English Language Teaching Methods III: Integrating and Assessing the Skills and Sub-Skills

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UNIT ONE

INTEGRATING LANGUAGE SKILLS AND SUB-SKILLS

Minimum Learning competency

- ✓ **Students identify and explain the different language skills and sub-skills.**
- ✓ **Be able to teach by integrating language skills and sub-skills.**

- There are four major language skills in English. These are speaking, listening, reading and writing. Speaking and writing are **productive** skills since they are produced from the mind of the speaker and writer creatively where as listening and reading are **receptive** skills since they are received by the listeners and the readers.
- Each language skills have various sub-skills.
  Examples

Listening skill has sub-skills such as *listening for gist* (listen to something to get a general idea of what it is about ,of what is being said and when we don't want or need to understand every word), *listening for specific information* (listen to something because we want to discover a particular piece of information because we know in advance what we are hoping to find out and as a result, we can ignore other information which doesn't interest us) and *listening in detail* - (when we want to get detailed ideas)

Speaking skill has the sub-skills of *pronunciation; stress, rhythm*, and *intonation*; using *the correct form of words; word order*; using appropriate *vocabulary*; *language register* and *building an argument.*

Writing skills, too, has the sub-skills of know *orthography, know the system of the second language, word order, use good standard grammar, know how to express a particular meaning using different grammatical forms, -use of synonyms and antonyms, and writing strategies, -be able to structure a text into paragraphs.*

Reading skill has the sub-skills of *comprehension*, *understanding the plan of the text, making the predictions, guessing the meanings of unfamiliar words, skimming and scanning, understanding the organization of the text and note-making*

- *Language skills are naturally integrated. For instance, during conversations between two or more people, speaking and listening are used simultaneously (i.e. speaking and listening are practiced by integration. Similarly, without written text we cannot practice reading.*
- *Teachers have to be able to teach language skills by integration even though their major focus may be one macro skill (speaking, listening, writing or reading) or sub-skill(grammar, vocabulary or any other sub skills)*
- *When we integrate or put together things, they work together to make something more effective*
- *An integrated system or organization combines different groups or ideas in a way that works well*
- *Equally true is that language skills need to be combined, to be integrated, in order for communication to become effective.*
- *When we use language, we tend to use it as a whole, whether primarily listening, speaking, reading, or writing.*
- *Using language skills together can lead to better language retention. For teaching effectiveness of teaching, the teacher who integrates language skills can make lessons interesting and motivating for students, creating a more active learning environment*
- *Integrating skills helps the students to learn English willingly and comfortably.*
- *As a matter of fact, a vivid and effective communicative class is supposed to be the integration of the four language skills training in which the teacher needs to establish a positive atmosphere, plan appropriate activities, encourage learners and deal with problems sensitively(Davies&Pearse,2002:99).*
- *In content-based instruction, students practice all the language skills in a highly integrated, contextualized and pragmatic way.*
- *The focus is on the topic, the target language is used, attention paid to meaning rather than form, and activities like information gap are used.*
- *It is when the language is used for communicative purpose in meaningful and realistic situations and focus primarily on the message or the content and share some features the analytic approach where the target language is continuously examined and analyzed as an object of the study.*
- *Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level.*
- *For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.*
- *In **task-based** instruction, students participate in communicative tasks in English such as comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form.*

- ***Simple Integration***
- *It is the easiest form of integration within the same medium(either oral or written), from receptive to productive skills.*
- *In other words, we would use a listening text as a model for the students' speaking, and are adding text as a model for the students' writing.*
- *This is common practice among teachers, and we call it simple integration.*
- *For instance, a reading passage on the topic of introducing oneself serves as a model for the students' own writing.*

UNIT TWO: Managing the Classroom (Grade1-4)

Minimum Learning competency

- ✓ Learn organizing classes and assigning tasks to pairs and groups.
- ✓ Manage groups effectively and provide support where needed.
- ✓ Identify and manage the behaviors of disruptive pupils.
- ✓ Use the allocated time effectively.

