

ⵜⴰⵎⴻⵔⴰⵏⵜ ⵏ ⵉⵎⴻⵔⴰⵏⵜ
ⵜⴰⵎⴻⵔⴰⵏⵜ ⵏ ⵉⵎⴻⵔⴰⵏⵜ
ⵏ ⵉⵎⴻⵔⴰⵏⵜ ⵏ ⵉⵎⴻⵔⴰⵏⵜ



المملكة المغربية
وزارة التربية الوطنية
والتعليم الأولي والرياضة

ENGLISH TEACHING EXAM

2024



HICHAM EL-AZIZI

A High School Teacher

A Note About This Study Guide

Dear Aspiring Teachers,

Congratulations on your decision to pursue a career in teaching! This study guide is designed to assist you in preparing for your upcoming teaching exam. It is based on the three previous English teaching exams from 2021 to 2023, as well as on the description of content areas for the written exam by the ministry of education, 2023.

Approach your exam preparation with dedication and enthusiasm. Remember, teaching is a noble profession that has the power to shape the future. Your commitment to learning and growth will not only help you pass the exam but also make you a successful and inspiring teacher.

Best of luck with your exam preparation and your future teaching career!

Sincerely,

HICHAM EL-AZIZI

Table of Content

Learning Theories	1
Behaviourism	3
Constructivism	4
Social Constructivism.....	6
Socioculturalism.....	7
Humanism.....	9
Krashen's 5 Hypotheses	10
The Critical Period	11
Interaction Theory	12
Bloom's Taxonomy	13
Language Teaching Approaches & Methods	18
Language Teaching Methods	18
The Silent Way	18
The Total Physical Response	19
Grammar Translation.....	20
Direct Method	22

Suggestopedia	23
Audio-Lingual Method	24
Competency-based Language Teaching	26
Communicative Language Teaching	27
The Standards-based Education	29
Task-based Language Teaching	31
Learner-centered Approach.....	32
Inquiry-based Learning	34
Case-based Learning	36
Project-based Learning	37
Active Learning.....	38
Eclectic Approach	39
The Learner.....	47
Learner Differences	47
Motivation.....	48
Anxiety	51
Self-esteem	52

Introversion and Extroversion	54
Learning Styles	55
Multiple Intelligences.....	56
Teaching Language Skills & Components	60
Reading.....	60
Listening	64
Speaking	65
Writing.....	68
Teaching Grammar.....	71
Teaching Functions	76
Teaching Vocabulary	77
Integrating ICT in Teaching.....	80
Principles of using ICT.....	83
Some ICT Tools and Their Use.....	84
Assessment	88
Types of Assessment	88
Types of Tests.....	89

Principles of Testing	91
Lesson Planning	94
Reasons for Planning Lessons	94
Main Components of Lesson Plan	95
Characteristics of Lesson Plan Objectives.....	96
Evaluating Components of Lesson Plan.....	97
The Ethics of Teaching Profession.....	101
The importance of Ethics in Education	101
Ethical Practices of Teacher.....	102
Social ethics	102
Interpersonal ethics.....	103
Professional ethics	103
Personal ethics.....	104
Managing Relationships in the Working Environment	105
Classroom Management	108
Teacher Roles.....	108
Student roles	110

Managing misbehavior	112
Seating Arrangements.....	114
Other Related Topics	118
Curriculum and Syllabus	118
What is the difference?	118
Different types of syllabus	118
Learning Objectives and Outcomes	120
Types of objectives	120
Learning Strategies.....	121
Error Analysis, Interlanguage, Interference, Contrastive Analysis	122
Types of Language knowledge	124
Maturational Stages.....	125
Different maturational processes.....	125

Learning Theories

In language education, teachers often explore various theories to understand how students learn and to enhance their teaching methods. Let us delve into 8 key theories—Behaviorism, Constructivism, Social Constructivism, Structuralism, Socioculturalism, Humanism, Krashen's 5 Hypotheses, the Critical Period, and Interaction Theory—and see how they relate to teaching languages, along with examples of their application in language education.

Behaviorism focuses on how external stimuli shape observable behaviors, as advanced by John B. Watson and B.F. Skinner. In language teaching, this might involve using repetition and reinforcement, like practicing verb conjugations until students master them.

Constructivism, associated with Jean Piaget, suggests that learners actively construct knowledge based on their experiences. In language education, this approach could mean giving students tasks that require them to use the language in practical situations, helping them develop a deeper understanding of grammar and vocabulary.

Social Constructivism, developed by Lev Vygotsky, highlights the importance of social interaction in learning. For language teachers, this theory implies encouraging collaborative activities where students work together to improve their language skills through conversation and cooperation.

Socioculturalism, also influenced by Vygotsky, emphasizes the role of culture and social interactions in learning. In language education, this could involve integrating cultural elements into lessons to make the learning experience more engaging and relevant for students.

Humanism, advocated by Carl Rogers and Abraham Maslow, focuses on individuals' growth and self-fulfillment. In language teaching, this means creating a supportive and student-centered environment where students feel motivated to set their own language learning goals and track their progress.

By incorporating these theories into their teaching practices, language educators can create more effective and engaging learning experiences that cater to the diverse needs and learning styles of their students.

Krashen's five hypotheses emphasize that subconscious acquisition, rather than conscious learning, drives language fluency, and that comprehensible input and low emotional barriers are crucial for effective language acquisition.

The Critical Period Hypothesis posits that there is a specific window in early human development, during which the brain is particularly receptive to acquiring language naturally and effectively. After this period, typically ending around puberty, language acquisition becomes significantly more challenging and less likely to result in native-like proficiency.

Interaction Theory asserts that language development is greatly influenced by social interaction. It emphasizes that engaging with more proficient speakers through meaningful communication helps learners develop linguistic skills by providing them with necessary feedback, scaffolding, and opportunities to practice and refine their language use in real-time.

Behaviourism

Behaviorism, proposed by psychologists John B. Watson and B.F. Skinner, suggests that all human behavior is learned through interactions with the environment, without considering thoughts and feelings. In teaching, this means focusing on observable **behaviors** and external **stimuli**.

Behaviorist teaching aligns with methods like Direct Instruction and the Audio-lingual method, which use repetition and **reinforcement** to shape behavior. For example, in language learning, teachers might use dialogues and pattern drills to practice new vocabulary or grammar rules. These methods aim to create strong associations between stimuli and responses, leading to more accurate and fluent language use.

One key concept in behaviorism is operant conditioning, which involves using reinforcements to shape behavior. Teachers can use positive reinforcements like praise or rewards to encourage desired behaviors, such as using a new word correctly. Negative reinforcements, like correcting errors, can also guide learning.

Behaviorism also emphasizes the importance of the learning environment. Teachers create environments that support learning by providing clear instructions, consistent feedback, and opportunities for practice. By controlling the environment, teachers can influence student behavior and learning outcomes.

In summary, behaviorism in teaching focuses on how interactions with the environment shape behavior. By understanding and applying behaviorist principles, educators can create effective learning experiences that help students acquire new knowledge and skills.

Concepts associated with Behaviorism:

Behavior	Any observable action or response by an organism. For example, a student raising their hand to answer a question in class is a behavior.
Response	Any event or situation that evokes a response from an organism. In a classroom, stimuli could include a teacher's instruction, a bell ringing, or a peer's comment.
reinforcement	A consequence that follows a behavior and increases the likelihood of that behavior recurring. For instance, if a student receives praise for completing their homework, they are more likely to continue completing their homework in the future.
Habit formation	The process by which behaviors become automatic through repetition and reinforcement. For example, a student who consistently reviews vocabulary words every day forms a habit of studying, making it easier for them to remember the words in the long term.

Constructivism

Constructivism, linked to the pioneering work of Swiss psychologist Jean Piaget, is a learning theory that emphasizes the active role of learners in constructing their understanding and knowledge of the world. According to Piaget, learners are not passive recipients of information; instead, they actively engage with their environment, **assimilating** new information into their existing mental structures (**schemas**) or **accommodating** their schemas to incorporate new information.

In the context of language education, constructivism suggests that learners construct their understanding of grammar, vocabulary, and language use through meaningful interactions with the language. This approach contrasts with traditional methods that focus on rote memorization and

drills. Instead, language teachers adopting a constructivist approach create learning environments that encourage exploration, discovery, and problem-solving.

One key strategy in constructivist language teaching is the use of tasks that require students to use the language in authentic, real-world situations. For example, instead of simply memorizing vocabulary lists, students might be asked to create dialogues or role-plays that simulate everyday conversations. This not only helps students practice using the language in context but also encourages them to think critically and creatively about language use.

Another important aspect of constructivist language teaching is the concept of **scaffolding**, which involves providing support to learners as they develop their language skills. This support can take various forms, such as providing hints, modeling correct language use, or offering feedback. Scaffolding helps learners gradually build their language proficiency and confidence, allowing them to take on more challenging tasks over time.

Generally, constructivism in language education emphasizes the importance of active engagement, meaningful interaction, and social collaboration in the language learning process. By adopting a constructivist approach, language teachers can create dynamic and engaging learning environments that facilitate deep understanding and long-term retention of language skills.

Concepts associated with Constructivism:

(Note that these concepts are defined in the context of teaching language.)

Schema	A schema acts as a mental framework for organizing and interpreting new information. Students can connect new words to existing ones, making it easier to remember. Teachers can help by linking new lessons to what students already know, aiding in the understanding of new concepts.
---------------	--

Assimilation	Assimilation occurs when students incorporate new words or grammar rules into their existing mental framework. For example, when students learn a new verb tense that follows a familiar pattern, they assimilate it into their understanding of verb usage.
Accomodation	Accommodation involves students adjusting their mental framework to fit new information that does not fit the existing structure. For instance, when students encounter an irregular verb that does not follow the usual pattern, they accommodate by creating a new category for irregular verbs.
Scaffolding	Scaffolding in language teaching is like providing a support structure for students as they learn. Teachers offer support, such as examples and guidance, to help students understand new concepts. As students become more confident, this support is gradually reduced, allowing them to use the language more independently.

Social Constructivism

Social constructivism is a theory that suggests learning is a collaborative process where people construct knowledge together through social interaction. In social constructivism, learners are active participants in their learning, and knowledge is not simply transmitted from teacher to student but is actively built through discussion, collaboration, and shared experiences.

One key idea in social constructivism is the concept of the **zone of proximal development (ZPD)**, which was developed by psychologist Lev Vygotsky. The ZPD is the difference between what a learner can do without help and what they can do with help. According to Vygotsky, learning should occur within the ZPD, where students are challenged but supported by more knowledgeable others, such as teachers or peers, to reach higher levels of understanding.

Another important aspect of social constructivism is the role of language in learning. Language is seen as a tool for constructing knowledge and meaning, as well as for communicating and sharing ideas with others. Through language, learners can articulate their thoughts, negotiate meaning with others, and develop a deeper understanding of concepts.

In the classroom, social constructivism can be applied through collaborative learning activities, such as group projects, discussions, and peer teaching. These activities encourage students to interact with each other, share their ideas, and construct knowledge together. Teachers play a crucial role in facilitating these activities by providing guidance, asking thought-provoking questions, and encouraging students to think critically and reflect on their learning.

Briefly, social constructivism emphasizes the importance of social interaction, collaboration, and language in the learning process. By creating a supportive and collaborative learning environment, teachers can help students construct their understanding of the world and develop critical thinking skills that will benefit them beyond the classroom.

Note: Constructivism emphasizes individual construction of knowledge from experiences, while social constructivism highlights collaborative knowledge construction through social interaction.

Socioculturalism

Socioculturalism, also influenced by the work of psychologist Lev Vygotsky, is a theory that emphasizes the importance of **culture** and **social** interactions in the learning process. It suggests that learning is not just an individual process, but is deeply influenced by the cultural and social context in which it occurs. In language education, *socioculturalism highlights the value of*

integrating cultural elements into lessons to make the learning experience more meaningful and relevant for students.

One key concept in socioculturalism is the idea of the zone of proximal development (ZPD), which is the difference between what a learner can do independently and what they can achieve with the help of a more knowledgeable other, such as a teacher or peer. Socioculturalism suggests that learning should take place within the ZPD, where students are challenged but supported by others to reach higher levels of understanding.

Another important aspect of socioculturalism is the role of language in mediating learning. Language is seen not just as a tool for communication, but as a tool for thinking and learning. In language education, this means that teachers can use language to create meaningful learning experiences that are culturally and socially relevant for students.

Briefly, socioculturalism emphasizes the importance of considering the cultural and social context in which learning takes place. By integrating cultural elements into lessons and recognizing the role of social interactions in learning, teachers can create more engaging and effective learning experiences for their students.

Note: Both social constructivism and socioculturalism, influenced by Vygotsky, highlight the importance of social interaction and the zone of proximal development (ZPD) in learning. They both emphasize that learning is not just about individuals absorbing information but about actively constructing knowledge through interaction with others. However, while social constructivism focuses more on how individuals construct knowledge together through collaboration, socioculturalism expands this idea to include the broader cultural and social context in which learning occurs. Socioculturalism emphasizes how culture, language, and social interactions influence learning, going beyond individual cognition to consider the collective aspects of knowledge construction.

Humanism

Humanism, advocated by psychologists Carl Rogers and Abraham Maslow, is a theory that centers on individuals' growth and self-fulfillment. It highlights personal agency, asserting that individuals have the ability to make choices and control their own paths. In language teaching, humanism suggests fostering a supportive and student-centered setting where learners are motivated to establish their own language learning objectives and monitor their progress.

A fundamental concept in humanism is self-actualization, the process of realizing one's full potential and achieving personal growth. Humanistic educators contend that each person possesses an innate drive to grow and develop, and education should nurture this inherent tendency. In language teaching, this entails offering chances for students to delve into their interests, express themselves creatively, and participate in meaningful learning experiences.

Another significant aspect of humanism is the focus on the entire individual, encompassing their emotional, social, and psychological needs. Teachers following this approach stress the importance of cultivating a positive and supportive learning environment where students feel comfortable expressing themselves and taking educational risks. This may involve building strong connections with students, offering constructive feedback, and providing opportunities for collaboration and introspection.

In essence, humanism in language teaching underscores the significance of treating learners as unique individuals with distinct needs and interests. By creating a supportive and student-centered environment, educators can empower students to take charge of their learning and realize their full potential.

Krashen's 5 Hypotheses

- Learning and acquiring hypothesis
- The monitor hypothesis
- The natural hypothesis
- The comprehensible hypothesis
- The affective filter

Krashen's theory of second language acquisition offers valuable insights for teaching English as a foreign language:

Firstly, Krashen distinguishes between "**learning**" a language, which involves consciously studying grammar rules and vocabulary, and "**acquiring**" a language, which occurs through exposure to the language in meaningful contexts. This suggests that while explicit grammar instruction is important, providing opportunities for students to use English in authentic situations is crucial for language acquisition.

Secondly, Krashen suggests that the learned language (our conscious knowledge of grammar rules) acts as a **monitor** in our language use. Teachers should be aware that overemphasis on error correction and grammar instruction can inhibit students' fluency and natural language production. Instead, encouraging meaningful communication and focusing on conveying messages effectively can be more beneficial.

Furthermore, Krashen proposes that language learners tend to acquire grammatical structures in a predictable sequence, regardless of their native language. English language teachers can use this

insight to introduce certain grammatical structures to students in a sequence that aligns with this **natural order**.

Moreover, Krashen emphasizes the importance of providing **comprehensible input** for language acquisition. This means exposing students to language that is slightly above their current proficiency level but still understandable. Teachers can achieve this by using visual aids, gestures, and context clues to make the language more accessible to students.

Lastly, Krashen highlights the impact of emotional factors such as anxiety, motivation, and self-confidence on language acquisition. Creating a supportive and encouraging environment in the English language classroom can help lower students' "**affective filter**." This can be done through positive reinforcement, personalized learning experiences, and building rapport with students.

By integrating these principles into their teaching practices, English language teachers can create a more effective and engaging learning environment that promotes language acquisition and fluency.

The Critical Period

The Critical Period Theory in language learning and teaching suggests that there is a specific window of time during which an individual is most able to acquire language easily and effectively. This theory emerges from the broader perspective of developmental psychology, particularly the concept of critical periods in development. It proposes that there is an optimal age range, typically in early childhood, during which language acquisition occurs most naturally and with the greatest proficiency.

The Critical Period Theory has been widely studied in the context of first language acquisition, where it is believed that children are biologically predisposed to learn language during this critical period. However, the theory also has implications for second language acquisition (learning a new language after acquiring the first), suggesting that there may be a similar optimal window for achieving native-like proficiency in a second language.

The theory was popularized by the linguist Eric Lenneberg in the 1960s, who argued that there is a biologically determined period during which language acquisition is most efficient and successful. Lenneberg suggested that after this critical period, which he proposed ends around puberty, the ability to acquire language declines significantly.

The Critical Period Theory has important implications for language teaching, particularly in second language acquisition. It suggests that language learning may be more challenging for individuals who begin learning a second language after the critical period has ended. However, it is important to note that while the theory suggests a biological predisposition for language acquisition during early childhood, it does not imply that learning a language later in life is impossible, but rather that it may be more challenging and require different approaches.

Interaction Theory

The interaction theory of language learning and teaching emphasizes the importance of social interaction in the acquisition of language. This theory is rooted in the idea that language is best learned through meaningful communication with others. Interaction provides learners with the opportunity to practice language in real-life contexts, negotiate meaning, and receive immediate feedback, which helps in refining their linguistic skills.

