a proficiency
- 3 A test that aims to assign language learners to their suitable program is called _____.
(a) a diagnostic (b) a placement
(c) a proficiency (d) an achievement
- 4 If a student wants to study a specialty taught in English, it is best to make sure that his English is good enough by giving him _____.
(a) a progress test (b) a diagnostic test
(c) a proficiency test (d) an attainment test
- 5 A method of assessment that evaluates student knowledge at the end of a lesson is called _____.
(a) a formative (b) a placement (c) an admission (d) a summative
- 6 If language instructors want to identify students' strengths and weaknesses, they need to design _____.
(a) a summative (b) a placement (c) a diagnostic (d) an aptitude
- 7 If language instructors want to measure students' understanding of the course materials, during that course, they should design _____.
(a) a progress (b) an aptitude (c) a formative (d) a summative
- 8 _____ is the information that a teacher receives from students about their reactions to a lesson or activity.
(a) Curricula (b) Feed back (c) Lesson plan (d) Course book

3-Formative And Summative Tests

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, is usually given at the end of a marking period and measures the 'sum' total of the material covered.

4-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.

اختبار مرجعي المعيار نقارن اداء الطالب بالطلاب الاخرين (منحنى)
اختبار محدد المعيار (مرجعي المحك) يشير الى تحقيق الطالب معايير محددة مسبقا

5-Discrete-point and global testing :

Discrete-point tests measure whether or not the student has mastered specific elements of the second language .

اختبار منفصل النقطة ويقس هل الطالب اكتسب عناصر محددة في اللغة الثانية
Testing only one element at a time, item by item. Almost all the discrete-point tests are also indirect tests.

e.g., multiple-choice test on a grammatical point

Global language tests measure the student's ability to understand and use language in context

هجين

6-Pure verse hybrid test items:

On a pure test item, the student uses only one skill.

يقيس استخدام الطالب مهارة واحدة فقط اختبار نقى

In hybrid test item, two or more skills are used .

اختبار هجين يقيس استخدام الطالب لمهارتين او اكثر

7-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.

8-integrative Testing

Test that integrates several parts of language elements. This type of test measures skills of speaking and writing, together with understanding and listening. This might involve writing a composition, making notes while listening to a lecture, taking a dictation or completing a cloze passage