- *Teachers' most important job is to create the conditions in which learning can take place. Good classroom management creates a learning environment in which effective teaching and learning occurs while poor classroom management often damages the students' desire for learning and spoils the teacher's passion for teaching no matter how well she/he has prepared for the class.*
- *The skills of creating and managing a successful class is the key to the whole success of the lesson. An important part of this is to do with teachers' attitude, intentions and personality and relationships with their learners*
- ***Classroom management** refers:*
  - *to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place.*
  - *It includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment.*
  - *It is not only about disruptive behavior but also includes every single point from beginning the class to ending successfully by establishing good learning environment.*
  - *It comprises of conducting effective follow up of group works and provide necessary support by scaffolding the accomplishment of tasks where needed.*
- ***Ways of Organizing classes and assigning** tasks*
  - *A teacher organizes learners to work in smaller groups according to their abilities, interests and ages. Below are examples of how learners can be grouped.*
    - ***Mixed ability groups**: Slower and fast learners are placed in one group.*
    - ***Same ability groups:** All learners progress at more or less the same pace.*

- ***Social groups****: Learners with the same or mixed backgrounds are grouped together.*
- ***Gender groups****: The boys and girls are separated.*
- ***Interest groups****: All learners show interest in the same activity or topic.*
- ***Peer groups****: Friends who like to work together are placed in the same group.*
- ***Random groups****: Learners are chosen in no particular order.*
- ***Pair grouping: Two learners work together***

❖ ***Disruptive behavior is:*** *any behavior that hampers the ability of instructors to teach or students to learn.*

❖ ***Factors Leading to Classroom Discipline Problems***

- *a gap in the lesson (bad planning, an activity loses momentum, a piece of equipment fails to work)*
- *unclear instructions (they don't know what to do, they don't start and attention wanders)*
- *Overexcited students arrive from another class in a disorderly mood.*
- *lack of teacher attention (you need constantly to scan the room and keep your eyes and ears open to what is happening, especially in large groups)*
- *the assistant concentrates on lengthy explanations to one individual(the others get bored)*
- *work is too easy or too challenging(students give up or attention wanders).*

❖ ***How to establish good learning environment***

1. ***Motivation:*** *Teachers should try to enhance their students interest towards the lesson by selecting topics that are relevant or age appropriate, contents that increases communications and by using teaching materials that promotes learners interest.*
2. ***Involvement:*** *The classroom activities must be able to attract the students' attention and involve them into actual communication. Jackson(1968) and Bloom (1976) have found consistent evidence in numerous studies of a positive relationship between student involvement and achievement. Challenging work and tasks usually make deep involvement. Challenge the students to deduce the meaning of words from the context; challenge them to formulate the grammatical rules on their own; challenge them to abstract information from a stretch of rapid speech; challenge them to solve problems using English.*
3. ***Relaxed atmosphere:*** *In the classroom, anxiety hinders learning and makes the learners reluctant to express themselves. The teacher, therefore, should try to avoid placing anxiety on them. Being over-critical is often one of the major sources of anxiety in classrooms.*
4. ***Fluency prior to accuracy:*** *In English language classes too much emphasis on formal accuracy is another major source of stress and anxiety in the students. Little*

wood (1984) puts forward the notion of language fluency prior to language accuracy. He believes that a learner can never learn a language without making mistakes in the learning process. So the teacher should not always act as a severe judge and put learners constantly in fear of making mistakes. The teacher should be more tolerant for the mistakes the students make in class, especially in oral work. When an EFL learner is constantly conscious of the formal accuracy of his speech, s/he certainly cannot speak fluently.

5. *Designing tasks that are interesting and appropriate to the level.*

- ***Characteristics of a Well-Managed EFL/ESL Classroom***
  - *The learner feels strongly a communicative need using the target language in the class.*
  - *Adequate opportunities are provided for the learners to use the target language for personal communication.*
  - *There is an easy climate in the class in which the learners enjoy participating in the classroom activities.*
  - *The climate of the classroom is work-oriented but relaxed and pleasant;*
  - *There is relatively little wasted time, confusion or disruption;*
  - *Students are deeply involved with their work, especially with academic, Learning led instruction; Students know what is expected of them and are generally successful.*
- ***Classroom Interaction***
- ***Some common types of student interaction in the classroom include:***
  - *Whole class working together with you;*
  - *Whole class moving around and mixing together as individuals(a 'mingle');*
  - *Small groups(three to eight people);*
  - *pairs;*
  - *Individual work*
- ***Some suggestions for maximizing student interaction in class:***
  - *Encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between learners and you, then there is a much better chance of useful interaction happening.*
  - *Ask questions rather than giving explanations.*
  - *Allow time for students to listen, think, process their answer and speak.*
  - *Really listen to what they say. Let what they say really affect what you do next. Work on listening to the person and the meaning, as well as to the language and the mistakes.*
  - *Allow thinking time without talking over it. Allow silence.*
  - *Increase opportunities for STT (Student Talking Time).*
  - *Use gestures to replace unnecessary teacher talk.*