In the classroom, interaction theory suggests that teachers should create environments that encourage student-to-student and student-to-teacher communication. Activities such as group discussions, role-plays, and collaborative projects are essential as they promote active use of the target language. These activities help learners to not only use language structures but also understand their pragmatic uses in different contexts.

Feedback is a crucial component of interaction theory. Through interaction, learners receive corrective feedback, which helps them recognize and rectify errors in their language use. This process aids in the internalization of correct language forms and improves overall language proficiency.

Additionally, interaction theory highlights the role of scaffolding in language learning. Teachers and more proficient peers provide support to learners, helping them achieve higher levels of performance than they could independently. As learners become more competent, the level of support is gradually reduced, fostering greater autonomy in language use.

Overall, interaction theory underscores the dynamic and social nature of language learning. By engaging learners in interactive and communicative activities, teachers can facilitate more effective and meaningful language acquisition.

Other Theories

Bloom's Taxonomy

In language teaching, Bloom's Taxonomy is a valuable framework that encompasses three key domains: **cognitive**, **affective**, and **psychomotor**. In the cognitive domain, students progress through various levels of thinking skills. They start by *remembering* vocabulary words, grammar

rules, and language structures. Then, they move on to ***understanding*** the meaning of words, phrases, or texts in their own words. Next, students ***apply*** language rules and structures in different contexts, such as using grammar rules in writing or speaking. They also learn to ***analyze*** the structure of sentences or texts to understand how language is used to convey meaning. As they advance, students become capable of ***evaluating*** the effectiveness of their own or others' language use, such as providing feedback on writing or presentations. Ultimately, they are able to ***create*** original language content, such as writing stories, essays, or poems.

In the affective domain, students develop attitudes and values related to language learning. They start by receiving language materials with interest and attention, such as listening to and reading texts. Then, they respond actively to language activities, such as participating in discussions or role-plays. As their language skills develop, students begin to value language learning and different cultures, developing a positive attitude towards the language. They also learn to organize their language learning strategies and materials effectively. Finally, students integrate language learning into their identity, using language as a means of self-expression.

While less commonly applied in language teaching, the psychomotor domain involves physical skills and motor abilities related to language learning. Students start by perceiving and differentiating between different sounds and intonations in a language. They also learn to mentally prepare themselves for language tasks, such as focusing on listening or speaking activities. As they progress, students imitate correct pronunciation and intonation patterns. They also perform language tasks with increasing fluency and accuracy, adapting their language use to different contexts and audiences. Finally, students are able to create new language forms or expressions based on their linguistic knowledge.

CHECK YOUR UNDERSTANDING.

	Sophie is a middle school student whose native language is French. In her language, Sophie knows that a sentence such as ' <i>j'ai faim</i> ' with the verb ' <i>avoir/have</i> ' is appropriate and grammatically correct. In one of her English (as a second language) classes, Sophie wants to say that she is hungry and she uses the same construction, which she uses in her native language. This resulted in error in English 'I have hungry'. The teacher indirectly corrected Sophie's mistake and so she internalized the corrected form, which has resulted in changes in her linguistic schema. Using Piaget's theory of cognitive development (Constructivism), which of the following would best describe the mental process which helped Sophie acquire the correct form?
A	Generalization
B	Assimilation
C	Accommodation
D	Internalization

	Assia noticed that most of her students do not hand their homework. She initiates a program that rewards students who hand in completed assignments on time by giving them short stories as gifts. Homework completion rates have increased substantially. The theory that best explains the students' behavior is
A	needs theory
B	reinforcement theory
C	social learning theory
D	cognitive theory

	The Natural Approach, developed by Steven Krashen and Tracy Terrel, emphasizes that people "acquire" language best by learning like children do. This approach is based on a set of principles. Which of the following is NOT a principle of this approach?
A	Learning elements of a second language follows a predictable order.
B	Language learning develops through drills and repetition.
C	Language is learned when the input is comprehensible.
D	Language development occurs in an anxiety free environment.

	In second language theories, mainly Krashen's Monitor Hypothesis, a high 'affective filter,
A	facilitates language learning.
B	hinders language learning.
C	allows learns to select only what they want to learn.
D	allows teachers to filter items and teach only what students.

	Neuroscientists, although not all of them, believe that the ability to learn faster and with little effort is limited to a certain age, beyond which learning a new language is difficult is often difficult is often referred to as
A	the critical period
B	the period of fossilization
C	the sensory-motor period
D	the period of concrete operations

	After silently reading a text in which different experts express their opinions about illegal immigration, learners were asked to underline all the statements, which expresses different views about the issue in the text. They are then asked to work in pairs and sort out the different into those who are with and those who are against immigration and their arguments. Finally, the teacher asked learners to react to the arguments of each person and to say which one is more convincing and why. Which of the following pair of levels in Bloom's Taxonomy of cognitive objectives is the teacher targeting in her activities in the lesson?
A	Application and creation
B	Remembering and understanding
C	Analysis and evaluation
D	analysis and creation

	Nadia notices that one of her students has suddenly become unmotivated and has lost interest in class discussions and activities. After inquiring about this issue, Nadia found out that her students has recently been in some social instability and has family problems. Hence, the teacher concludes that she needs to provide her student with more care, stability and security before she can get back on track. Which of the following theories better addresses the issue being discussed here?
A	Piaget's theory of cognitive development
B	Gardner's theory of multiple intelligences
C	Maslow's needs theory
D	The behaviorist theory

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Language Teaching Approaches & Methods

Language Teaching Methods

The Silent Way

The Silent Way is a teaching approach for language learning that emphasizes the teacher's minimal use of language in the classroom while encouraging students to speak as much as possible. This method is based on three fundamental principles: the importance of learners discovering or creating knowledge, the use of physical objects like Cuisenaire rods to aid learning, and the facilitation of learning through **problem-solving** using the target language.

In a typical Silent Way lesson, the teacher might demonstrate a language point using physical objects, such as showing students two different-sized **rods** and saying, "The blue rod is longer than the red rod." Students then repeat the sentence and are encouraged to create their own sentences using the rods.

Cuisenaire rods are particularly useful in teaching various aspects of language, including word boundaries, contracted forms, prepositions, word order, and word stress. They enable students to not only represent language but also manipulate it, making the learning process more interactive and engaging.

Reference: British Council

Concepts associated with The Silent Way Method

Teacher Silence	The teacher often remains silent during certain stages of the lesson to promote student autonomy and self-discovery.
Discovery Learning	Students are encouraged to discover the language rules and patterns themselves through guided problem-solving activities.
Cuisenaire Rods	Colorful rods of varying lengths are used to represent words, sentence structures, and grammar concepts, helping students visualize and understand language patterns.

Note: The Silent Way aligns with the **cognitive learning theory**. This approach emphasizes the learner's active involvement in the learning process, focusing on problem-solving, critical thinking, and understanding concepts rather than rote memorization. In the Silent Way, the teacher acts as a facilitator, guiding students to discover language rules and patterns through exploration and experimentation, which is in line with the cognitive theory's emphasis on mental processes such as attention, memory, and problem solving.

The Total Physical Response

Total Physical Response (TPR) is a language teaching approach that emphasizes the connection between physical actions and language learning. It suggests that physical responses to language help make learning more meaningful and effective.

In a TPR classroom, students often respond to **commands** or instructions with physical actions. For example, when learning action verbs, students might jump when the teacher says "Jump!" or march when the teacher says "March!"

TPR is often used alongside other teaching approaches and techniques. It is especially useful for teaching concrete language concepts, such as body vocabulary, prepositions, and directions. It is

particularly suitable for low-level learners who benefit from the hands-on, interactive nature of the approach.

Reference: British Council, Oxford Advanced Learner's Dictionary (OALD)

Concepts associated with The Total Physical Response:

Imitation	Students learn by imitating the teacher's physical actions, which represent the meaning of words or phrases. For example, the teacher might say "Stand up" and demonstrate standing up, and students would then stand up.
Commands	The teacher gives commands in the target language, and students respond physically. This helps reinforce vocabulary and grammar structures.
Repetition	Repetition is key to TPR, as it helps reinforce learning and improves retention of vocabulary and structures.
Listening	Listening skills are emphasized, as students must understand the commands given by the teacher in order to respond correctly.

Note: Total Physical Response (TPR) aligns more with the behaviorist learning theory. Behaviorism focuses on observable behaviors and the impact of rewards and punishments on learning. In TPR, students learn language through physical actions in response to commands given by the teacher. This approach is based on the belief that language learning can be facilitated by associating language forms with physical movement, which is akin to conditioning in behaviorist theory, where a stimulus (the command) triggers a response (the physical action) without much emphasis on mental processes or understanding.

Grammar Translation

The Grammar-Translation Method (GTM) is a traditional approach to teaching a foreign language that emphasizes the study of grammar and relies heavily on the use of the learner's **native language**.

This method originated from the Classical Method used to teach Latin and Greek, which were languages primarily studied for intellectual development rather than spoken communication.

GTM, formalized in Germany in the late 18th century, follows a highly structured class format where the teacher controls all activities. The focus is on **translating** passages from the target language into the learner's native language and vice versa, with minimal emphasis on actually speaking or using the target language for communication. As a result, GTM is largely text-based, and little attention is given to teaching pronunciation.

In GTM, the teacher typically gives instructions and explanations in the learner's native language, and there is little effort to teach pronunciation. This method is primarily focused on the literature and grammar of the target language, with limited opportunities for interactive or communicative language practice.

Reference: How to teach English by Germy Harmer, OALD

Concepts associated with Grammar Translation Method:

literal translation	Translation is often done word-for-word, with an emphasis on preserving the structure of the original language.
accuracy	The goal is to produce accurate translations and use correct grammar, rather than focusing on fluency or natural communication.
teacher-centered	The teacher plays a central role in presenting grammar rules, explaining translations, and correcting errors.
use of L1/native language	The native language is often used to explain grammar rules and translate vocabulary, although some proponents of the method advocate for minimal use of the native language.

Direct Method

The Direct Method is a teaching approach developed as an alternative to the Grammar-Translation method, aiming to replicate the natural way people learn their first language.

In the Direct Method, all instruction is conducted in the target language. Grammar is taught **inductively**, meaning learners are encouraged to discover grammar rules through examples rather than being taught explicitly. There is a strong emphasis on speaking and listening skills, and only practical, everyday language is taught. However, a weakness of this method is its assumption that second language learning can mirror first language acquisition, despite the different conditions under which they occur.

For example, in a Direct Method classroom, the teacher might introduce new vocabulary using real objects, visual aids, or demonstrations to help students understand the meaning without relying on translation.

Elements of the Direct Method are still present in many English Language Teaching (ELT) classrooms today. These include a focus on listening and speaking, the use of the target language for all instructions, and the incorporation of visuals and real-life objects to enhance learning.

Reference: British Council, OALD

Concepts associated with The Direct Method

Immersion	The target language is used exclusively in the classroom, creating an immersive environment similar to how children learn their first language.
Authentic Material	Authentic materials such as newspapers, magazines, and recordings are used to expose students to real-life language use.

Inductive	Grammar is taught implicitly, through exposure to natural language patterns and usage, rather than through explicit rules.
------------------	--

Note: The Direct Method aligns with the naturalistic learning theory. This approach to language teaching emphasizes immersion in the target language, similar to how a child learns their first language. It focuses on teaching vocabulary and grammar in context, using visual aids, objects, and gestures to convey meaning without translation. The Direct Method also emphasizes oral communication and everyday language use, aiming to develop fluency and accuracy simultaneously. This approach is rooted in the belief that language learning should be natural, spontaneous, and enjoyable, mirroring the way people acquire their native language.

Suggestopedia

Suggestopedia is a language teaching method developed by Bulgarian psychologist Georgi Lozanov, aiming to accelerate language learning significantly compared to traditional methods. It combines elements of suggestion and pedagogy, drawing from Suggestology, which explores subconscious influences on learning, as well as insights from yoga and Soviet psychology.

The method employs music to relax learners and creates a conducive physical environment in the classroom, emphasizing the teacher's central role as the source of information. In the classroom, various techniques, including art and **music**, are used by trained teachers. Initially consisting of three phases—deciphering, concert session, and elaboration—the method has evolved to include an additional production phase after numerous experiments.

In the introduction phase, teachers present material in a playful manner rather than through direct analysis of language elements. The concert session involves active and passive participation, with the teacher reading texts with special intonation while music plays. In the elaboration phase,

students engage in singing and **games** while the teacher acts as a consultant. Finally, the production phase allows students to spontaneously speak and interact in the target language without interruption or correction.

Reference: Principles of Language Learning and Teaching by H. Douglas Brown, OALD

Concepts associated with the Suggestopedia:

Positive expectations	The method relies on creating a positive and relaxed atmosphere in the classroom, which is believed to enhance learning.
Rich environment	The classroom environment is designed to be rich and aesthetically pleasing, with comfortable seating and decorations that create a sense of harmony and relaxation.
Music	Baroque music is often played in the background during lessons, as it is believed to have a calming effect and enhance learning.

Note: Suggestopedia aligns with the humanistic learning theory. This approach emphasizes a positive and relaxed learning environment to enhance learning. Suggestopedia techniques often include music, art, and games to create a comfortable and enjoyable atmosphere. The method also emphasizes the use of suggestion to help learners overcome inhibitions and access their full potential. Suggestopedia is based on the idea that learners can absorb information more effectively when they are in a relaxed and receptive state, which is a key principle of humanistic learning theory that emphasizes personal growth, self-direction, and the importance of emotions in learning.

Audio-Lingual Method

Audio-lingual is a method of teaching foreign languages that focuses on learning grammatical and phonological structures, particularly for speaking and listening skills.

This approach is rooted in behaviorism, which emphasizes learning through **repetition** and habit formation. In the classroom, the teacher often spends a significant amount of time **drilling** students on grammatical and phonological structures, with error correction being an important aspect of the method

Audio-lingual emerged during the 1950s and 1960s in response to the need for large-scale language teaching programs. However, it has become less common in modern language teaching, as cognitive theories of language learning and communicative approaches have gained popularity. Today, audio-lingual is considered outdated, with other methodologies being favored in language education.

Reference: British Council, OALD

Concepts associated with The Audio-Lingual Method:

Drills	Drills are repetitive exercises designed to practice specific language structures or vocabulary. They can take various forms, such as substitution drills (where students replace words or phrases in a sentence) or transformation drills (where students change the form of a sentence).
Choral repetition	Choral repetition involves the whole class repeating words, phrases, or sentences in unison. It is used to practice pronunciation, intonation, and rhythm.
Mimicry	Students are encouraged to mimic and imitate the teacher's pronunciation and intonation patterns to improve their own speaking skills.
Memorizing	Memorization is a key component of the Audio-lingual Method, particularly for learning dialogues or language patterns. Students are often expected to memorize dialogues and recite them from memory as a way to internalize language structures.

Note: The Audio-Lingual Method emphasizes repetition, imitation, and habit formation in language learning, aligning with the behaviorist learning theory. It focuses on drilling and audio materials to reinforce correct language patterns and pronunciation.

Competency-based Language Teaching

Competency-based language teaching (CBLT) is an approach to language education that focuses on developing learners' ability to use the target language in real-life situations. Unlike traditional language teaching methods that prioritize memorization of vocabulary and grammar rules, CBLT emphasizes the acquisition of practical skills and **competencies**.

In CBLT, language learning is structured around specific tasks or activities that learners are expected to perform. These tasks are designed to reflect real-world language use, such as ordering food in a restaurant, conducting a job interview, or participating in a group discussion. By engaging in these tasks, learners not only improve their language skills but also develop the ability to communicate effectively in different contexts.

One of the key principles of CBLT is learner-centeredness. Teachers tailor instruction to meet the needs and interests of individual learners, allowing them to progress at their own pace. Assessment in CBLT is also competency-based, focusing on what learners can do with the language rather than their knowledge of grammar rules or vocabulary.

Reference: British Council| India

Concepts associated with Competency-Based Approach:

Competencies	The approach is centered around the development of specific competencies, which are defined as the ability to apply knowledge, skills, and attitudes to achieve desired outcomes.
Outcome-Based	the focus is on the outcomes or results of learning, rather than on the inputs or processes. Students are expected to demonstrate mastery of competencies through performance assessments.
Skill-Based	The emphasis is on developing practical skills that are relevant to real-world contexts, rather than just theoretical knowledge.

Communicative Language Teaching

The communicative approach is a method of teaching foreign languages that prioritizes the development of communication skills. This approach is based on the belief that learning a language is most effective when learners are engaged in meaningful communication.

In the communicative approach, learners are encouraged to use the language in real-life situations, which allows them to naturally acquire language skills. For example, practicing question forms by asking classmates about their personal information promotes meaningful communication and language acquisition.

In the classroom, activities guided by the communicative approach focus on creating **meaningful** and **authentic** communication opportunities. Lessons are often learner-centered, with an emphasis on developing practical communication skills rather than just learning grammar rules or vocabulary. Authentic materials, such as newspapers or videos, are often used to make the language learning experience more relevant and engaging for learners.

Concepts associated with the Communicative Approach:

Meaning	In CLT, meaning is paramount. Language is taught and learned with a focus on conveying and understanding meaning in real-life situations. For example, instead of just memorizing the word "apple," students might learn it in a context like "I like to eat apples," making the meaning clearer and more memorable.
Appropriacy	This refers to using language in a way that is suitable for a particular context, purpose, and audience. In CLT, students learn to use language appropriately by practicing in realistic communicative tasks. For instance, they might learn to ask for directions using polite language and appropriate vocabulary.
Authenticity	Authenticity in CLT means using real-world language examples that reflect how native speakers actually use the language. This includes real texts, recordings, and tasks that mirror genuine communication. For example, instead of using contrived textbook dialogues, students might listen to a real conversation between two native speakers discussing a topic relevant to them.
communicative competence	Communicative competence refers to the ability to use language effectively in communication. According to linguist Dell Hymes, communicative competence consists of four components: 1. Linguistic competence: This refers to the knowledge of the language code, including grammar, vocabulary, pronunciation, and the rules for combining words and sentences. Linguistic competence is essential for understanding and producing language accurately. 2. Sociolinguistic competence: This involves understanding the social rules of language use, such as how language varies according to the social context, the relationship between speakers, and the purpose of communication. Sociolinguistic competence includes knowing when and how to use different forms of language (e.g., formal vs. informal language) and understanding cultural nuances in communication. 3. Discourse competence: This refers to the ability to produce and understand extended stretches of language, such as conversations, stories, and speeches. Discourse competence involves understanding the structure

	of different types of discourse and knowing how to organize and connect ideas in a coherent and cohesive way. 4. Strategic competence: This involves knowing how to use communication strategies to overcome communication barriers, such as using gestures, paraphrasing, asking for clarification, or using circumlocution when the right word is not known. Strategic competence also includes knowing when and how to repair communication breakdowns. These components work together to enable effective communication in a variety of contexts. A person who is communicatively competent can not only produce grammatically correct sentences but also use language appropriately and effectively to achieve communicative goals in different social and cultural settings.
--	---

Reference: British Council, OALD

Note: Communicative Language Teaching aligns with the socio-cultural learning theory. This theory emphasizes the importance of social interaction and cultural context in learning. CLT focuses on developing communicative competence through meaningful interaction in real-life situations, which is in line with the socio-cultural theory's emphasis on learning as a social activity and the importance of language in social interaction.

The Standards-based Education

Standards-based language teaching (SBT) is an approach to language education that aligns curriculum and instruction with specific learning standards or benchmarks. These standards outline what students are expected to know and be able to do at each stage of their language learning journey.

In SBT, language learning is structured around these standards, ensuring that instruction is focused and targeted towards meeting these goals. This approach helps to create a clear and consistent

framework for language learning, making it easier for teachers to plan lessons and assess student progress.

One of the key principles of SBT is that it promotes a more systematic and coherent approach to language education. By aligning curriculum and instruction with standards, SBT ensures that all students have access to high-quality language instruction that prepares them for future academic and professional success.

Assessment is an important component of SBT, as it allows teachers to gauge student progress and determine whether learning objectives are being met. Assessment in SBT is often based on performance tasks and authentic assessments that measure students' ability to use the language in real-world contexts.

Overall, standards-based language teaching is a comprehensive approach to language education that focuses on clear learning objectives, systematic instruction, and meaningful assessment to ensure that all students achieve proficiency in the target language.

The standards mentioned in this approach are explained below.

The 5 Cs are foundational principles that guide how English should be taught and learned. Here is what they mean.

Standard	Meaning
1. Communication	This principle emphasizes developing students' ability to effectively communicate in English through speaking, listening, reading, and writing. For example, students might practice asking and answering questions in English to improve their conversational skills.

2. Cultures	This principle focuses on helping students understand the cultural aspects of English-speaking countries. Teachers might introduce students to English literature, films, and traditions to broaden their cultural awareness.
3. Connections	This principle encourages teachers to connect English language learning to other subjects and real-world experiences. For instance, students could learn English vocabulary related to science or history topics they are studying.
4. Comparisons	This principle involves comparing English with the students' native language to help them better understand English grammar and vocabulary. Teachers might explain how verb tenses work differently in English compared to the students' language.
5. Communities	This principle involves creating opportunities for students to use English in authentic, real-world contexts. For example, teachers might organize language exchange programs or encourage students to participate in English-speaking clubs or events.

Reference: Moroccan English Language Guideline 2007

Task-based Language Teaching

Task-based learning is a modern approach to teaching language that focuses on completing meaningful **tasks** rather than memorizing grammar rules or vocabulary. In this method, the teacher does not decide beforehand what language will be studied; instead, the lesson revolves around a central task, and the language emerges naturally as students engage with the task. This approach includes several stages: **pre-task**, **task**, **planning**, **report**, **analysis**, and **practice**.

During the pre-task stage, the teacher introduces the topic and gives clear instructions, sometimes using recordings to provide examples. Students then prepare for the task by recalling relevant language and taking notes. Next, students work in pairs or groups to complete the task, using the language resources they have. The teacher monitors and supports the students as needed. After completing the task, students prepare a brief report to share their task experience with the class. They practice their report in groups, seeking guidance from the teacher if necessary. Students then present their reports to the class, either orally or in writing, and receive feedback from the teacher.

One of the main advantages of task-based learning is that it allows students to use all their language resources, rather than just practicing pre-selected items. It also creates a personalized and relevant context for language learning, as the language emerges naturally from the task. This approach exposes students to a wide range of language, including lexical phrases, collocations, and patterns. Additionally, the language studied is driven by students' needs, making it more meaningful and engaging. Overall, task-based learning is a highly communicative and enjoyable approach to language teaching, motivating students to actively engage in their learning.

Reference: British Council

Learner-centered Approach

Learner-centered approaches to language instruction prioritize the individual learner, focusing on their **needs**, **interests**, and **objectives**. These approaches view learners as active participants in their learning, emphasizing the importance of meaningful and applicable learning experiences.

A fundamental principle of learner-centered approaches is the consideration of individual **learning styles** and **preferences**. Teachers aim to adjust their teaching methods to accommodate diverse needs, using activities like group work, pair work, and individual tasks to cater to different styles.

Another essential principle is fostering learner **autonomy**, encouraging students to take charge of their learning. This includes setting personal goals, monitoring progress, and reflecting on learning experiences.

Creating a supportive and inclusive learning environment is also highlighted. Teachers strive to cultivate a classroom atmosphere where students feel at ease **taking risks** and expressing themselves, promoting collaboration and mutual **respect**.

An example of learner-centered approaches include task-based learning, where students engage in meaningful tasks using language in context. This approach aims to engage students actively and develop their language skills in meaningful ways.

In summary, learner-centered approaches to language instruction are based on the notion that each learner is **unique**. By placing the learner at the forefront, these approaches aim to make learning more engaging and effective.

Concepts associated with Learner-centered Approach:

Needs	The specific requirements or necessities that learners have in order to achieve their language learning goals. These can include linguistic, communicative, cultural, or personal needs.
Interests	Topics, activities, or aspects of language learning that engage and appeal to learners, making the learning process more enjoyable and motivating.

Objectives	The goals or outcomes that learners aim to achieve through their language learning efforts. These can be short-term, such as mastering a grammar point, or long-term, such as fluency in the language.
Learning & preferences	The individual ways in which learners prefer to learn and process information. This can include visual, auditory, kinesthetic, or other preferences for learning activities and materials.
autonomy	The ability of learners to take control of their own learning process, making decisions about what, when, and how they learn, in order to achieve their language learning goals.
Taking risks	The willingness of learners to try new language forms, practice speaking, and make mistakes in order to learn and improve their language skills.
Respect	Showing consideration and regard for learners' feelings, opinions, and identities, creating a supportive and inclusive learning environment.
uniqueness	Recognizing and valuing the individual differences among learners, such as background, experiences, and abilities, and adapting teaching approaches to meet their diverse needs.

Inquiry-based Learning

Inquiry-based learning is a teaching approach that encourages students to actively explore and investigate topics of interest. In the context of teaching language, this approach involves guiding students through a process of asking questions, seeking answers, and making discoveries about language and its use.

The first step in inquiry-based learning is to stimulate students' curiosity by posing thought-provoking questions. These questions can be generated by the teacher or the students themselves.

By encouraging students to ask questions, teachers can help them develop critical thinking skills and a deeper understanding of the language.

Once questions have been generated, students embark on a discovery phase where they actively seek answers. Teachers provide a variety of content, such as readings and listening activities, for students to explore. This content should be engaging and relevant to the students' interests and abilities, motivating them to learn.

During the discovery phase, teachers play a crucial role in guiding and supporting students. They provide strategies for effective reading and listening, introduce new vocabulary and grammar structures, and ensure that students stay focused on their learning goals.

Inquiry-based learning is often conducted in small groups, where students can collaborate and share their findings. This collaborative approach helps students develop communication skills and learn from each other's perspectives. After working in small groups, students can come together as a whole class to share their discoveries and reflect on the learning process.

generally, inquiry-based learning in teaching language is a dynamic and engaging approach that empowers students to take ownership of their learning. By encouraging curiosity, providing relevant content, and fostering collaboration, teachers can create a rich learning environment where students can explore language in meaningful ways.

Note: Inquiry-based learning aligns with **constructivist learning theory**. Constructivism emphasizes the importance of active engagement in the learning process, where learners construct their understanding and knowledge through experiences, interactions, and reflection. In inquiry-based learning, students actively explore and investigate topics, which aligns with the constructivist notion that learning is most effective when it is personally meaningful and

connected to existing knowledge. By encouraging students to ask questions, seek answers, and make discoveries, inquiry-based learning supports the constructivist view that learning is a process of actively building and refining mental models of the world.

Case-based Learning

Case-based learning (CBL) is an instructional method that uses real-life scenarios or cases to engage students in authentic language use. In CBL, students are presented with a problem or situation that requires them to analyze, evaluate, and solve using English language skills. These cases can be based on a variety of contexts, such as business, travel, or everyday situations, making the learning experience more relevant and practical for students.

One of the key benefits of CBL is its ability to promote critical thinking and problem-solving skills. By working through cases, students are encouraged to apply their language knowledge in meaningful ways, helping them develop a deeper understanding of the language and its usage. CBL also promotes collaboration and communication skills, as students often work in groups to discuss and solve the cases together.

In CBL, the role of the teacher is that of a facilitator, guiding students through the case and providing support as needed. Teachers can also use CBL to personalize learning, as cases can be selected or designed to align with students' interests or goals. Additionally, CBL can be easily adapted to different proficiency levels, allowing teachers to tailor the complexity of the cases to meet the needs of their students.

Generally, case-based learning is a valuable approach, offering students a dynamic and engaging way to learn and apply English language skills in authentic contexts. By using real-life cases, CBL

helps students develop critical thinking, problem-solving, and communication skills, making it an effective method for teaching English as a foreign language.

Project-based Learning

Project-Based Learning (**PBL**) is based on constructivist theories, emphasizing active, hands-on learning through projects. It promotes learning by doing, engaging students in real-world problems and challenges to foster deeper understanding and practical skills.

The main objectives of PBL are to develop critical thinking, problem-solving, collaboration, and communication skills. It aims to make learning relevant by connecting it to real-life contexts, encouraging student autonomy and intrinsic motivation.

In PBL, students work on extended projects involving planning, research, and presentation. Activities include group work, research tasks, hands-on experiments, and creating tangible products such as reports and prototypes. Projects are often multidisciplinary.

Teachers in PBL act as facilitators and guides. They help students set goals, provide resources, **scaffold** learning, and offer continuous feedback. Teachers also support students in reflecting on their learning and process.

Students take an active role, working collaboratively to explore and solve complex questions or problems. They manage their time, conduct research, and produce project outcomes, promoting autonomy, self-direction, and accountability.

PBL uses a variety of materials and resources, including books, online databases, multimedia, real-world artifacts, and community resources. Technology often facilitates research, collaboration, and presentation.

Assessment in PBL is ongoing and multifaceted, including formative assessments like check-ins, peer reviews, and self-assessments, as well as summative assessments such as final project presentations and reports. Feedback is continuous, focusing on both the process and the final product.

PBL can be adapted to different cultural contexts by incorporating local issues and community needs into projects. It encourages students to draw on their cultural backgrounds and experiences, making learning more relevant and personalized.

Active Learning

Active learning emphasizes **engaging** learners in the learning process. This approach involves setting clear lesson aims and marking the steps of the lesson, referring to them as the class progresses. Visual aids, such as images or metaphors, can help learners visualize their path and make the lesson more engaging and memorable.

Teachers should provide tools for tracking progress and encourage reflection on the lesson. Tools like lesson aims templates help learners track their progress and understand what is expected of them. Reflection opportunities, such as drawing a picture connected to the lesson topic, help reinforce learning and encourage active participation.

Flexibility and **adaptability** are key principles of active learning in TEFL. Teachers are encouraged to adjust the lesson if it is not going as planned, ensuring that the learning objectives are still met. Having secret lesson aims, both for teachers and learners, encourages a deeper level of engagement and self-reflection.

Another important aspect of active learning is **relevance**. Learning activities should be relevant to the learners' interests, goals, and real-life situations to enhance motivation and engagement. Additionally, **interaction** among learners and between learners and teachers is crucial. It facilitates the exchange of ideas, feedback, and support, creating a more dynamic learning environment.

Encouraging **autonomy** is also essential. Learners should take ownership of their learning by setting goals, making decisions, and monitoring their progress. This helps them develop **independence** and a **sense of responsibility** for their learning. Generally, active learning aims to create a supportive and inclusive learning environment that fosters **collaboration**, **creativity**, and continuous improvement.

Eclectic Approach

The eclectic approach in language teaching refers to teachers using techniques and activities from different methodologies instead of strictly following one method. This approach allows teachers to choose methods based on the lesson's objectives and the learners' needs. Many modern course books already incorporate a mix of approaches.

For instance, a lesson might begin with an inductive activity where students identify synonyms for movement in a reading text. Then, they practice these words using Total Physical Response (TPR).

In another lesson, students might recycle the learned material through a task-based activity, where they create instructions for an exercise manual.

In a typical lesson, teachers may combine elements from various sources. For example, they might use TPR and Task-Based Learning (TBL) for certain activities, incorporate the communicative approach through communication gap activities, focus on lexical chunks in reading using the lexical approach, and establish a clear context for presenting new structures with the structural-situational approach.

Reference: British Council

CHECK YOUR UNDERSTANDING.

	The Direct Method assumes that language develops through providing students with ample reading and speaking opportunities. Which of the following activities is unlikely to be part of a typical Direct Method lesson?
A	Students read the text in the target language and answer comprehension questions.
B	Students ask teacher about the meaning of some words in the text. He explains them and provides an example for each word.
C	Students extract a structure such as 'If only...' from the text, analyze it and use it in their own conversations.
D	The teacher focuses on the pronunciation of some words from the list.

	Which of the following teaching techniques is NOT adopted in the Audio-lingual method?
A	Memorizing
B	Drilling
C	Analyzing language
D	Choral repetition

	In the Audio-Lingual method, students are asked to repeat chunks of language or sentence multiple times because
A	proponents of this method believe that language learning, like learning to walk, is a matter of habit formation.
B	at this time when the method was used, there was no technological equipment to replay audio tracks.
C	this method assumes that is composed of a set of expressions which we should memorize.
D	proponent of this method believe that language use is controlled by isolating and memorizing a set of idioms and phrases which we usually repeat.

	There is clear evidence that a child acquiring her mother tongue develops the ability to use language not only correctly but also appropriately in different contexts. In second language teaching, the approach that was inspired by this evidence is
A	Grammar Translation
B	the Audio-lingual Method
C	Communicative Language Teaching
D	the Silent Way

	In line with the standards and competency-based education, teachers need to adopt performance assessment in the classroom. It requires learners to demonstrate what they know and are able to do through open-ended tasks. Which of the following is a performance assessment technique?
A	Multiple choice questions
B	Describing a picture
C	Transforming sentences
D	Sentence rewriting

	Which of the following is NOT a principle of communicative language teaching?
A	Meaning
B	Appropriacy
C	Authenticity
D	Accuracy

	Mr Khaldi is playing a game with his students. They feel safe and satisfied as their teacher is showing love and respect for every one of them. This is a typical scenario of
A	the Grammar Translation Method.
B	the Silent Way.
C	Cognitive Code Learning.
D	Suggestopedia.

	Which of the following skills dominates the early stages of language learning in the Total Physical Response method?
A	Reading
B	Writing
C	Listening
D	Speaking

	Within the standards-based framework, while teaching a unit on 'Pollution', the teacher is targeting the 'Connections' area of the 5 Cs. Which of the following activities would best serve this objective?
A	Asking students to compare the effects of pollution to those of deforestation.
B	Asking students to interview the science teachers in their school about harmful chemicals.
C	Asking students to interview the head of the local council about what they do to reduce the effects of pollution.
D	Asking students to read a text about the causes and effects of pollution.

	The Silent Way is mainly based on the principles of the Cognitive Approach. One of these principles is that 'teaching should be subordinated to learning'. This means that
A	The teacher's role in the classroom is secondary.
B	Teaching is learner-centered.
C	The teacher does not have to plan his teaching.
D	It is the students who decide on what to learn.

	Which of the following materials is widely used by the teachers of the Silent Way?
A	A music player
B	The student's book
C	Coloured pictures
D	Colored rods

	In one of the methods below, the learner's native language is substantially employed. Which method is this?
A	The Direct Method
B	The Grammar Translation Method
C	The Audio-Lingual Method
D	Total Physical Response

	Which of the following is NOT a feature of Learner-Centered Instruction?
A	Having learners solve problems.
B	Explaining language items to students.
C	Encouraging students to inquire.
D	Encouraging students to cooperate and collaborate.

	The initial focus of this method is on accurate pronunciation so that learners can achieve a native-like fluency in the long run. Which method is this?
A	Suggestopedia
B	The Silent Way
C	The Audio-Lingual Method
D	The Direct Method

	Which of the following is NOT a characteristic of active learning in EFL?
A	Significant reliance on the teacher's explanation.
B	Enhanced critical thinking and problem-solving skills.
C	Improved language acquisition and retention.
D	Developed communication and speaking skills.