- *Allow students to finish their own sentences.*
- *Make use of pairs and small groups to maximize opportunities for students to speak. Do this even in the middle of longer whole-class stages, e.g. ask students to break off for 30 seconds and talk in pairs about their reactions to what you've just been discussing and also allow them to check answers to tasks before conducting feedback.*
- *If possible, arrange seating so that students can all see each other and talk to each other (i.e. circles, squares and horses hoes rather than parallel rows.*
- *Remember that you don't always need to be at the front of the class. Tryout seating arrangements that allow the whole class to be the focus (e.g. you take one seat in a circle).*
- *If a student is speaking too quietly for you to hear, walk further away, rather than closer to them! (This sounds illogical, but if you can't hear them, then it's likely that the other students can't either. Encourage the quiet speaker to speak louder so that the others can hear.)*
- *Encourage interaction between students rather than only between student and you.*

❖ ***Ways of Managing disruptive Behavior:.***

- ✓ *Violations should have stated consequences.*
- ✓ *Model respect and interest in your students.*
- ✓ *Learn names.*
- ✓ *Begin and end class on time*
- ✓ *Engage the students; use positive motivators*
- ✓ *Involve students in a discussion of class expectations*
- ✓ *Pay attention to class dynamics (body language, comments, grades) and adjust class activities accordingly.*
- ✓ *Is the material difficult? Do students need a break? Are you moving too quickly?*
- ✓ *Respond to minor disruptions quickly and politely by reminding students of class rules*
- ✓ *Be TIMELY.*
- ✓ *Choose a response that is STUDENT-FRIENDLY.*
- ✓ *Be FAIR.*

❖ ***Time Management***

- ✓ *Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.*
- ✓ *A time management system is a designed combination of processes, tools, techniques and methods.*

❖ ***Ways of Managing time***

- o *Know priorities of doing things*

- *Be organized*
- *Spend some time as leisure time*
- *Self discipline*
- *Learn to say "No" if it demands*
- *Believe in teamwork*
- *Have a watch on the work entrusted*

UNITTHREE: LESSON PLANNING ON CONTENTS GRADEs 1-4

Minimum Learning competency

- ✓ Explain the importance's of a lesson plan and teaching aids**.**
- ✓ Identify the conceptions and misconceptions on lesson planning.
- ✓ Learn the standard formats of a lesson plan.
- ✓ Prepare and use teaching aids effectively.
- ✓ Prepare appropriate lesson plan
- ☞ Most teachers engage in yearly, term, unit, weekly, and daily lesson planning(Yinger, 1998). Yearly and term planning usually involve listing the objectives for a particular program.
- ☞ A unit plan is a series of related lessons around a specific theme such as "The family."Planning daily lessons is the end result of a complex planning process that includes the yearly, term, and unit plans.
- ☞ A daily plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning.
- ☞ A lesson plan is vital in teaching; it gives you the guide you need to pull through. Planning a lesson before teaching is generally considered essential in order to make our lessons effective.
- ☞ Reviewing lessons on regular basis is a very useful activity as it enables teachers to better understand what worked well and what did not work so well, and why.
- ☞ A good lesson plan is an important tool that makes both the teacher and the learners focus on the purpose of the lesson and, if carefully constructed and followed, enables learners to efficiently meet their goals.
- ☞ Students may get bored sitting in a classroom for hours. Teaching aids can provide a welcome break for students who have been sitting for a while and listening to a teacher in front of them. Teachers use various teaching aids besides textbooks to make students' interested and demonstrated how things work.
- ❖ A lesson plan is defined differently by different scholars. In general, the basic components include:
  - A blueprint for instruction;
  - A guide map for action; and elastic and systematic design.

- Lesson planning is a cognitively demanding task in which teachers bring to bear their expertise and experience to make good instructional decisions.
- A lesson plan acts as a roadmap for a class session.
- It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson.

❖ Lesson plan is important because: Many educators believe that lesson planning is a critical element of effective instruction. As at the old one goes ,the new one replaced "Failing to plan is planning to fail."