	What is the primary focus of the Direct Method?
A	Using the target language as the only means of instruction.
B	Employing authentic materials for language instructions.
C	Teaching grammar and vocabulary through translation.
D	Emphasizing vocabulary retention over grammar

	One of the approaches in second language education advocates the combination of various methods, techniques, and principles based on what is effective for the learners and the specific teaching context. Which of the following is not the approach in question?
A	Post Method Pedagogy
B	Task-based Language Teaching
C	The Eclectic Approach
D	The Pragmatic Principled Eclectic Approach

	The introduction of the theory of Communicative has shaped subsequent second language teaching practice. Targeting coherence and cohesion in learner's language production promotes their
A	strategic competence
B	discourse competence
C	sociocultural competence
D	interactional competence

	Task-Based Language Teaching views language
A	as a system of instructions.
B	a set of fixed phrases.
C	a means of achieving real-world goals.
D	a set of habits and patterns.

	Competency-based Learning does NOT
A	take into account learners' effort in assessments.
B	adopt a performance-based model in assessment.
C	ensure learners as aware of what is expected of them.
D	target real-world applications of knowledge and skills.

	The 5 Cs in Standards-based language teaching refer to communication, cultures, connections, comparisons, and communities. An EFL teacher would like to teach listening with a focus on understanding different cultures. Which of the following would NOT serve this purpose?
A	Using authentic audio materials from diverse cultural resources.
B	Encouraging students to explore multicultural media.
C	Employing listening materials that are related to other subjects, such as science.
D	Integrating cross-cultural discussions and dialogues into the lesson.

	Which of the following is an example of performance-based assessment?
A	Rewriting sentences
B	Matching exercise
C	Public Speaking
D	Gap filling exercises

	According to Willis (1996), in task-based instruction, the teacher helps students learn new language items in a contextualized fashion. This takes place during
A	the post-task phase
B	the pre-task phase
C	the task phase
D	the pre-task, the task, the post-task phases.

	Sara is teaching 9 th grade class. Today she is reading aloud a story about animals. Students are listening and they make animal noises every time they hear the name of an animal. Which approach to language teaching is Sara adopting?
A	The Audio Lingual Method
B	Communicative Language Teaching
C	Total Physical Response
D	Grammar Translation Method

	At the end of the lesson, Mrs. Karen writes on the board examples of sentences which simple past tense from a listening conversation. She then uses the sentences to teach simple past to her students. This approach of teaching tenses/structures is more likely related to
A	The Audio Lingual Method
B	The Task-based Language Teaching
C	The Grammar Translation Method
D	The Silent Way

	Amal believes that because she's adopting the communicative approach in her teaching, she should also test learners' achievement in a communicative way. To test learners' speaking abilities, Amal designed a variety of tasks about the topic of "weather". Which of the following is NOT a consistent with Amal's philosophy in teaching language?
A	Students asking each other about weather in their area.
B	Filling in gaps with the right adjectives to describe the weather.
C	Exchanging details in an information gap activity about the weather.
D	Completing a conversation about the weather appropriately.

[illegible]

The Learner

Learner Differences

Learners in language classrooms often exhibit differences in age, learning styles, and proficiency levels. These differences can significantly impact the learning process and require teachers to adapt their approaches to cater to diverse needs.

Age is a significant factor in language learning. Younger learners, such as children, often have a natural ability to acquire new languages quickly and without much conscious effort. They are also more open to new experiences and may enjoy language learning through games, songs, and interactive activities. In contrast, adult learners may have more developed cognitive skills and prior knowledge, which can be an advantage. However, they may also have fixed learning habits and find it challenging to adapt to new language structures or sounds.

Learning styles refer to the preferred ways in which individuals learn best. Some learners are visual learners, meaning they learn best through visual aids such as charts, diagrams, and videos. Auditory learners, on the other hand, learn best through listening and may benefit from lectures, discussions, and audio materials. Kinesthetic learners learn best through hands-on activities and may excel in language learning through role-plays, simulations, and interactive tasks. Teachers need to consider these differences and provide a variety of activities to cater to different learning styles.

Proficiency levels also play a crucial role in language learning. Beginners may need more guidance and support, focusing on basic vocabulary and grammar structures. Intermediate learners

can start engaging in more complex language tasks, such as discussions and presentations, to further develop their skills. Advanced learners may require more challenging activities that focus on fluency and accuracy, such as debates or writing assignments.

In conclusion, understanding and addressing learner differences in terms of age, learning styles, and proficiency levels are essential for effective language teaching. Teachers who can adapt their approaches to cater to these differences can create a more inclusive and engaging learning environment for all learners.

Reference: how to teach English by Jeremy Harmer

Motivation

Motivation is a critical element in teaching English as a foreign language, encompassing various types that teachers must consider. **Intrinsic** motivation stems from personal interests, prompting learners to study English for pleasure, such as wanting to understand movies or books. **Extrinsic** motivation, on the other hand, is driven by external factors like grades or rewards. For instance, a student might study to pass an English exam for university admission.

Another form of motivation is **instrumental** motivation, which involves learning a language for practical reasons, such as enhancing job opportunities in international business. **Social** motivation arises from the desire to connect with others, such as wanting to communicate with English-speaking friends or colleagues. **Attitude** motivation is based on learners' attitudes toward the language and its speakers, with positive attitudes enhancing motivation.

Another kind of motivation is **introjected** motivation. Introjected motivation in learning English refers to a form of motivation that comes from internal pressures or feelings of guilt, obligation, or anxiety. It is not entirely self-determined, as it is driven by the desire to avoid negative feelings or to gain approval or avoid disapproval from others. For example, a student may feel that they should learn English because their parents expect them to, or because they fear failing a class if they don't. This type of motivation is considered less optimal than intrinsic motivation, which comes from genuine interest and enjoyment in the learning process, or extrinsic motivation, which comes from external rewards or goals.

The last type is **identified** motivation. Identified motivation refers to a more self-determined form of motivation where the learner recognizes the importance or relevance of learning English and personally values the outcomes of learning. In this case, the learner has consciously identified reasons for learning English that are meaningful to them, such as career advancement, travel opportunities, or personal development. Identified motivation is considered more autonomous and sustainable compared to introjected motivation because it is driven by the learner's own values and goals, rather than external pressures or rewards. This type of motivation is often associated with higher levels of engagement and persistence in learning tasks.

Understanding and nurturing these different types of motivation is crucial for language teachers. By recognizing what motivates their students, teachers can create a supportive and engaging learning environment. This environment promotes students' long-term success in learning English.

To enhance motivation, teachers can employ various strategies. They can use star charts and effort charts to recognize and reward students' efforts and progress. Setting clear goals and celebrating achievements along the way through progress markers can also be effective. Furthermore, using

questionnaires can help teachers understand students' interests, needs, and motivations, allowing for more tailored and engaging lessons.

Providing constructive feedback through feedback sheets is another way to enhance motivation. Teachers can also personalize lessons to students' interests and goals, making the learning experience more meaningful and relevant. Additionally, connecting language learning to real-world contexts and experiences outside the classroom can help students see the practical value of learning English.

Lastly, teachers can help students envision the future benefits of learning English for their goals and aspirations. By emphasizing the relevance and importance of English proficiency in achieving their future aspirations, teachers can motivate students to stay engaged and committed to their language-learning journey.

Reference: how to teach English by Jeremy Harmer, British Council, OALD

CHECK YOUR UNDERSTANDING.

	"I want to get a score equal or higher than 70 so that I can get a place at the university." Shows
A	integrative motivation
B	instrumental motivation
C	social motivation
D	attitude motivation

	Mohamed, Meriem, Ali and Nada are all language students. Not all of them attend their language classes with the same incentive. Which of the four students is intrinsically motivated?
A	Mohamed participates actively in his classes because he knows that part of the grade he will get by the end of the semester is devoted to participation in classroom activities.
B	Meriem is an active student. She enjoys her English classes and she likes the language and how native speakers use it.
C	Ali always takes part in the lessons because he knows that his teacher usually meets his father and talks to him about his performance. So, he doesn't want to be reprimanded.
D	Nada is a student who is repeating the level. She got a very low mark in English last year and so she's doing her best to get a higher grade and pass the baccalaureate this year.

	Walid got a <i>D</i> in English in the first semester. His parents promised to buy him a new iphone if he improved his grade to <i>B</i> in the next semester. Walid really wanted the iphone and doubled his study time in English. He got an <i>A</i> in the second semester. Getting the iphone for his achievement is an instance of
A	intrinsic motivation
B	identified motivation
C	extrinsic motivation
D	introjected motivation

Anxiety

Anxiety can greatly affect language learning, especially in teaching English as a foreign language. Understanding and addressing anxiety is crucial for creating a supportive and effective learning environment. Language learning anxiety can be manifested in different ways, like being afraid to speak in front of others, worrying about making mistakes, or feeling unsure about understanding and using the language correctly. These anxieties can make it harder for students to progress and feel confident in learning English.

To help students manage language-learning anxiety, teachers can use several strategies. Firstly, creating a supportive and non-judgmental classroom environment can help students feel more

comfortable taking risks and making mistakes. Encouraging a growth mindset, where mistakes are seen as opportunities for learning, can also help reduce anxiety.

Using activities that promote language use in a relaxed and enjoyable way, such as games, role-plays, and group activities, can help lower anxiety. Providing positive and helpful feedback can also boost students' confidence and reduce anxiety levels.

It is important for teachers to be aware of the signs of anxiety in their students and to offer support and encouragement when needed. By addressing anxiety and creating a supportive learning environment, teachers can help students overcome their fears and achieve success in learning English as a foreign language.

Self-esteem

Self-esteem plays a crucial role in language learning for students. It influences their **motivation**, **confidence**, and overall success in acquiring a new language. High self-esteem can lead to greater confidence in using the language, while low self-esteem can result in **fear** of making mistakes and reluctance to participate in language activities.

Self-esteem affects several aspects of language learning. Students with high self-esteem are more likely to be motivated to learn and use the language. They see challenges as opportunities to improve rather than obstacles to avoid. High self-esteem **encourages** students to participate actively in class, engage in conversations, and practice the language without fear of **embarrassment** or failure. Additionally, students with high self-esteem are more **resilient**. They can cope with setbacks and **criticism** more effectively, seeing them as part of the learning process rather than as personal failures.

There are several strategies to boost self-esteem in language learners. Regular positive feedback and encouragement from teachers can significantly boost a student's self-esteem. Acknowledging their efforts and improvements helps build their confidence. Creating a supportive and non-judgmental classroom environment where mistakes are seen as learning opportunities can help students feel more comfortable and confident. Helping students set achievable language learning goals can provide a sense of accomplishment and boost their self-esteem as they meet these goals. Encouraging collaborative learning and peer support can also help students feel more **confident**, as working with peers can provide a sense of community and shared progress.

Teachers play a crucial role in fostering students' self-esteem. They can model confidence by demonstrating confidence in using the language and showing that making mistakes is a natural part of learning. Providing constructive feedback that focuses on areas for improvement while also highlighting strengths and progress can help students feel supported. Allowing students to take ownership of their learning by providing choices and encouraging independent language practice can also boost their self-esteem.

In conclusion, self-esteem is a key factor in the success of language learning. High self-esteem enhances motivation, participation, and resilience, while low self-esteem can hinder progress. By creating a supportive learning environment and providing positive reinforcement, teachers can help boost students' self-esteem, leading to more effective and enjoyable language learning experiences.

Introversion and Extroversion

Introversion and extroversion represent significant personality traits that can affect language learning, particularly in the realm of teaching English as a foreign language. Recognizing and comprehending these traits can assist teachers in establishing a learning environment that caters to the diverse needs of their students.

Introverted individuals typically exhibit reserved tendencies and display a preference for solitary activities. They may find excessive social interaction overwhelming and may instead favor independent work. For instance, an introverted student might feel more at ease studying English vocabulary autonomously rather than in a group setting.

Conversely, **extroverted** learners tend to be more outgoing and thrive in social settings. They derive enjoyment from interacting with others and may gravitate towards collaborative learning activities. An extroverted student may excel in English speaking activities that entail group discussions or presentations.

To address the needs of both introverted and extroverted learners, educators can incorporate a diverse range of activities into their lessons. For introverted learners, providing opportunities for independent study and reflection can prove beneficial. For extroverted learners, activities that foster group work and discussion can help maintain their engagement and motivation.

Teachers should acknowledge that introversion and extroversion are merely two of numerous personality traits that can influence learning. By comprehending and adapting to these traits, teachers can establish a learning environment that is inclusive and supportive of all students, irrespective of their personality type.

Learning Styles

Learning styles encompass the preferences individuals have for approaching learning tasks, with the primary styles being auditory, visual, and kinesthetic. Familiarity with these styles enables teachers to customize their instruction to better align with students' needs.

Auditory learners prefer learning through listening and may find lectures, discussions, and audio materials beneficial. For example, when studying English, auditory learners might enhance their listening skills by listening to podcasts.

Conversely, **visual** learners favor learning through visual aids such as charts, diagrams, and videos. For instance, visual learners studying English might utilize flashcards or mind maps to memorize vocabulary.

Kinesthetic learners, on the other hand, excel in hands-on activities and physical experiences. They may benefit from activities involving movement, such as role-plays or games. For instance, a kinesthetic learner learning English might participate in dialogues to practice speaking.

To accommodate diverse learning styles, teachers can incorporate a range of activities into their lessons. Auditory learners can participate in listening exercises, visual learners can benefit from visual aids, and kinesthetic learners can thrive in hands-on activities. This approach ensures that instruction is accessible and effective for all students, regardless of their preferred learning style.

By recognizing and catering to the different learning styles of their students, teachers can create a more engaging and effective learning environment that meets the needs of all learners.

CHECK YOUR UNDERSTANDING.

	Differences in learning styles can make the same teaching method wonderful for some learners and terrible for others. The three major and pre-dominant learning styles that are generally referred to in the literature are
A	auditory, visual, kinesthetic
B	sensory, reflective, communicative
C	kinesthetic, musical, social
D	logical, auditory, verbal

	Maria, a secondary school teacher, observed that many of her students become much more active and engaged in tasks which involve some types of designing, drawing or visualizing processes and ideas. Which of the following pedagogical procedures would better cater for learning needs of Maria's students?
A	Using more reading, listening and writing activities
B	Using more experiments and manipulating materials
C	Using more graphs, charts, maps, and images
D	Using more-role plays, movements and acting out

Multiple Intelligences

The theory of Multiple Intelligences, proposed by **Howard Gardner**, posits that individuals possess various types of intelligences, which can operate independently of each other. Gardner identified eight distinct intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

Linguistic intelligence involves sensitivity to spoken and written language, with individuals excelling in reading, writing, and storytelling. **Logical-mathematical** intelligence entails the ability to detect patterns, reason deductively, and think logically. **Spatial intelligence** involves the ability to visualize objects and concepts in space.

Bodily-kinesthetic intelligence is characterized by the ability to use one's body effectively and handle objects skillfully. **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. **Interpersonal intelligence** is about understanding and interacting effectively with others. **Intrapersonal intelligence** involves understanding oneself, including strengths, weaknesses, and emotions. Lastly, **naturalistic intelligence** involves understanding the natural world and living things within it.

Teachers can incorporate the theory of Multiple Intelligences into their teaching by offering a variety of activities that cater to different intelligences. For example, a teacher might engage students with linguistic intelligence through storytelling, spatially intelligent students through hands-on experiments, and interpersonally intelligent students through group discussions.

By recognizing and accommodating the various intelligences of their students, teachers can create a more inclusive and effective learning environment that allows all students to excel based on their unique strengths and abilities.

Other concepts associated with the learner:

Reflective Learner	A reflective learner is someone who prefers to think deeply about things before acting or making decisions. They often like to analyze information and consider different perspectives before forming opinions or conclusions.
Impulsive Learner	An impulsive learner is someone who tends to act quickly without thinking things through. They may prefer to jump into activities or tasks without much planning or consideration of consequences.
Autonomous Learner	An autonomous learner is someone who takes control of their own learning. They are self-directed and motivated, often setting their own goals and finding ways to achieve them without needing much guidance from others.

Dependent Learner	A dependent learner is someone who relies heavily on others for guidance and support in their learning. They may struggle to take initiative or make decisions independently, preferring to follow instructions and seek approval from others.
--------------------------	--

CHECK YOUR UNDERSTANDING.

	Najwa is a secondary school student who has some special characteristics. She is too hasty in dealing with classroom tasks and tests. She raises her hand to answer the teacher's questions even before he finishes talking. She also does not take enough time to consider the tasks and the different possible ways of dealing with them. Hence, she often tends to make many mistakes. What type of learner is Najwa?
A	She's a reflective learner
B	She's an impulsive learner
C	She's an autonomous learner.
D	She's a dependent learner.

	Babara is an English teacher who incorporate teamwork and role play into every lesson. She continually stresses the importance of students' interaction with each other. Barbara is helping her students to develop their
A	bodily_kinesthetic intelligence
B	interpersonal intelligence
C	emotional intelligence
D	naturalistic intelligence

	Mourad is a student who enjoys learning with peers. He gets really involved and engaged in tasks which require group and pair work. Even when the teacher asks the class to do an exercise individually, Mourad usually looks for a partner to work with. He would turn to the student sitting next to him and starts discussing the tasks or talking about the exercise. From his behavior, we can say that Mourad
A	is a disruptive student.
B	learns better through touch and movement.
C	is a spatial and naturalistic learner.
D	learns better through interpersonal intelligence.

[illegible]

Teaching Language Skills & Components

Teaching students how to understand and interpret what they read and hear is crucial in language learning. We call these skills receptive skills, and they are reading and listening. To help students develop these skills, teachers use various strategies.

Reading

Teaching reading involves several key aspects that are crucial for learners to develop their reading skills effectively. One of the primary reasons for reading is language acquisition, as it helps learners acquire new vocabulary, understand sentence structures, and grasp the nuances of the language. Additionally, reading plays a significant role in improving writing skills by exposing learners to different writing styles. It also serves as an introduction to interesting topics, fostering curiosity and expanding their knowledge base.

There are different kinds of reading, each serving a different purpose. **Intensive reading** involves reading carefully and thoroughly to understand the details and meaning of the text. It often involves activities like analyzing vocabulary, identifying main ideas, and understanding the author's purpose. On the other hand, **extensive reading** involves reading longer texts or multiple texts for pleasure and general understanding, without focusing on every detail. It helps improve reading speed, comprehension, and vocabulary.

Reading levels are crucial in determining the complexity of the text and the skills required to understand it. Common levels include beginner, intermediate, and advanced, but more detailed

scales like the Common European Framework of Reference for Languages (CEFR) provide a more precise breakdown.

Developing specific reading skills is also important. **Scanning** involves quickly looking through a text to find specific information or keywords, while **skimming** is reading rapidly to get the main idea of a text without focusing on every detail. **Reading for details**, on the other hand, requires reading carefully to understand specific information or details in a text.

Lastly, several principles guide effective reading. Understanding the context of the text is crucial, as it helps readers comprehend the meaning more effectively. Additionally, understanding the purpose of reading, whether it's for information, entertainment, or analysis, can help readers approach the text with the right mindset. Furthermore, active engagement with the text, such as asking questions, making predictions, and summarizing information, enhances comprehension and retention.

Other concepts associated with teaching reading:

SQ4R	SQ4R is a reading comprehension method designed to help students engage with and understand text more effectively. The acronym stands for Survey, Question, Read, Reflect, Recite, and Review. Here's a brief overview of each step: Survey: Skim through the text to get an overview of its structure and content. Look at headings, subheadings, images, and any other visual aids to understand what the text is about. 1. Question: Formulate questions based on the headings and subheadings, as well as your initial impressions from the survey. This helps create a purpose for reading and focuses your attention on key points.
-------------	--

	2. Read: Read the text actively, looking for answers to your questions. Take notes, highlight important information, and try to understand the main ideas and supporting details. 3. Reflect: After reading a section, take a moment to reflect on what you've learned. Think about how the new information connects to what you already know. 4. Recite: Summarize the main points of the section in your own words. This helps reinforce your understanding and memory of the material. 5. Review: After you have read the entire text, review your notes and summaries to reinforce your understanding. This step helps consolidate the information in your memory.
Bottom-up Approach	When teaching reading in English as a foreign language (EFL), the bottom-up approach involves starting with teaching students the basics of English phonics and grammar. Students learn to recognize individual letters, their sounds, and how they combine them to form words. They then progress to understanding sentences and paragraphs by decoding words and phrases.
Top-Down Approach	In reading instruction, the top-down approach focuses on developing students' ability to understand the overall meaning of a text. Teachers often use contextual clues, such as pictures, headings, and the students' background knowledge, to help them predict the content of the text before they read. This approach encourages students to use their existing knowledge to comprehend the text.
Guided Reading Approach	Guided reading involves providing support and guidance to students as they read texts in English. Teachers select texts that are appropriate for the students' language proficiency level and provide assistance with pronunciation, vocabulary, and comprehension. Guided reading helps students improve their reading skills and build confidence in reading English texts.
Phonics Approach	The phonics approach to teaching reading in focuses on teaching students the sound-letter correspondence in English. Students learn to recognize and pronounce English words by associating letters with their sounds. This approach

	helps students develop their reading skills and improve their pronunciation and fluency in English.
--	---

CHECK YOUR UNDERSTANDING.

	Which of the following tasks can target the S of the SQ4R ?
A	Looking at a picture and a topic sentence and guessing the topic.
B	Reading the text and ordering the events chronologically.
C	Writing a short summary of the text.
D	Inferring the writer's attitude.

	The task bellow appeared along with the text in a reading comprehension lesson. Which of the reading sub-skills bellow does the task target? Read the article. Check (✓) True or False. <table><tr><td></td><td>True</td><td>False</td></tr><tr><td>1. Tommy lived in Sri Lanka most of his life.</td><td>☐</td><td>☐</td></tr><tr><td>2. He was born in Sri Lanka.</td><td>☐</td><td>☐</td></tr><tr><td>3. Tommy liked traditional Sri Lankan food.</td><td>☐</td><td>☐</td></tr></table>		True	False	1. Tommy lived in Sri Lanka most of his life.	☐	☐	2. He was born in Sri Lanka.	☐	☐	3. Tommy liked traditional Sri Lankan food.	☐	☐
	True	False											
1. Tommy lived in Sri Lanka most of his life.	☐	☐											
2. He was born in Sri Lanka.	☐	☐											
3. Tommy liked traditional Sri Lankan food.	☐	☐											
A	Predicting												
B	Reading for the main idea												
C	Scanning												
D	Interpreting meaning												

	The following task appeared in a reading lesson. Which of the following sub-skills does this task target? A A journalist interviewed four people. Read the title of the article. What do you think the answer will be? Check (✓) the answer. ☐ Yes, most families do. ☐ No, most families don't. ☐ Some families do, some families don't. DO FAMILIES SPEND A LOT OF TIME TOGETHER? 
A	Inferring
B	Predicting
C	Skimming
D	Reading for specific information

	'Inferring implicitly stated information' when reading a text is an important skill. In reading a text about "the environment", which of the following tasks can the teacher set to target the development of this skill?
A	Students read the text, underline the difficult words, and look them up in a dictionary.
B	Students complete the chart with information which answer: <i>when?</i> – <i>where?</i> – <i>who?</i>
C	Students write their opinions saying whether they are satisfied with the solutions suggested in the text.
D	Students underline adjectives which shows that the writer is satisfied with the current situation.

	Promoting extensive reading involves having learners
A	read a substantial number of texts.
B	analyze the language used in texts.
C	read texts at slow pace.
D	look up unfamiliar words in a dictionary.

Listening

Teaching listening skills is vital in language learning as it *improves pronunciation* and *exposes students to various English accents and styles*. By emphasizing reasons for listening, such as enhancing pronunciation, students can grasp the importance of actively participating in listening activities. Additionally, exposure to different English accents helps students become more adaptable in their comprehension abilities, preparing them for real-world communication scenarios where they may encounter diverse accents and dialects.

Regarding different kinds of listening, two main approaches are intensive and extensive listening.

Intensive listening involves focusing on specific details, such as listening for particular words or phrases, while **extensive** listening involves understanding the overall meaning without necessarily focusing on every detail. Both types of listening are crucial for developing well-rounded listening skills, as they train students to listen for different purposes and contexts.

When it comes to listening skills, students should learn to **recognize paralinguistic clues**, such as tone of voice, pitch, and stress, which can convey additional meaning beyond the words spoken. This skill helps students understand nuances in communication, improving their overall listening comprehension. Furthermore, teaching students to **listen for specific information** and **listen for general understanding** enhances their ability to extract meaning from spoken language in various contexts, whether it be a lecture, a conversation, or a news report.

By integrating these concepts into teaching practices, teachers can assist students in developing effective listening skills that are crucial for successful communication in English.

Other concepts associated with teaching listening:

Top-down Processing	The use of background knowledge and context to understand spoken language, focusing on the overall meaning rather than individual words or sounds.
Bottom-up Processing	The process of understanding spoken language by analyzing individual sounds, words, and grammar to comprehend the overall meaning.
Decoding	The ability to understand spoken language by recognizing and interpreting sounds, words, and sentences.

Speaking

Improving speaking skills is crucial for effective communication in both personal and professional settings. By enhancing their speaking abilities, students can express their thoughts and ideas clearly, participate in discussions, and engage with others more effectively.

There are several subskills involved in speaking, including **pronunciation**, **intonation**, **vocabulary use**, and grammatical accuracy. Teaching these subskills can help students become more proficient speakers.

To teach speaking skills, teachers can use a variety of strategies. One effective strategy is to provide plenty of opportunities for students to practice speaking in class. This can be done through activities such as **role plays**, **group discussions**, and **presentations**.

Another strategy is to model good speaking skills for students. Teachers can demonstrate proper pronunciation, intonation, and grammar, and encourage students to emulate these patterns in their own speech.

Briefly, improving speaking skills is essential for students to become confident and proficient communicators. By focusing on subskills and using effective teaching strategies, teachers can help students develop their speaking abilities and become more successful in their language learning journey.

Concepts associated with speaking:

Pronunciation	Pronunciation refers to the way words are spoken. It involves the sounds, stress, and intonation patterns used when speaking. For example, in English, the word "photograph" is pronounced with the stress on the first syllable: /'fou.tə.græf/. Incorrect pronunciation can lead to misunderstandings, so it is important for students to practice and improve their pronunciation skills.
Intonation	Intonation refers to the rise and fall of the voice when speaking. It can convey meaning, such as indicating a question or showing emphasis. For example, the sentence "You're going to the party" can be spoken with different intonation patterns to convey different meanings or emotions.

Role play	Role play is an activity where students act out a scenario or situation. It allows students to practice speaking in a realistic context and can help improve their fluency and confidence. For example, students might role play a job interview or a customer service interaction.
Group discussion	Group discussion is an activity where students discuss a topic in a small group. It encourages students to express their opinions, listen to others, and engage in a meaningful conversation. For example, students might discuss a current event or a topic related to their studies.
Presentations	Presentations involve students speaking to an audience about a topic. It allows students to practice speaking in a more formal setting and can help improve their public speaking skills. For example, students might give a presentation about a research project or a book they have read.

CHECK YOUR UNDERSTANDING.

	Which of the following is not a speaking sub-skill?
A	Producing correct intonation and stress.
B	Making use of discourse markers.
C	Using pitch and intensity appropriately.
D	Identifying main ideas and details.

	Nadine teaches English in a school that does not use any formal textbook. Therefore, she often makes a list of the skills which she should target in her lessons. The following is a list which Nadine wants to target in her 'teaching speaking' course. Which of the skills should not be included in Nadine's speaking course?
A	Learning to take turns in a conversation.
B	Using gestures appropriately when talking to foreigners.
C	Understanding the attitude of a speaker from his tone.
D	Learning how to take fillers appropriately.

Writing

Teaching writing encompasses various aspects that are crucial for students to become effective communicators. One fundamental aspect is understanding the reasons for writing, which include expressing ideas, feelings, and opinions, communicating with others, sharing information, and organizing thoughts. These purposes underline the importance of writing in both personal and professional contexts.

However, teaching writing also involves addressing several challenges that students may encounter. These include difficulties with **spelling, grammar, and punctuation**, as well as struggles in structuring their writing logically. Some students may also face challenges in generating ideas or maintaining focus on a given topic, which can hinder their writing process.

To help students navigate the writing process effectively, it is essential to guide them through the various stages of writing sequences. This includes **planning, drafting, revising, editing, and publishing**. By providing structured support at each stage, students can develop their writing skills systematically.

When it comes to correcting written work, providing **constructive feedback** is key. This involves focusing on specific areas for improvement and encouraging self-editing practices. **Peer editing** can also be a valuable tool, as it allows students to learn from each other's mistakes and develop their editing skills.

Lastly, addressing handwriting is also important in teaching writing. Teaching proper letter formation and spacing, practicing handwriting regularly, and considering individual needs can all

contribute to improving students' handwriting skills. In few words, by addressing these various aspects, educators can support students in developing their writing skills and confidence.

Concepts associated with teaching writing:

Spelling	Spelling refers to the correct arrangement of letters in words. In teaching writing, spelling involves helping students learn how to spell words correctly to improve the readability and accuracy of their writing. For example, teaching students the spelling of common words through activities like word lists, spelling games, and dictation exercises.
Grammar	Grammar refers to the rules that govern the structure of sentences in a language. In teaching writing, grammar involves helping students understand and apply these rules to construct clear and meaningful sentences. For example, teaching students the difference between "there," "their," and "they're" to avoid confusion in writing.
Punctuation	Punctuation refers to the marks used in writing to separate sentences and clarify meaning. In teaching writing, punctuation involves helping students understand the purpose of different punctuation marks and how to use them correctly. For example, teaching students the use of commas in a series or the placement of a period at the end of a sentence.
Planning	Planning in writing involves thinking about what to write and how to organize ideas before beginning to write. In teaching writing, planning involves teaching students strategies for brainstorming ideas, organizing them into a logical sequence, and creating an outline. For example, teaching students to use graphic organizers like mind maps or outlines to plan their writing.
Drafting	Drafting is the process of writing the first version of a text. In teaching writing, drafting involves encouraging students to write freely without worrying about mistakes. For example, encouraging students to write a rough draft of their essay without focusing on spelling or grammar.

Revising	Revising is the process of reviewing and improving the content, structure, and organization of a piece of writing. In teaching writing, revising involves teaching students to read their writing critically and make changes to improve clarity and coherence. For example, teaching students to add more details or rearrange sentences to improve the flow of their writing.
Editing	Editing is the process of checking and correcting spelling, grammar, and punctuation errors in a piece of writing. In teaching writing, editing involves teaching students to proofread their writing carefully and make corrections. For example, teaching students to use a dictionary or grammar guide to check their spelling and grammar.
Publishing	Publishing is the final step in the writing process, where students share their polished writing with an audience. In teaching writing, publishing involves helping students prepare their writing for presentation. For example, teaching students to format their writing according to specific guidelines or to create a final copy for display.
Constructive Feedback	Constructive feedback is specific, positive, and helpful feedback that focuses on areas for improvement. In teaching writing, constructive feedback involves providing students with specific comments and suggestions to help them improve their writing. For example, providing feedback on the organization of a student's essay or suggesting ways to strengthen their arguments.
Peer Editing	Peer editing is the process of students helping each other improve their writing by providing feedback. In teaching writing, peer editing involves teaching students how to give and receive constructive feedback from their peers. For example, pairing students up to read and provide feedback on each other's writing.

CHECK YOUR UNDERSTANDING.

	The process approach to writing focuses on the process of how ideas are developed and formulated to generate texts. Accordingly, writing is NOT
A	Creative.
B	Recursive.
C	Linear.
D	Meaning-oriented.

	Which of the following is not a writing sub-skill?
A	Using appropriate text structure according to the targeted formal.
B	Completing a dialogue.
C	Transferring information from text to chart.
D	Writing an email.

	In a writing lesson, the teacher asks learners to work in pairs and read each other's writing, focusing on the following questions: <i>"Are all the sentences correctly punctuated?"</i> <i>"Are there any spelling mistakes?"</i> Which of the following labels is more appropriate for what the students are doing?
A	Drafting
B	Editing
C	Brainstorming
D	Outlining

	In a process writing lesson, Brahim went through these stages. What is the appropriate order of the stages in this lesson? 1. Responding to draft: peers responded to ideas, organization, and style. 2. Pre-writing: brainstorming and outlining. 3. Drafting: getting ideas down on paper. 4. Proofreading: checking and correcting aspects of form and layout. 5. Selecting the topic.
A	5 – 3 – 1 – 2 – 4
B	5 – 2 – 3 – 4 – 1
C	5 – 4 – 1 – 3 – 2
D	5 – 2 – 3 – 1 – 4

Teaching Grammar

Teaching grammar is a structured process that involves several key stages and concepts to ensure effective learning. The initial stage is the **presentation**, during which the grammar point is

introduced through clear explanations, examples, and contextual information. This phase aims to provide students with a solid understanding of the concept. Following the presentation, students engage in **practice** activities to reinforce their comprehension. These activities, which vary in complexity, include exercises, games, or drills designed to consolidate the grammar rule in students' minds.

After practicing the grammar point, students progress to the **production** stage, where they use the grammar in meaningful and communicative ways. Activities such as role-plays, discussions, or writing tasks allow students to apply the grammar to express their ideas or communicate effectively. Throughout these stages, it is crucial to regularly **check students' understanding**. This can be accomplished through questions, quizzes, or other interactive methods to ensure that students grasp the grammar point thoroughly.

Two main approaches are commonly used in teaching grammar: deductive and inductive. In a **deductive approach**, the grammar rule is presented first, followed by examples and practice activities. This approach is more teacher-centered. Conversely, an **inductive approach** involves presenting students with examples from which they deduce the grammar rule. This approach is more student-centered and can lead to a deeper understanding of the grammar point. Additionally, different types of practice activities, such as **controlled practice**, **semi-controlled practice**, and **free practice**, offer varying degrees of student autonomy while still providing structured practice opportunities.

In summary, teaching grammar requires a well-organized approach that includes presentation, practice, and production stages, along with regular checks of understanding. Utilizing a combination of deductive and inductive approaches, as well as a variety of practice activities, can

help students develop a solid grasp of grammar rules and apply them confidently in their language learning journey.