- *Lesson plans help teachers provide an effective learning experience for their students.*
- *These plans ensure that students' time in the classroom results in learning that will help them achieve their goals.*
- *Lesson planning also enhances the teaching experience by helping teachers:*
- *save time,*
- *avoid frustration ,and*
- *Analyze and improve their lessons.*
- *Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments.*

❖ *Teaching aid refers to*

- *The teaching tools used in the process of teaching.*
- *It can create authentic language communication situations to let the students understand the language in context.*
- *In order to make the context easier to understand, by designing different activities, such as presentations, practice and consolidation and review.*
- *Helps students to perceive, understand and absorb what has been learned in each activity.*
- *It can stimulate students' interest in learning and improve their learning effectiveness.*
- *It can make classroom atmosphere more active and offer the student a pleasant environment for learning English.*
- *Well, in a word, teaching aids help to make a lesson more effective*

❖ **Reasons for using teaching aids in language teaching**

1. To attract attention of learners
2. To maintain learners' attention
3. To increase chances of remembrance by adding as many associations as possible

4. Simulation of language: use of greetings through dramatization by providing a suitable context, acting, role-playing, etc
5. To present authentic language: audio, video and radio
6. Compensations for lack of experience on teachers: suppose that a teacher's pronunciation is poor so providing an audio material of actual native speakers will be a compensation for such a thing; or a teacher is not good at drawing, so pictures will be used as an alternative,
7. Individualizing teaching and learning: giving a student a tape to listen at home, it is called programmed instruction
8. Involvement of learners: physical response by using phrases like (stand up and sit down), or by asking the students to prepare teaching aids

❖ **Qualities of Teaching Aids**

1) Teaching aids should be simple and brief.
2) Teaching aids should be related to the objectives of teaching.
3) Teaching aids should be big door to be seen by all the students.
4) Teacher must use proper teaching aids according to the interest of the student.
5) Teaching aids should be prepared and planned in advance.
6)Teaching aids should be properly selected according to the physical and mental level of the student.
7) Teaching aids should be colorful and should have direct impact on the lesson.
8)Teaching aids should be meaningful and interesting.

❖ **Examples of Teaching Aids in Language Class**

Visual aids: Pictures, Photographs Flash cards, Poster, Charts, Diagrams, Graphs, Maps, Cartoons.

Audio aids: Radio, Record Player, Compact Disc Player

Audio-visual aids :Sound motion, Picture Projector, Television,Video closed circuit, Tape-slide Projector, LCD Projector

Note: Teaching aids are materials used to make learning easier such as real objects(Pen, chair etc.), pictures, charts, flash cards and so on where as teaching materials are materials used in the teaching learning process E.g. blackboard, chalkboard, students' texts and so on.

Unit Four: Micro-Teaching and Reflection

Minimum Learning competency

- ✓ Students explain and appreciate the uses of conducting micro-teaching

- ☞ Microteaching is an excellent way to build up skills and confidence, to experience a range of teaching/tutoring styles and to learn and practice giving constructive feedback.
- ☞ Microteaching gives teachers an opportunity to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other students' performances.
- ☞ In a protected environment of friends and colleagues, teachers can try out a short piece of what they usually do with their students, and receive a well-intended collegial feedback.
- ☞ A microteaching session is a chance to adopt new teaching and learning strategies and, through assuming the student role, to get an insight into students' needs and expectations.
- ☞ It is a good time to learn from others and enrich one's own repertoire of teaching methods and strategies.

UNIT FIVE: LANGUAGE TESTING

Minimum Learning competency

- ➢ Explain and appreciate ideas about language testing and assessments
- ➢ Prepare tests appropriate to the levels effectively.
- ➢ Administer tests effectively

- ❖ **Test Preparation**

- ➢ **Test:** is method of measuring a person's ability or knowledge in a given domain (language, Mathematics, Car driving, etc.)
- ➢ We use tests to obtain information. The information that we hope to obtain will vary from its purpose.
- ➢ **Evaluation**

- Examining information about many components of the thing being evaluated (e.g., student work, schools, or a specific educational program) and comparing or
- judging its quality, worth or effectiveness in order to make decisions
- **Assessment :** The process of gathering, describing, or quantifying information about performance.

- **Measurement :** Process of assigning numbers to qualities or characteristics of an object or person according to some rule or scale and analyzing that data based on psychometric and statistical theory.
- **Validity** refers to the accuracy and appropriateness of the test score and use.
- **Reliability** refers to the consistency of testing process in relation to test administration and scoring. (Frost, Test Writing).