Concepts associated with teaching grammar:

Controlled Practice	In controlled practice activities, students are given specific guidelines or constraints on how to use the grammar point. These activities are highly structured and often involve completing sentences , matching sentences to pictures, or filling in blanks with the correct grammar forms. Controlled practice allows students to focus on accuracy and helps them internalize the grammar rule through repetition .
Semi-Controlled Practice	Semi-controlled practice activities provide students with more freedom than controlled practice but still offer some structure. In these activities, students are given a framework or a specific context in which to use the grammar point, but they have some flexibility in how they express themselves. For example, students may be asked to complete a dialogue using the target grammar, but they can also add their own sentences or ideas to the conversation. Semi-controlled practice helps students practice using the grammar in a more realistic context while still providing guidance.
Free Practice	Free practice activities give students the most freedom to use the grammar point in any way they choose. These activities are often more communicative and can include role-plays , discussions , debates , or creative writing tasks . Free practice allows students to use the grammar point in a meaningful context and encourages fluency and creativity. However, it may also lead to more errors, as students are focusing more on communication than on accuracy.
Contextualization	This refers to the practice of presenting grammar rules or structures within meaningful contexts or real-life situations. It helps students understand how the grammar point is used in authentic language use. For example,

	when teaching the present continuous tense, a teacher might use a dialogue between two people talking about their current activities to illustrate how the tense is used in conversation.
Hypothesizing	This involves encouraging students to guess or hypothesize about grammar rules or structures before explicitly teaching them. This approach helps activate students' prior knowledge and encourages them to think critically about language patterns. For instance, before teaching the passive voice, a teacher might present a sentence in the active voice and ask students to guess how it could be changed to passive.
Experimentation	This concept involves providing students with opportunities to experiment with the grammar rules or structures through guided practice activities. It allows students to apply the rules in different contexts and gain confidence in using them. For example, after teaching the past simple tense, a teacher might provide a variety of sentences for students to practice using the tense in different situations.
Generalization	Generalization refers to the ability of learners to apply a rule or pattern they have learned to new situations. For example, if a learner understands the past tense rule for regular verbs (add "-ed" to the base form), they can generalize this rule to new verbs they encounter, like "walked" or "talked."
Internalization	Internalization, on the other hand, means that the rule or pattern has become a natural part of the learner's language knowledge, and they can use it without consciously thinking about it. For instance, when a learner no longer needs to think about whether to use "walked" or "walkt" in the past tense, they have internalized the regular verb pattern

CHECK YOUR UNDERSTANDING.

	When teaching grammar, the teacher always provides with rules at the very beginning of the lesson. Then she asks them to apply it to different examples. The approach the teacher adopts is
A	Deductive
B	Inductive
C	Communicative
D	Discovery

	The task below appeared in a grammar lesson about the simple past. At which stage of the grammar lesson is this task more likely to be introduced? A PAIR WORK Talk about how life in your country has changed in the last 50 years. Ask questions like these: What kinds of homes did people live in? How did people use to communicate? What did people use to do in their free time? How did people use to dress?
A	Presentation stage
B	Practice stage
C	Checking understanding stage
D	Production stage

	In a grammar lesson about <i>the simple future</i> , the teacher started the lesson by asking learners to read a short text and answer a few comprehension questions. The questions were designed to help learners to notice the form of the simple future. Next, the teacher asked the learners to work in pairs and do a practice exercise on their textbooks. After the correction, learners were asked to write sentences of their own using the future simple. However, neither the practice stage, nor the production showed that the learners understood what the future simple is about or could use it communicatively. Which of the following stages is NOT conducted appropriately by the teacher?
A	The presentation stage
B	The practice stage
C	The checking stage
D	The application stage

	Before presenting the target structure, Miss Nadif asked students to read a text which includes examples of the target structure. They were asked to answer a few comprehension questions about the text. The teacher also put pictures on the board. She asked students questions related to the pictures and wrote some of their answers on the board. The activities above are related to the first part of grammar lesson. This first part might be labeled as:
A	contextualization
B	experimentation
C	hypothesizing
D	mechanical practice

Teaching Functions

Functions in language refer to what words or phrases actually do in a real situation, rather than just their literal meaning. For instance, saying "What time do you call this?" is not just asking about the time but expressing anger about someone being late.

There are various functions in language, such as suggesting, criticizing, refusing, agreeing, disagreeing, inquiring, talking about the past, and giving advice. It is important for learners to understand that a single form can have multiple functions and to see how these functions work in **context**.

In the classroom, teachers should emphasize that many forms have nuanced functions, so learners need to consider their **appropriacy**, **formality**, and **intensity**. Understanding language functions helps learners communicate more effectively in different situations.

Reference: British Council

Concepts associated with teaching functions:

Context	It refers to the circumstances or situation in which communication occurs, including the physical environment, relationship between speakers, cultural norms, and previous interactions.
Appropriacy	This refers to the suitability of a language function or expression for a particular social context, relationship, or cultural setting. For example, the language used to refuse a request from a close friend might be different from the language used to refuse a request from a supervisor at work.
Formality	Language functions can vary in formality, ranging from very formal (e.g., in academic or professional settings) to very informal (e.g., among close friends or family members). The choice of language formality can affect how the message is perceived and the relationship between the speakers.
Intensity	Intensity in language functions refers to the level of force or emphasis used to convey a message. For example, expressing strong agreement might involve using more intense language than expressing mild agreement. Intensity can also be conveyed through nonverbal cues such as tone of voice and body language.

CHECK YOUR UNDERSTANDING.

	In teaching 'how to make a request,' the teacher asked his learners to prepare a dialogue in which they play the role of a new employee asking his boss to pass him the pen on the desk. The following are utterances made by students to make requests. Which one is the most appropriate in this situation?
A	"I need that pen. Pass it, please."
B	"Will you pass that pen? I need one."
C	"Pass that pen to me, please."
D	"Could you please pass the pen to me?"

Teaching Vocabulary

Teaching English vocabulary to students in a foreign language setting generally follows a three-stage approach: presentation, practice, and production. In the presentation stage, new words are

introduced using methods like **flashcards** or **visual aids** to help students understand the meaning of the words. For example, a picture of a computer could be shown alongside the word "computer."

In the practice stage, students engage with the new vocabulary through activities such as **filling gaps** and **matching**. For example, students could complete sentences by filling in the gaps with the correct vocabulary words, or they could match words to their definitions. These activities help reinforce the meaning and usage of the new words in a controlled setting.

Finally, in the production stage, students are encouraged to use the new vocabulary in their own speaking and writing. This could involve tasks like writing sentences or short paragraphs using the new words, or engaging in discussions where they have to use the words to express their ideas. By actively using the words in meaningful ways, students can reinforce their understanding and **retention** of the vocabulary.

Concepts associated with teaching vocabulary:

visual aids	Visual aids are tools or materials used to support teaching and learning by providing visual representations of concepts, ideas, or information. In the context of teaching vocabulary, visual aids can include images, charts, diagrams, or videos that help students understand the meaning of words and remember them more effectively.
flashcards	Flashcards are small cards used for learning and memorization purposes. In language teaching, flashcards typically contain a word on one side and its translation or a picture representing the word on the other side. They are often used in vocabulary learning to help students associate words with their meanings or visual representations.
retention	Retention refers to the ability to remember or retain information over time. In the context of teaching vocabulary, retention is important because students need to be

	able to remember new words and their meanings in order to use them accurately in speech or writing.
antonyms	Antonyms are words that have opposite meanings. For example, "hot" and "cold" are antonyms because they represent opposite temperature conditions. Teaching antonyms helps students expand their vocabulary and understand the nuances of language.
synonyms	Synonyms are words that have similar meanings. For example, "happy" and "joyful" are synonyms because they both convey a sense of happiness. Teaching synonyms helps students enrich their vocabulary and express themselves more precisely.
definition	A definition is a statement that explains the meaning of a word or phrase. Definitions are important in teaching vocabulary because they help students understand the meaning of new words and how to use them correctly.
example	An example is a specific instance or case that illustrates the meaning of a word or concept. Examples are often used in teaching vocabulary to clarify the meaning of a word and show how it can be used in context.

CHECK YOUR UNDERSTANDING.

	In a vocabulary lesson, the teacher wants to teach the word 'abhorrence' in the context of the sentence below. Which of the following techniques should the teacher use? 'My sister Kimmy shows a great abhorrence for crowds, whereas my little brother Michael loves to be the center of attention.'
A	Antonym
B	Synonym
C	Definition
D	Example

	While planning a reading comprehension lesson, the teacher came across the following sentence in the reading text: ‘Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries.’ What would be the most appropriate strategy to deal with the phrase ‘ celestial bodies ’?
A	to teach it through drawing.
B	to teach it through the use of real objects.
C	to ignore it and focus on the other words in the text.
D	to teach it using a definition.

	Vocabulary can be taught to learners using a variety of techniques. Which of the following is an effective technique to teach the idiom ‘when pigs fly’?
A	Using a situation
B	Miming a flying pig
C	Asking learners to draw a flying pig
D	Showing a picture of a flying pig

Integrating ICT in Teaching

Information and Communication Technology (ICT) encompasses various tools used for communication and managing information. In an English language classroom, this term extends to **digital resources** like **apps** and learning management systems, expanding the array of teaching possibilities. For instance, **Interactive Whiteboards** exemplify ICT, offering interactive and engaging ways to present material. These boards allow teachers to integrate **multimedia elements**, such as videos or **interactive activities**, enhancing students' learning experiences.

In classroom settings, ICT often features in teacher-centered approaches, yet its potential shines in learner-centered activities. Learners can actively engage with technology, like controlling a **cassette** or **DVD** to practice listening skills. For instance, they can pause the recording each time they hear a contraction, reinforcing grammar concepts in an interactive manner. Additionally, learners can collaborate on **digital platforms**, like creating a **class blog** with minimal teacher

intervention. This not only fosters their language skills but also promotes **digital literacy** and teamwork.

Moreover, ICT offers opportunities for personalized learning, catering to individual student needs. For example, learners can use **educational software** to practice specific skills at their own pace, helping them grasp challenging concepts. Furthermore, online quizzes and assessments can provide immediate feedback, allowing teachers to gauge student understanding and adapt their instruction accordingly. This personalized approach enhances the effectiveness of teaching and learning, making education more inclusive and engaging.

In conclusion, ICT has revolutionized English language teaching by offering a diverse range of tools and resources. From Interactive Whiteboards to digital platforms, these technologies enhance learning experiences and promote active student participation. By incorporating ICT into teaching practices, teachers can create dynamic and inclusive classrooms that prepare students for success in the **digital age**.

Reference: British Council

Concepts associated with integrating ICT in teaching English:

Digital resources	Digital resources are materials that exist in a digital format, such as online articles, videos , images , or audio files, that can be accessed and used for teaching and learning purposes.
Interactive activities	Interactive activities are tasks or exercises that require active participation from students. These activities often involve using technology to engage with the content, such as interactive games , quizzes , or simulations
Interactive whiteboard	An interactive whiteboard is a large display connected to a computer and projector, allowing users to interact with the content using a pen or finger.

Digital platforms	Digital platforms are online tools or websites that provide a space for communication, collaboration, and learning. Examples include learning management systems (LMS), social media platforms , and online forums.
Class blog	A class blog is a website or online platform where students and teachers can post and share information, such as class updates, assignments, and discussions. It can be used to enhance communication and collaboration within the classroom.
Digital literacy	Digital literacy refers to the ability to use digital technology , communication tools, and networks to access, manage, evaluate, and create information effectively and responsibly in the digital age.
Educational software	Educational software refers to computer programs or applications specifically designed for teaching and learning purposes. It can include interactive exercises, simulations, and tutorials to support learning objectives.
Digital age	The digital age refers to the current era characterized by the widespread use of digital technology and communication tools, such as computers, smartphones , and the internet , which have transformed the way we live, work, and learn.
Blended Learning	Blended learning combines traditional classroom instruction with online activities, creating a flexible and personalized learning experience. For example, students attend in-person English classes for discussions and grammar lessons, then complete online exercises and watch videos at home to reinforce their learning.
Synchronous ICT	Synchronous ICT (Information and Communication Technology) refers to technology that allows real-time, interactive communication between participants. This includes tools like video conferencing, live chat, and instant messaging, where users can interact and collaborate simultaneously, regardless of their physical locations.

Principles of using ICT

Using Information and Communication Technology (ICT) in language teaching can be highly beneficial, but it's important to consider when and when not to use it based on various factors. Here are some general guidelines:

When To Use ICT?	Example
Language Practice: ICT can be used for language practice through interactive exercises, quizzes, and games, which can be engaging and effective.	Using language learning apps or websites for grammar and vocabulary practice.
Authentic Materials: ICT allows access to authentic materials such as videos, podcasts, and online articles, which can provide real-life language use examples.	Watching a video in the target language to improve listening skills.
Collaborative Learning: ICT can facilitate collaborative learning by enabling students to work together on projects, even if they are not in the same location.	Using Google Docs to collaborate on a writing assignment.
Feedback and Assessment: ICT tools can provide immediate feedback on language tasks, allowing students to track their progress and receive personalized guidance.	Using online quizzes that provide instant feedback on correct and incorrect answers.
Accessibility: ICT can make learning more accessible to students with diverse learning needs, offering flexibility in how they engage with the material.	Using screen readers or captioning tools for students with visual or hearing impairments.
When Not To Use ICT?	

Over-Reliance: Avoid over-reliance on ICT, as it can hinder the development of certain language skills, such as speaking and writing, which require direct interaction.

Distraction: ICT can be distracting if not used purposefully, leading to a loss of focus on language learning objectives.

Technical Issues: Avoid using ICT when there are frequent technical issues or limited access to technology, as this can disrupt the learning process.

Lack of Pedagogical Value: If the use of ICT does not add pedagogical value or enhance the learning experience, it may be better to use traditional teaching methods.

Some ICT Tools and Their Use

Tools	Uses
Interactive Whiteboards	These allow teachers to display and interact with digital content, facilitating engaging and interactive lessons.
Language Learning Apps	Apps like <i>Duolingo</i> or <i>Babbel</i> provide interactive exercises and games to help students practice English vocabulary, grammar, and pronunciation.
Video Conferencing Tools	Platforms such as <i>Zoom</i> or <i>Microsoft Teams</i> enable virtual classes, allowing for real-time interaction and communication between teachers and students.
Learning Management Systems	Systems like <i>Moodle</i> or <i>Google Classroom</i> help manage coursework, distribute assignments, and track student progress.
Multimedia Presentations	Tools like <i>PowerPoint</i> or <i>Prezi</i> allow teachers to create visually appealing presentations that can make learning more engaging.
Educational Websites	Websites like BBC Learning English provide a wide range of resources, including lessons, exercises, and videos, to support English learning.

Online Quizzes and Games	Platforms such as <i>Kahoot!</i> or <i>Quizlet</i> offer interactive quizzes and games to reinforce vocabulary and grammar in a fun way.
Podcasts and Audio Books	These resources help improve listening skills and provide exposure to different accents and styles of spoken English.

CHECK YOUR UNDERSTANDING.

	Which of the following is an example of synchronous ICT tool for teaching English?
A	A language learning app.
B	Real-time video conferencing.
C	A forum where students post comments at their convenience.
D	An email exchange between students.

	In Blended Learning, how are ICT tools typically integrated?
A	They complement face-to-face instruction.
B	They are used exclusively for homework assignment.
C	They completely replace traditional classroom instruction.
D	They are used for training teachers and trainees.

	In one of her lessons, Nejma decided to use ICT to teach the simple past tense. She took pictures of some practice exercises from the textbook and projected them to learners. Students worked on the exercises in pairs and the teacher provided them with the correction later. Which of the following would be the most appropriate judgement to form about Nejma's use of ICT in the lesson?
A	Nejma made very good use of ICT in her lesson because she asked learners to work in pairs.
B	Nejma did not use ICT appropriately because she used it only in the practice stage of the lesson.
C	Nejma should not have used ICT in that lesson because we can teach the simple past without ICT.
D	Nejma used ICT in an appropriate way because she only projected what's already on the textbook.

	Abelali is a secondary school teacher. He is an ICT enthusiast. He has his own computer and video-projector. In one of his 2 nd year Baccalaureate classes, he is planning to use this equipment in a writing lesson. Which of the following is NOT an appropriate use of Abdelali's equipment to teach writing?
A	It can be used to display learners' grades on the writing task.
B	It can be used before students start their writing to help them with ideas.
C	It can be used after writing; when the teacher is giving feedback on student's products.
D	It can be used to share the outline with the whole class.

	For which of the following practices can Microsoft PowerPoint be used in a language class?
A	Making lists of students who do their homework and those who come to class on time.
B	Preparing lists of students' partial grades and averages for the administration.
C	Preparing end of term tests and additional practice exercises for learners.
D	Providing learners with more updated materials (such as photos) than those in the textbook.

[illegible]

Assessment

Types of Assessment

There are two types of assessments: **formative** assessment and **summative** assessment. Formative assessment involves using assessments to understand how well a learner has grasped a topic, providing valuable information for both the learner and the teacher to determine the next steps in learning. This type of assessment typically takes place throughout a course.

For example, after completing a project on animals with a language aim of understanding the use of the present simple to describe habits, learners may create gap-fill exercises based on their texts. They then exchange these exercises, analyze the results, and provide feedback to each other. One advantage of formative assessment is that peers can participate in providing feedback. Learners can quiz each other on the language they have learned, which not only helps reinforce their own understanding but also provides valuable feedback to their peers.

In contrast, summative assessment focuses on evaluating the overall learning achievement, often resulting in a final grade for the learner. Summative assessment provides a snapshot of a learner's progress at a particular point in time, offering a summary of their current level of achievement.

Others concepts associated with assessments:

Project	A project is a task that shows what you have learned. It can involve research, writing, or creating something. Projects can be done alone or in groups and help apply what you have learned in practical ways.
----------------	--

Feedback	Feedback is information about your performance. It can come from teachers, peers, or self-assessment. Feedback helps you understand your strengths and areas for improvement.
Quiz	A quiz is a short test with questions to assess your knowledge or understanding. It is usually brief and covers recent learning material. Quizzes help teachers gauge comprehension and learning progress.
Snapshot	A snapshot assessment provides a quick view of your understanding or performance at a specific time. It helps teachers identify immediate comprehension or misconceptions, guiding further instruction.

Types of Tests

In teaching English as a foreign language, various types of tests are used to assess students' language proficiency and progress. One common type is the **placement** test, which helps determine a student's level of English proficiency when they first join a course. These tests typically assess grammar, vocabulary, reading, writing, listening, and speaking skills to place students in an appropriate class.

Another type of test is the **diagnostic** test, which is used to identify specific areas of weakness in a student's language skills. It helps teachers understand where students need additional support and guidance. Diagnostic tests can cover a range of language areas, such as grammar, vocabulary, and pronunciation.

Progress tests are administered throughout a course to assess students' ongoing progress. These tests are used to evaluate how well students are learning the material and whether any adjustments need to be made to the teaching approach. Progress tests can include a mix of question types, such as multiple-choice, fill-in-the-blank, and short-answer questions.

At the end of a course or a specific unit, teachers often administer **achievement** tests to evaluate students' overall understanding of the material. These tests typically cover all the language skills and may include a variety of question formats to assess comprehension, application, and analysis of the material.

Proficiency tests, on the other hand, are designed to measure a student's overall ability in the English language. These tests assess a student's ability to use English in real-life situations, such as communicating with native speakers or understanding English-language media. Proficiency tests can help students determine their level of English fluency and can be used for academic or professional purposes.

In addition to these types of tests, teachers may also use informal assessments, such as observation, class participation, and homework assignments, to gauge students' progress and understanding. These informal assessments can provide valuable insights into students' learning and help teachers tailor their instruction to meet students' needs

CHECK YOUR UNDERSTANDING.

	After teaching the first unit in the textbook, the teacher decides to evaluate the students' learning. Which of the following tests would best serve the objective of the teacher?
A	A diagnostic test
B	An achievement test
C	A proficiency test
D	A placement test

Principles of Testing

In language testing, several key principles are essential for ensuring the quality and effectiveness of assessments. One fundamental principle is **validity**, which refers to the extent to which a test accurately measures what it is intended to measure. For a test to be valid, it must align with the learning objectives and content of the language course. **Face validity** is also crucial, as it involves the perception that the test appears to measure what it is supposed to measure. While face validity is not a guarantee of validity, it can impact test takers' motivation and engagement.

Reliability is another critical principle in testing, referring to the *consistency* and *stability* of test results over time and across different administrations. A reliable test produces consistent results when given to the same group of students under similar conditions. **Practicality** is also important, as it considers the feasibility of administering and scoring the test within the constraints of time, resources, and other practical considerations. A practical test should be easy to administer, score, and interpret.

Additionally, the **washback effect** is a principle that examines how the results of a test influence teaching and learning. Positive washback occurs when the test motivates students to learn the material that will be assessed, leading to improved learning outcomes. Negative washback, on the other hand, can occur when the test encourages teaching to the test or focuses too much on test-taking strategies, detracting from meaningful learning experiences. Generally, understanding and applying these principles are essential for developing and using effective language tests that accurately measure students' language proficiency.

CHECK YOUR UNDERSTANDING.

	After scoring a language test, the teacher discovered that the overwhelming majority of the students obtained a score higher than 15. The teacher thought that the students had cheated or the test was too easy. He then decided to administer a similar test targeting the same objectives. After the scoring of the second test, the students' scores differed completely from those of the first one. We can conclude that the test
A	lacks practicality.
B	lacks reliability.
C	lacks content validity.
D	lacks authenticity

	Mr. Amrou administered a summative test. While taking the test, many students complained that it was too long to be taken in one hour. After scoring students' performance, he found out the majority, including the excellent ones, didn't finish all the tasks. More, they obtained a grade below average. Which one of the following qualities of the test is affected in this case?
A	Construct validity
B	Consistency
C	Reliability
D	Content validity

[illegible]

Lesson Planning

Reasons for Planning Lessons

Lesson planning in teaching English as a foreign language serves several important purposes. Firstly, it provides a clear structure for the teacher to follow during the lesson. A well-organized lesson plan outlines the learning objectives, the sequence of activities, and the materials needed. This structure helps the teacher stay focused and ensures that all necessary content is covered within the allotted time.

Secondly, lesson planning allows the teacher to anticipate potential challenges and prepare accordingly. For example, the teacher can plan alternative activities in case the students grasp the material more quickly or slowly than expected. This **proactive approach** helps to maintain the flow of the lesson and keeps students engaged.

Another key reason for lesson planning is that it enables the teacher to cater to the diverse needs of the students. By considering factors such as students' language proficiency levels, learning styles, and interests, the teacher can tailor the lesson to make it more accessible and engaging for all students. This personalized approach can lead to better learning outcomes and a more positive classroom environment.

Furthermore, lesson planning facilitates reflection and improvement. After teaching a lesson, the teacher can review the lesson plan to evaluate its effectiveness. This reflection allows the teacher to identify areas for improvement and make adjustments for future lessons. By continually refining

their lesson plans, teachers can enhance their teaching skills and provide a more enriching learning experience for their students.

Main Components of Lesson Plan

A lesson plan consists of several key components.

Learning objectives are statements that describe what students are expected to learn or achieve by the end of the lesson. These objectives guide the selection of content and activities.

Learning outcomes are the specific skills, knowledge, or abilities that students should have acquired by the end of the lesson. They are often aligned with the learning objectives.

Timing refers to the allocation of time for each stage of the lesson. This ensures that the lesson progresses smoothly and that all planned activities can be completed within the allotted time.

Materials include any resources or tools that will be used during the lesson, such as textbooks, worksheets, audiovisual aids, or technology tools.

Stages refer to the different phases of the lesson, such as warm-up, presentation, practice, production, and closure. Each stage serves a specific purpose in the lesson.

Activities are the tasks or exercises that students will engage in during the lesson. These activities are designed to help students achieve the learning objectives and outcomes.

Mode of interaction describes how students will interact with each other and the teacher during the lesson. This could include whole-class discussions, group work, pair work, or individual work.

Anticipated challenges are potential difficulties or obstacles that the teacher foresees in delivering the lesson. By identifying these challenges in advance, the teacher can plan strategies to address them effectively.

By including these components in their lesson plans, teachers can create well-organized and engaging lessons that effectively support student learning in English as a foreign language.

Characteristics of Lesson Plan Objectives

In lesson planning, objectives should be **specific, measurable, achievable, relevant, and clear**. *Specific objectives* clearly define what students will learn or be able to do. For example, instead of stating "Students will understand the importance of recycling," a specific objective would be "Students will be able to list three benefits of recycling."

Measurable objectives allow teachers to assess student learning. For instance, a measurable objective could be "Students will be able to write five sentences using the past simple tense correctly." This objective is measurable because the teacher can easily count the number of correct sentences written by each student.

Achievable objectives are realistic and attainable within the lesson's timeframe. For example, an achievable objective for a 45-minute lesson might be "Students will be able to identify and define five new vocabulary words related to the environment."

Relevant objectives are directly related to the learning goals of the lesson and the needs of the students. For example, if the lesson is about environmental issues, objectives related to grammar or vocabulary unrelated to the topic would not be relevant.

Clear objectives are written in language that is easy for students to understand. Avoiding jargon and using simple, straightforward language helps ensure that students know what is expected of them. For example, a clear objective could be "Students will be able to discuss the causes and effects of air pollution in pairs."

Evaluating Components of Lesson Plan

Evaluating components of a lesson plan are essential for assessing the effectiveness of teaching and learning. We can evaluate our lessons through the following.

Feedback from students provides valuable insights into how well the lesson was understood and received. This feedback can be gathered through verbal responses during the lesson, written reflections, or post-lesson discussions. For example, students could be asked to share what they found most challenging or interesting about the lesson.

Peer observation involves having another teacher observe the lesson and provide feedback. This can offer a fresh perspective and identify areas for improvement that the teacher may not have noticed. Peer observation can also promote collaboration and professional development among teachers.

Keeping journals can be a useful way for teachers to reflect on their teaching practices and the outcomes of their lessons. Journals can include notes on what worked well, what could be improved, and ideas for future lessons. This reflective practice can help teachers identify patterns and trends in their teaching and make adjustments accordingly.

By incorporating these evaluation components into our lesson planning process, we can gain valuable insights into the effectiveness of our teaching methods and make informed decisions about how to improve future lessons.

Reference: how to teach English by Jeremy Harmer

Other concepts associated with lesson planning:

Contextualization	This involves making the lesson content relevant and meaningful to students' lives and experiences. By contextualizing the material, teachers can enhance student engagement and understanding. For example, when teaching a lesson on environmental issues, a teacher might relate the concepts to local environmental concerns or practices.
Sequencing	Sequencing involves organizing the content and activities of a lesson in a logical order to facilitate student understanding. This includes determining the order in which new concepts are introduced and how they build upon each other. For example, a lesson on storytelling might begin with introducing basic story elements before moving on to more complex narrative structures.
Technology Integration	Teachers consider how to incorporate technology into their lesson plans to enhance learning. This might include using interactive whiteboards, educational software, or online resources to supplement traditional teaching methods and engage students in new ways.
Feedback Mechanisms	Teachers plan how to provide feedback to students during and after the lesson to support their learning. This might include verbal feedback, written comments, or self-assessment activities. Effective feedback helps students understand their progress and areas for improvement.
Time Management	Teachers plan how to effectively use the allotted time for the lesson, ensuring that all planned activities can be completed without rushing. This

	might involve estimating the time needed for each activity and making adjustments as necessary during the lesson.
Resource Management	Teachers consider the availability and accessibility of resources needed for the lesson, such as materials, technology, and physical space. They plan how to effectively utilize these resources to support student learning.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Ethics of Teaching Profession

The importance of Ethics in Education

Ethics in education play a fundamental role in guiding educators' behavior and decision-making processes. They provide a framework for ensuring **fair treatment**, **respect**, and **honesty** towards students, colleagues, and the community. By adhering to ethical principles, educators create a positive learning environment that fosters **trust** and encourages students to engage more deeply in their education.

Furthermore, ethics in education uphold **professionalism**, **integrity**, and **accountability**. Educators who demonstrate these qualities are more likely to earn the respect of their students and colleagues, leading to a more harmonious and effective learning environment. Professionalism ensures that educators maintain high standards of conduct and act in the best interests of their students, while integrity involves being honest and ethical in all interactions.

Additionally, ethics in education are essential for enhancing the quality of education. When educators adhere to ethical principles, they are more likely to provide students with a well-rounded education that meets their academic, social, and emotional needs. This can lead to improved student outcomes and a more positive educational experience for all involved.

Moreover, ethics in education are crucial for promoting students' well-being. Educators who prioritize ethical behavior are more likely to create a safe and supportive learning environment where students feel valued and respected. This can have a profound impact on students' mental

health and overall well-being, leading to improved academic performance and a greater sense of **belonging**.

In conclusion, ethics in education are vital for ensuring that educators act responsibly and ethically in their roles. By adhering to ethical principles, educators can create a positive learning environment, enhance the quality of education, and promote students' well-being. It is essential for educators to prioritize ethics in their practice to ensure the best possible outcomes for their students.

Ethical Practices of Teacher

Social ethics

“Even if English is taught to students of the same culture, social ethics for teachers are still important. In this context, social ethics would involve creating a classroom environment that respects the individual **backgrounds** and **experiences** of each student, even if they share a common **culture**.

Teachers can demonstrate social ethics by recognizing and valuing the unique perspectives and contributions of each student, promoting empathy and understanding among classmates, and fostering a sense of unity and respect within the classroom.

For example, a teacher might encourage students to share stories or **traditions** from their cultural background, highlighting the richness and diversity within their shared culture. By embracing social ethics in this way, teachers can create a supportive and inclusive learning environment that honors the identities and experiences of all students, regardless of their cultural similarities.”

Interpersonal ethics

Interpersonal ethics for teachers, in our case, I mean middle and high school, would primarily focus on how we interact with our students and administrators. It is important to establish and maintain professional boundaries, treat everyone with respect, and communicate effectively within this environment.

We can demonstrate interpersonal ethics by being **approachable** and **supportive** to our students, listening actively to their concerns, and **providing constructive feedback**. Additionally, maintaining open and respectful communication with administrators is key. For example, we might regularly update administrators on student progress and seek their guidance on school policies and procedures.

By practicing interpersonal ethics in our interactions with students and administrators, we can foster a positive and supportive learning environment that benefits everyone involved.

Professional ethics

Professional ethics for teachers encompass a range of responsibilities, including maintaining confidentiality, being honest, and fulfilling their duties responsibly. Teachers are expected to adhere to the standards of their profession and uphold the trust placed in them by students, colleagues, and the community.

Teachers can demonstrate professional ethics by maintaining the confidentiality of student information, such as grades and personal issues, and by providing accurate and honest feedback

on student performance. They should also fulfill their teaching duties responsibly, including preparing for classes, grading assignments fairly, and providing timely feedback to students.

By adhering to professional ethics, teachers can uphold the integrity of their profession and create a trusting and respectful learning environment for their students.

Personal ethics

Personal ethics for teachers refer to the individual values and principles that guide their behavior. This includes being honest, fair, and compassionate in their interactions with students, colleagues, and the broader school community. Personal ethics also involve self-reflection and a commitment to continuous improvement in teaching practices.

Teachers can demonstrate personal ethics by being honest and fair in their dealings with others, and by treating everyone with respect and kindness. They should also strive to be good role models for their students, exhibiting behaviors that reflect their values and principles.

For example, a teacher might be honest with students about their performance and provide constructive feedback to help them improve. Additionally, a teacher might take the time to listen to students' concerns and offer support and guidance when needed.

By practicing personal ethics, teachers can create a positive and nurturing learning environment that encourages students to develop their own ethical values and principles.

Managing Relationships in the Working Environment

In the teaching environment comprising students, colleagues, and administration, I mean high school, managing relationships effectively is essential for a harmonious and productive atmosphere. **Building positive relationships** with students is foundational. It involves showing genuine care for their well-being, providing support, and maintaining open communication to foster a conducive learning environment.

Collaborating with colleagues is equally important. By sharing ideas, resources, and best practices, teachers can enhance their teaching methods and contribute to a supportive professional community. Effective communication and mutual respect are key to successful collaboration among colleagues.

Managing relationships with the administration is also crucial. Teachers should communicate clearly and professionally, keeping administrators informed about classroom activities, challenges, and successes. Building a positive relationship with the administration can lead to better support for teachers and students alike.

In conclusion, in a teaching environment consisting of students, colleagues, and administration, managing relationships with each group is essential. By building positive relationships with students, collaborating with colleagues, and maintaining open communication with the administration, teachers can create a supportive and effective learning environment.

CHECK YOUR UNDERSTANDING.

	Teacher Eiyadi, a high school EFL teacher, maintains healthy bonds with his colleagues at work. In doing so, he upholds the principles of
A	social ethics
B	interpersonal ethics
C	professional ethics
D	personal ethics

[illegible]

Classroom Management

Teacher Roles

Teacher can play many roles in the classroom depending on the learning objectives. The following are some roles: organizer, controller, promoter, feedback provider, assessor, resource provider, planner, and editor.

In the role of an **organizer**, teachers manage the logistical aspects of the classroom, ensuring that resources are available and that activities are well-planned and executed. They organize lesson materials, arrange classroom seating, and coordinate schedules to create a structured and efficient learning environment. Organizing also involves managing time effectively, ensuring that lessons are paced appropriately and that all learning objectives are addressed. Teachers may use tools such as lesson plans, calendars, and schedules to help them stay organized and on track. By effectively organizing the classroom, teachers can create a smooth and productive learning experience for students.

In the role of a **controller**, teachers manage the classroom environment, ensuring that activities and lessons proceed smoothly and according to plan. They set the pace, provide instructions, and maintain order to create a conducive learning atmosphere. By establishing clear expectations and routines, teachers help students understand what is expected of them and create a structured environment that supports learning.

Prompting involves guiding students through activities, encouraging participation, and prompting them to think critically and creatively. Teachers use prompts to stimulate discussion, elicit

responses, and deepen understanding. Prompting can help students develop problem-solving skills, improve their communication abilities, and engage more actively in their learning.

As **feedback providers**, teachers offer constructive feedback to students on their performance, helping them understand their strengths and areas for improvement. Feedback is crucial for students' learning and growth, as it highlights what they have done well and how they can further develop their skills. Effective feedback is specific, timely, and actionable, providing students with clear guidance on how to improve.

Assessors evaluate students' progress and understanding through various methods, such as tests, quizzes, and observations. They use assessment data to inform their teaching practices and provide targeted support to students. Assessors play a critical role in monitoring student learning, identifying areas where students may be struggling, and adapting instruction to meet individual needs.

Teachers also serve as **resource providers**, offering students access to information, materials, and tools to support their learning. They select and provide resources that cater to students' needs and interests, enhancing their learning experiences. By providing students with the resources they need to succeed, teachers empower them to take ownership of their learning and pursue their educational goals.

In the role of a **planner**, teachers create and organize lesson plans, curriculum outlines, and educational activities to meet the learning objectives of their students. They design engaging and effective learning experiences that cater to the diverse needs and abilities of their students. Planning also involves assessing student progress and adjusting lesson plans as needed to ensure that learning goals are met.