❖ **When the specifications for a new (or revised) test are planned, the underlying aim is always to produce a test which**

- is **valid** (i.e. the test should offer an appropriate way of measuring what it claims to measure);
- is **reliable** (i.e. the results produced should be as free as possible from errors of measurement);
- has **impact** (i.e. the effect it has on individuals and on classroom practice should be positive);
- is **practical** (i.e. the demands it makes on the resources of the test developer and the test administrator should be compatible with the resources available

❖ **Types of Tests**

- **Progress Tests:** This type of test is administered during courses. Progress tests may be administered after certain blocks of study, e.g. after *x* number of units, at the end of each week, each term etc.
- **Proficiency Tests:** are designed to measure people's ability in a language regardless of any training they may have had in that language.

- **Achievement tests:** measure specific abilities learned with (in school teaching learning process or concerned with the current academic attainment of students on subject area.
- **Diagnostic tests:** are used to identify students' strengths and weaknesses. They are intended primarily to ascertain further teaching is necessary.
- **Placement tests:** as their name suggests, are intended to provide information which will help to place students at the stage (or in the part) of the teaching program most appropriate to their abilities. Typically they are used to assign students to classes at different levels.

- Test can also be classified as norm-referenced and criterion – referenced based on whether the students compete among themselves against certain set criteria.
- A **norm-referenced test**(NRT) is designed to measure global language abilities (for instance, overall English language proficiency, academic listening ability, reading comprehension, and so on) – Each student's score on such a test is interpreted relative to the scores of all other students who took the test.
- In contrast, **a criterion-referenced test**(CRT) is usually produced to measure well-defined and fairly specific objectives. Often these objectives are specific to a particular course, program, school district, or state. The interpretation of scores on a CRT is considered absolute in the sense that each student's score is meaningful without reference to the other students' scores. In other words, a student's score on a particular objective indicates the percent of the knowledge or skill in that objective that the student has learned.
- Test can still be classified as Standardized and non-standardized (teacher made tests) based on whether they are set by individual teacher or group of professionals.
- **Standardized tests** are those tests which were prepared by a team of professionals which means that they are highly reliable.
- **Non-standardized tests** are those prepared by an individual teacher according to what she wants to cover in class. This means that the tests are not as reliable as standardized tests but still they play an important role in lessons (Berka, 1989).

❖ **Testing Listening**

- ☞ Teachers can test their students listening skills by preparing questions to be filled in the blank spaces or true/false or choices or to give short answers(gist or specific responses)
- ☞ They can read texts loudly in average speed or use recorded tape or Compact CDs and make the listening at least three times.

❖ **Testing Speaking:** Speaking can be tested as follows based on the purpose

- ☞ Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
- ☞ Narrating incidents and events, real or imaginary in a logical sequence.
- ☞ Presenting oral reports or summaries; making announcements clearly and confidently.
- ☞ Expressing and arguing a point of view clearly and effectively.
- ☞ Taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of others, and presenting own ideas.
- ☞ Expressing and responding to personal feelings, opinions and attitudes.
- ☞ Participating in spontaneous spoken discourse in familiar social situations.

❖ **Testing writing skills**

- ☞ **Usage/Mechanics:** Test questions that measure usage and mechanics offer alternative responses.
- ☞ **Punctuation:** Use and placement of commas, colons, semicolons, dashes, parentheses, apostrophes, and quotation, question, and exclamation marks.
- ☞ **Grammar:** Adjectives and adverbs, conjunctions, and agreement between subject and verb and between pronouns and their antecedents.
- ☞ **Sentence Structure:** Relationships between/among clauses, placement of modifiers, and shifts in construction.
- ☞ **Rhetorical Skills:** Test questions that measure rhetorical skills may refer to an underlined portion of the passage text or may ask a question about a passage section or the passage as a whole. Students must decide which answer option is most appropriate in a given situation.

- ☞ **Strategy:** Appropriateness of expression in relation to audience and purpose, strengthening of writing with appropriate supporting material, and effective choice of statements of theme and purpose.
- ☞ **Organization:** Organization of ideas and relevance of statements in context (order, coherence, unity).
- ☞ **Style:** Precision and appropriateness in the choice of words and images, rhetorically effective management of sentence elements

❖ **Testing Reading skill:** can use a variety of reading material to demonstrate the different purposes for reading.

- ☞ Teachers can use Multiple choices or true/false or fill in the blank or reference questions and so on to assess learners comprehending skills, inferring skills, specific information or to guess new words.

❖ **Testing Grammar**

- ☞ Grammar can be tested using multiple questions, fill in the bank spaces and so on.

❖ **Testing Vocabulary**

- ☞ Vocabulary can be tested using multiple-choices, cloze questions, 'fill-in the-blank' item that requires a short definition, matching and so on.
- ☞ We can test the basic aspects of words which are written and spoken forms as well as collocations, derivations, meaning, part of speech, relative frequency and certain register style.
- ☞ According to the purpose we design the test, which is either contextualized or de-contextualized. Contextualized test means that the vocabulary is examined through a text whereas in de-contextualized test there are only words without any text.
- ☞ If the teacher needs to test student´s knowledge of spelling, he can dictate words without any context.
- ☞ On the other hand, when we test meanings of words, we have to put them into a context. These contextualized tests can be further divided into tests that test active vocabulary or passive vocabulary.

❖ **Test Format**

✓ After planning the content and cognitive objectives for the test, teachers must decide on the best way to measure them; that is, they decide on the test format.

- ✓ The format refers to whether the test will be objective (multiple choice, true false, matching, etc.) or essay Many users regard the multiple-choice item as the most flexible and probably the most effective of the objective item types.

1. Multiple choice

- ✓ Multiple choice consists the **stem**, which presents a specific problem to the test taker and a list of possible solutions or answers called **distracters.**
- ✓ The stem may be written either as a question or as an incomplete statement. There should be only **one correct** or **best answer** while the other three or four options serve as distracters.
- ✓ The biggest advantage of this kind of testing is that we do not have to worry about subjectivity because only one answer should be correct.
- ✓ it is very easy and quick for the examiner to correct this test because he or she just puts ticks or crosses.
- ✓ it does not show the real level of someone´s abilities because the examiner or the teacher cannot discover the knowledge of grammar, for instance, because we do not know if the examinee can use it in writing or speaking.
- ✓ One of the limitation of *multiple choice* is that there is a chance to **guess** the right answer(i.e.33%) .
- ✓ The other difficulty with multiple choice is that we have to find three *distracters* which are items that would distract or confuse the examinee so it is very difficult and time-demanding.

2. Cloze test

- ✓ Cloze test is test based on a text with gaps which are put there regularly after every seventh, eighth or ninth word.
- ✓ The examinee has to complete the gaps with appropriate words. Mostly more than one option is possible. The first three or more lines of the text are without gaps.
- ✓ The advantage of cloze tests is that it is quite easy to create them. The teacher just needs to find a suitable text and delete words from it.
- ✓ Nevertheless, Hughes does not consider cloze tests much reliable because we do not know what ability (speaking, writing, reading etc.) of the examinee it shows.

3. Dictation

- ✓ The examiner dictates a text and students write it down. Here we examine mainly spelling or pronunciation and also listening.
- ✓ Dictation is an easy way of testing for the teacher because the preparation is minimal (Ur 1991, 40).
- ✓ However, it is demanding to assess such tests, Hughes recommends that we should consider the dictation correct as long as there is the right order of words and that misspelled words should be accepted because phonologically it is correct (Hughes, 1989 p71-72).
- ✓ Another disadvantage is the difficulty of assessment. Generally, teachers themselves determine which errors are considered serious and which are just mild ones.
- ✓ It is advisable to set the scale of assessment before we start to correct.
- ✓ There is also the question of objectivity because every teacher will look the dictations from her own perspective. To prevent this we can use an alternative to dictation which is called *paused dictation* which is a text with missing words, students fill in the missing words while the teacher dictates (Berka, 1989 p.36-37).

4. True/False

- The true-false item typically present a declarative statement that the student must mark as either true or false.
- Instructors generally use true- false items to measure the recall of factual knowledge such as names, events, dates, definitions, etc. But this format has the potential to measure higher levels of cognitive ability, such as comprehension of significant ideas and their application in solving problems

5. Questions and answers (open questions).

- This type of exercise can be based on a text or a listening but it does not have to be based on anything as well. Ur (1991) advises not to enable too many options of the answers so as not to make it difficult to correct(Ur,1991,38-39

6. Gap-Filling

- This method is often mixed up with cloze test but it is a completely different type.
- This type can be used for various purposes; it can test, for example, irregular verbs or prepositions (Scrivener 1998, 183). \

- teacher creates some sentences with gaps and the students have to complete them but we have to avoid more than one possible answer (Ur 1991, 38).

7. Transformation

- In this type students are given sentences which they have to put into another form, for example, to put sentences in past simple tense into past perfect tense (Ur 1991, 38).
- They are not difficult either to create or to correct.