As **editors**, teachers review and evaluate student work, providing feedback and guidance to help students improve their writing and communication skills. They also review and revise their own instructional materials to ensure clarity, accuracy, and relevance to the curriculum. Editing involves checking for grammatical errors, factual accuracy, and adherence to educational standards, ensuring that materials are of high quality and meet the needs of students.

CHECK YOUR UNDERSTANDING.

	When introducing a unit, the teacher asks students to individually write few ideas about the topic of the unit. He then asks them to discuss their ideas in pairs. After that, they discuss the ideas in large groups. In this activity, the teacher is
A	a planner.
B	an organizer.
C	an assessor.
D	an editor.

Student roles

In an English as a Foreign Language (EFL) classroom, learners' roles are multifaceted and essential for creating an effective and engaging learning environment.

Active Participants

Learners should actively participate in class activities, discussions, and exercises. This includes asking and answering questions, contributing to group work, and volunteering for activities.

Consistent practice of the four language skills—listening, speaking, reading, and writing—during and outside of class is crucial.

Collaborators

Learners often work in pairs or small groups to complete tasks, practice dialogues, or solve problems. This collaborative work helps develop communication skills and fosters a supportive learning environment. They should provide and receive constructive feedback from their peers, which helps in mutual learning and improvement.

Independent Learners

Completing homework and assignments on time reinforces classroom learning and promotes independent study habits. Engaging in self-study, using resources like textbooks, online materials, and language learning apps to supplement classroom instruction is also important.

Responsible Learners

Setting personal learning goals helps students stay motivated and focused on their progress. Reflecting on their learning progress and identifying areas for improvement encourages a proactive approach to learning.

Communicators

Learners should make an effort to use English as much as possible during class, even if it means making mistakes. This practice is crucial for language acquisition. Asking questions when they do not understand something ensures that they actively seek clarity and deepen their understanding.

Motivated Participants

Maintaining a positive attitude towards learning, even when facing difficulties, contributes to a more productive learning environment. Continuing to try, even when faced with challenges or when progress seems slow, is essential for long-term success.

Reflective Learners

Regularly reflecting on their learning experiences helps students understand what methods work best for them and how they can improve. Making necessary adjustments to their learning strategies based on reflection and feedback helps optimize their learning process.

Resource Users

Making use of available resources such as libraries, online courses, language labs, and study groups enhances their learning opportunities. Leveraging technology, including language learning apps and online platforms, to support their learning outside of the classroom is also beneficial.

By fulfilling these roles, learners can maximize their language acquisition process, making it more effective and enjoyable. Active and engaged learners contribute significantly to a dynamic and successful EFL classroom environment.

Managing misbehavior

Establish Clear Expectations

Set rules clearly at the beginning and ensure students understand what is acceptable behavior and what is not. Consistency in applying rules is crucial to avoid confusion and increased misbehavior.

Proactive Classroom Management

Plan engaging and interactive lessons to keep students interested and focused, reducing the likelihood of misbehavior. Establish a predictable classroom routine to help students know what to expect, which can prevent acting out.

Positive Reinforcement

Use praise and rewards to reinforce good behavior. Recognizing positive actions encourages students to continue behaving well. Implement systems like star charts or progress markers to track and reward good behavior.

Dealing with Misbehavior

Address misbehavior immediately to prevent it from escalating. Use a calm and firm approach. Discuss the misbehavior with the student privately to avoid embarrassing them and to better understand the root cause. Implement appropriate consequences, such as loss of privileges, time-out, or additional assignments.

Building Relationships

Build respectful and supportive relationships with students. When students feel respected and understood, they are more likely to respect classroom rules. Foster open communication with students, encouraging them to express their concerns and feelings to identify potential issues before they lead to misbehavior.

Involving Students in Rule-Making

Involve students in creating classroom rules. When students have a say in the rules, they are more likely to follow them.

Cultural Sensitivity

Be aware of students' cultural backgrounds and how these might influence their behavior. Misunderstandings can often be avoided by being culturally sensitive.

Professional Development

Regularly engage in professional development to learn new classroom management strategies and stay updated on best practices.

Preventive Strategies

Arrange seating to minimize distractions and promote a conducive learning environment. Use activities to smoothly transition between tasks and maintain students' focus.

Reflective Practice

Reflect on your own teaching practices and classroom management strategies. Identify what works well and what needs improvement.

Seating Arrangements

- Horseshoe
- Double U-shape
- Individual
- Pairs

Seating arrangements play a crucial role in facilitating different types of interactions and activities in the classroom. One common seating arrangement is the **horseshoe** setup, where desks or chairs

are arranged in a semi-circle facing the teacher. This arrangement is ideal for whole-class discussions, presentations, and activities that require the teacher to address the entire group. The horseshoe shape allows for easy eye contact between the teacher and students, fostering inclusivity and encouraging active participation from all learners. It also promotes group cohesion and dynamic interactions among students.

Another seating arrangement is the **double U-shape**, which involves creating two horseshoe shapes facing each other, with an open space in the middle. This setup is perfect for activities that involve pair work or small group discussions. It allows students to collaborate closely with their peers while still being able to see and interact with the rest of the class. The double U-shape encourages cooperation, communication, and peer learning, making it suitable for tasks that require students to work collaboratively and share ideas.

The **individual** seating arrangement consists of students sitting alone at separate desks or tables, typically in rows facing the front of the classroom. This setup is conducive to tasks that require individual focus and concentration, such as independent reading, writing assignments, or taking tests. While this arrangement promotes a sense of personal space and minimizes distractions, it may limit opportunities for peer interaction and collaborative learning.

In the **pairs** seating arrangement, students are paired up and sit facing each other. This setup is beneficial for activities that involve pair work, such as role-plays, dialogues, or peer feedback. Pair seating encourages interaction, communication, and cooperation between students, allowing them to share ideas, discuss concepts, and learn from each other. It provides a supportive environment for students to work together, build relationships, and develop interpersonal skills.

These seating arrangements can be used strategically to enhance student engagement, facilitate different types of learning activities, and create a dynamic and interactive classroom environment.

CHECK YOUR UNDERSTANDING.

	It is a speaking session today. At the end of the unit, the teacher is running a discussion with her 10-student class about the role of technology in people's life. What is the most appropriate seating arrangement for this activity
A	Horseshoe
B	Double U-shape
C	Individual
D	Pairs

[illegible]

Other Related Topics

Curriculum and Syllabus

What is the difference?

In education, the curriculum is the overall plan for teaching a subject, including goals, content, and methods. The syllabus is a detailed plan for a specific course, outlining topics, activities, and assessments. For example, a curriculum might outline the skills students should develop in English, while a syllabus for an English course would detail readings, assignments, and exams.

Different types of syllabus

- The notional-functional syllabus
- The structural syllabus
- The skill-based syllabus
- The content-based syllabus

The notional-functional syllabus focuses on teaching language through real-life concepts (notions) and communicative tasks (functions). For example, in an English class, students might learn how to express regret ("I wish I had studied more") or discuss future plans ("I'm going to travel next summer"). This approach helps learners use language in meaningful ways and prepares them for real-world communication.

In contrast, **the structural syllabus** organizes language learning around grammatical structures. Students progress from simple to more complex structures, such as from simple present tense

sentences ("I eat breakfast") to more complex ones like the present perfect ("I have eaten breakfast"). This approach helps students understand the underlying rules of language but may not always prepare them for real-life communication as directly as the notional-functional approach.

The skill-based syllabus focuses on developing specific language skills, such as reading, writing, listening, and speaking. For example, students might work on improving their reading comprehension by reading and discussing short stories or practice their speaking skills through role-plays and discussions. This approach allows teachers to target specific areas of language development but may not always integrate language skills effectively.

Lastly, **the content-based syllabus** integrates language learning with the study of other subjects, such as science or history. For example, students might learn English through studying a science topic like the solar system, reading about it in English, discussing it, and writing reports. This approach makes learning more meaningful by connecting language to real-world topics but may require careful coordination between language and content teachers.

CHECK YOUR UNDERSTANDING.

	The following is a list of content from the units of an English language teaching textbook: "asking for personal information", "greetings", "asking for directions and distances", "asking for prices", "asking about time". Which of the following would best describe this type of syllabus?
A	Notional-functional syllabus
B	Structural syllabus
C	Skill-based syllabus
D	Content-based syllabus

Learning Objectives and Outcomes

Types of objectives

An affective objective involves the emotions, attitudes, values, and feelings of students. It focuses on how students feel about what they are learning and their motivation or interest in the subject matter. For example, students will demonstrate a positive attitude towards learning new vocabulary by participating actively in group discussions and showing enthusiasm during vocabulary games. This objective is crucial because it helps create a supportive and engaging learning environment, encouraging students to develop a lasting interest in the subject.

A psychomotor objective relates to physical skills and motor abilities. It focuses on the physical actions or tasks students need to perform. For instance, students will be able to write legibly and correctly form all the letters of the English alphabet by practicing writing exercises and completing handwriting worksheets. These objectives are important in language teaching as they ensure that students develop the necessary fine motor skills required for writing, which is an essential component of language proficiency.

A performance objective specifies the exact behavior or skill students should be able to demonstrate as a result of instruction. It includes clear criteria for evaluating student performance. For example, students will be able to correctly use the past simple tense in at least five sentences in a short narrative about their weekend activities, demonstrating proper verb conjugation and sentence structure. Performance objectives are vital because they provide clear, measurable

outcomes that help both teachers and students understand the expected level of proficiency and track progress effectively.

CHECK YOUR UNDERSTANDING.

	The national English language curriculum has established a set of attainment objectives, which students should achieve by the time they complete their secondary school education. An example of these broad objectives is “ <i>students should be able to communicate orally and fluently about basic communicative situations with native speakers</i> ”. This statement is an example of
A	a speaking lesson objective
B	an affective objective
C	a psychomotor objective
D	a performance objective

	For his performance-based lesson, Rachid asked his colleague Leila for feedback on his grammar lesson plan. One of her comments is that the objective of the lesson (<i>By the end of the lesson, students will know the past perfect</i>) is problematic. Which of the following reformulations can be used to improve the lesson objective?
A	“By the end of the lesson, students will be able to understand the past perfect.”
B	“By the end of the lesson, students will be able to understand the past perfect.”
C	“By the end of the lesson, students will be able to appreciate the past perfect.”
D	“By the end of the lesson, students will be able to use the past perfect.”

Learning Strategies

Learning strategies in language learning refer to the specific actions, techniques, and behaviors that learners use to improve their ability to understand, learn, and retain a new language. These strategies help learners become more effective and efficient in their language acquisition process.

Learning strategies can be categorized into different types, including:

Cognitive Strategies: These involve direct manipulation of the language, such as note-taking, summarizing, or using flashcards to memorize vocabulary.

Metacognitive Strategies: These involve planning, monitoring, and evaluating the learning process, such as setting goals, organizing study time, and self-assessing progress.

Social Strategies: These involve interacting with others to practice and improve language skills, such as participating in group discussions, language exchanges, or seeking feedback from teachers and peers.

Affective Strategies: These involve managing emotions and attitudes towards learning, such as staying motivated, reducing anxiety, and maintaining a positive attitude.

Using a combination of these strategies can enhance language learning and help learners become more autonomous and self-directed in their studies.

CHECK YOUR UNDERSTANDING.

	In a reading lesson, after the students answered a couple of questions about the main ideas of the text, the teacher asked them to talk about what strategies they used to get their answers. The teacher is thus targeting students'
A	Cognitive strategies.
B	Metacognitive strategies.
C	Social strategies.
D	Affective strategies.

Error Analysis, Interlanguage, Interference, Contrastive Analysis

Error analysis is the examination and study of errors made by language learners in order to understand the underlying causes of those errors. It helps teachers identify patterns of errors and provides insights into the learning process, allowing them to tailor their teaching methods to address specific difficulties. For example, if a learner consistently uses the incorrect past tense

form of irregular verbs, an error analysis might reveal that the learner is applying a regular past tense rule to irregular verbs.

Interlanguage refers to the transitional linguistic system that learners construct as they progress from their native language to the target language. It is neither the native language nor the target language but a dynamic system reflecting the learner's current stage of language development. For instance, a learner might produce sentences like "He no go" instead of the correct "He doesn't go," indicating an intermediate stage between mastering the present simple and present continuous forms.

Interference occurs when features of a learner's native language influence their production or comprehension of the target language, leading to errors or differences in language use. For example, a Moroccan learner might say "I have 13 years" instead of the grammatically correct "I am 25 years old," reflecting the influence of the Arabic structure on their English.

Contrastive analysis involves comparing the linguistic elements of the learner's native language and the target language to identify similarities and differences. This analysis helps predict areas of difficulty for learners and potential errors they might make. For instance, a contrastive analysis between English and Arabic might reveal that Moroccan learners could struggle with some English tenses such as past perfect and present perfect due to the absence of such tenses in Arabic.

CHECK YOUR UNDERSTANDING.

	In the Audio-Lingual method, teachers analyze learners' language production in order to highlight the problems or errors which might be due to the interference of the first language with the structures of the second one. This process which teachers undertake is called
A	error analysis
B	contrastive analysis
C	interference
D	inter-language

Types of Language knowledge

Linguistic	Knowing the words and grammar rules to speak and write correctly. Example: Knowing that "I go to school" is right, but "I goes to school" is wrong.
Social Linguistic	Knowing how to talk differently in different situations. Example: Speaking politely to teachers but casually to friends.
Supra-Segmental	Knowing how to use the tone, stress, and rhythm of your voice to express meaning. Example: Saying "I'm happy" with a smile and a cheerful tone.
Intercultural	Knowing how to communicate well with people from different cultures. Example: Understanding that some cultures prefer direct communication, while others use more indirect language.
Pragmatic	Knowing how to use language to get things done. Example: Saying "Can you pass me the salt?" to ask for salt at the dinner table.
Phonological	Knowing the sounds of a language. Example: Knowing that "cat" and "cut" sound different because of the different vowel sounds.
Paralinguistic	Knowing how to use facial expressions, gestures, and body language to communicate. Example: Nodding your head to show agreement without saying anything.

CHECK YOUR UNDERSTANDING.

	Lahcen is a Moroccan secondary school student who loves to meet and talk with tourists in his village Amouager. In one of his encounters, Lahcen met an English tourist and they exchanged basic information about their names, countries and their likes. At the end of the conversation, the tourist said 'see you later' and Lahcen replied 'when?', which is not an appropriate reply in this situation. Which is of the following aspects should Lahcen's teacher focus on in his language classes in order to help learners avoid such embarrassing replies?
A	linguistic knowledge
B	pragmatic knowledge
C	phonological knowledge
D	para-linguistic knowledge

	In one of her EFL classes Maria asked her international students to work in groups of 4 students belonging to different nationalities. The task was to discuss the signs which show respect and those which might indicate disrespect to the interlocutor in a conversation. She gave them the examples of maintaining eye-contact with the speaker in America as a sign of showing interest and respect. Which of the following knowledge types Maria wants learners to develop In her classes.
A	Linguistic competence
B	Sociolinguistic competence
C	Supra-segmental competence
D	intercultural competence

Maturational Stages

Maturation stages refer to the natural, sequential phases of physical, cognitive, and emotional development that individuals go through as they grow. These stages occur in a predictable order and are influenced by genetics and biological processes.

Different maturational processes

Biological processes	The physical changes in a learner's body as they grow and develop. These changes are driven by genetics and biological factors, affecting various aspects of physical growth and health. An example of biological processes is puberty, during which adolescents experience growth spurts, changes in body composition, and hormonal fluctuations. These physical developments are
-----------------------------	--

	crucial as they impact learners' overall well-being and their ability to engage in various activities.
Cognitive processes	The mental activities related to learning, understanding, and problem-solving. These processes include skills such as memory, attention, reasoning, and critical thinking. For example, during adolescence, learners develop advanced problem-solving abilities and critical thinking skills. This cognitive growth enables them to tackle complex tasks, understand abstract concepts, and make informed decisions. Cognitive processes are essential for academic success and for navigating everyday challenges.
Emotional processes	The development and regulation of emotions. These processes encompass how learners understand, express, and manage their emotions in different situations. An example of emotional processes is the development of self-awareness and emotional regulation during adolescence. Learners begin to recognize their own emotions and learn strategies to manage feelings of frustration, excitement, or anxiety. Emotional development is important for building resilience, forming healthy relationships, and maintaining mental health.
Psychomotor processes	The coordination of physical movement and motor skills. These processes are critical for performing tasks that require precise physical actions and coordination. For instance, learning to write legibly involves fine motor skills and hand-eye coordination. Additionally, improving hand-eye coordination through activities like sports enhances overall physical abilities. Psychomotor development is essential for performing daily activities effectively and for participating in various physical and recreational pursuits.

CHECK YOUR UNDERSTANDING.

	During her life, a child goes through different maturational stages. Each stages is characterized by changes, which affect various processes. Some of the processes involve changes in the child's thinking and the way they perceive the world around them. This involve their ability to use their reasoning, the ability to memorize things, the ability to think in an abstract way and the ability to think creatively and to solve complex problems. These maturational changes might be labeled as
A	Biological processes
B	Emotional processes
C	Cognitive processes
D	Psychomotor processes

[illegible]

THE END

Follow on Facebook.



Hicham El-Azizi

CONTACT

Email

hicham.el.azizi3@gmail.com

Note

Kindly be aware that this PDF is shared because of my passion for teaching and to assist those aspiring to become teachers. Therefore, any contact or communication should be in line with this purpose. Thank you.