8. Rearranging

- Students have to rearrange given words so that the sentence makes sense and are grammatically correct (Scrivener 1998, 183).

9. Information Transfer

- This is based on a reading of a text. Doff (1988) explains that students do not answer any questions, but they write some information about the text and this way they show if they have understood it.

10. Matching

- There are two groups of words mostly in two columns; the student has to make pairs from these words which make sense somehow.
- They are especially good for practicing vocabulary such as adjectives of opposite meaning.
- Berka (1989) add that matching is especially good for testing definitions, events and relations
- Ur (1991) claims that the items are demanding to create, but often they emerge from the context(Ur,1991,38-40).

11. Error Correction

- Students are given sentences with errors which concern mainly grammar (verb forms, missing verbs or letters etc.).
- Their task is to find the mistakes and correct them. The only problem with this method is that sometimes there can be more than one way of correction (Frost, Test Question Types).

12. Essay

- The examinee has to write a text on a given topic and mostly in a particular length and form.
- It tests writing abilities and it is not difficult to prepare, however, it is very demanding and time-consuming to correct such essays because the examiner has to watch many aspects of the language such as spelling, grammar, vocabulary, punctuation etc. (Ur , 1991,p. 41). Moreover, there is a danger of subjectivity in correction
- Except subjectivity there are other two aspects which are typical for essays. At first, there is not a prototype of an essay, every essay is original.
- Secondly, the examinee can freely express his or her feelings, share opinions and ideas. The main priority of an essay is that the student can show his or her ability to write and ability to tell particular pieces of information.

❖ The Wash Back Effect of Testing

- The influence of tests on teaching and learning is called the wash back effect.
- If your students have to do a test or maybe a public examination at the end of the course this will affect the syllabus. If we have a good test, this should affect teaching in a positive manner. If we have a bad test, this might affect teaching in a negative manner.
- A test can have a positive influence if it contains authentic, real-life examples of the type of tasks which your learners will need to perform in the future. Tests can have a negative influence if they contain artificial tasks not linked to real future needs.

INSRUCTION:
READ ALL OF THE QUESTIONS THOROUGHLY AND CHOOSE THE CORRECT ANSWER AND WRITE THE ANSWER ON THE SPACE PROVIDED. PLEASE DON'T REFER TO THE ANSWER KEY BEFORE YOU TRY BY YOURSELF.

1._____is a kind of testing having gaps which are put regularly after seven, eight or nine words

A. Gap-filling B. Diction C. Cloze D. Transformation

2. The consistency of testing process in relation to test administration and scoring is

A. Validity B. Reliability C. Test impact D. Practicality

3. Examining results of students in order to compare or judge the quality of teaching to give decision is called

A. Testing B. Assessment C. Evaluation D. Measurement

4. One of the following is not visual teaching aids

A. Flash cards B. Map C. Picture D. Listening to recorded tape

5. Which one of the following statement is **wrong?**

A. language skills are integrated in nature.

B. Teachers had better teach skills in integration even though their focus is one skill.

C. Teachers are advised to teach skills in isolation (one by one).

D. Pronunciation is one of the sub-skill of speaking.

6. One of the following is **incorrect** about task-based instructions.

A. Students engage in activities that promotes their communications.

B. Meaning of language is emphasized rather than form.

C. It is similar to content-based instruction.

D. Making presentations and interviews can be taken as task-based.

7. Which one of the following influences classroom management?

A. Teachers' attitude and intentions

B. Teachers' personality C. Teachers' relationship with others D. All are answers

8. One is **correct** about good classroom management.

A. It establishes a learning environment in which effective teaching and learning occurs.

B. It damages the students' desire for learning

C. It spoils the teacher's passion for teaching. D. All are answers

9. One of the following is **not** factor for classroom discipline problems.

A. unclear instructions B. Overexcited students *C.* work is too easy or too challenging

D. Teachers' attention or having eye contact

10. Teacher Aster wants to establish good learning environment in her English class. Which of the following is **not** helpful for her plan?

A. Involving students in her lesson B. motivating learners C. Creating relaxed atmosphere

D. Emphasizing accuracy rather than fluency

11. Which of the following has little contribution in enhancing students' interactions in English classes?

A. Giving explanations rather than asking questions

B Increase opportunities for STT (Student Talking Time).

C. Use gestures to replace unnecessary teacher talk. D. Make use of pairs and small groups

12. Teacher Bonsa uses the following ways to manage his students' disruptive behaviour. Which one is **less useful**?

A. Learn students' names. B. Corrects work of some students C. Begins and ends class on

time D. Engage the students; use positive motivators

13. Which of the following is **not correct** about a lesson plan?

A. It ensures that classroom instruction aligns with curriculum goals and objectives.

B . It saves time, C. It maximizes frustration , D. for analysing and improving lessons.

14.Which of the following is the importance of teaching aids?

A. to make the context easier B. to increase chances of remembrance

C. to maintain learners' attention D. All are correct

15. Teacher Gonfa intended to teach English alphabets from A_E and he prepared flash cards to use it in the class and did the following things from choice A –D. Among the things he did, which one was **wrong**

A. He prepared flash cards which were big enough to be seen by the students B. He was quite sure that his teaching aids were related to his objectives and contents C. He tried to make the flash cards colourful. D. He showed the flash cards to students on the right hand side frequently.

16.One of the following is **not** considered as a teaching aid

A. Picture B. Real objects C. Blackboard D. Recorded player

17.Which one is **incorrect** about microteaching.

A. It helps to build up skills and confidence B. To give constructive feedback

C. to learn from others and enrich one's own repertoire of teaching methods D. None

18._____ refers to the accuracy and appropriateness of the test score and use.

A. Validity B. Reliability C. Wash back effect D. Test Impact

19. The process of gathering, describing, or quantifying information about performance is

A. Measurement B. Assessment C. Evaluation D. Managing

20. When teachers plan to prepare a test, they have to consider the following, **except**

A. The test should offer an appropriate way of measuring what it claims to measure

B. The results produced should be as free as possible from errors of measurement

C. The resources of the test developer and the test administrator should be compatible with the resources available.

D. The effect it has on individuals and on classroom practice may be positive or negative

21. _____are designed to measure people's ability in a language regardless of any training they may have had in that language.

A. Progress Tests B. Proficiency Tests C. Achievement tests D. Diagnostic tests

22.When each students' score on a test is interpreted relative to the scores of all other students who took the test, it is called

A. Norm-referenced B. Criterion-referenced C. Standardized D. Non-standardized

23. Which one is **wrong** about multiple choice questions?

A. there is a chance to **guess** the right answer B. it is very easy and quick for the examiner to correct C. It is helpful to assess various skills D. there is no problem of subjectivity

24. Which one of the following is the problem (limitation) of cloze test?

A. It is easy to prepare B. The examinee has to complete the gaps with appropriate words

C. It is a text with gaps which are put regularly D. It is much reliable

25. A test format basically used to test spelling, pronunciations and writing is

A. Dictation B. Transformation C. Rearranging D. Essay

26.Which of the following is **correct** about true/false questions?

A. It can be guessed easily B. used for factual questions C. a declarative statement D All

27.Teacher Hinsene asked her students to change active voices to passive ones. This test could be regarded as:

A. Rearranging B. Transformation C .Open question D. Information transfer

28. Students of grade four were highly disappointed and hate an English subject due to the fact that their teacher test did not not match with what they had learned. This indicates

A. disadvantages of testing B. positive effect of testing C. wash back effect of testing D. All

29.Which of the following is **not correct** about essay questions?

A. it is not difficult to prepare B. it is very demanding and time-consuming to correct

C. It has subjective nature D. It has objective nature

30. Multiple questions alternatives that are **not** the correct response are called?

A. Stems B. Best answers C. Distracters D. Choices

31. Teacher Kedir introduced a topic '**Covid 19**' and asked his students to talk about it. After that he wrote some questions on the blackboard and ordered his students to listen to a recorded tape player and to answer the questions. The skills he is interested to assess mostly could be

A. Listening skill B. Speaking skill C. Reading skill D. Writing skill

32. An English teacher was interested to help his learners to identify their pronunciation on how to read "**He is a student**" as a question and as a statement. The teachers' focus is to teach about

A. Stress B. Intonation C. Syllables D. Reading

33.All of the following are audio aids **except** one of them

A. Radio B. Recorded tape C. Compact CD player D. Photographs

34. The easiest form of integration within the same medium (either oral or written), from receptive to productive skills is

A. Complex integration B. Simple Integration C. Non-integration D. "A" and "B"

35. Which of the following is **not** sub-skill of listening?

A. Listening for gist B. Listening for specific information C. Listening for details D. None

36.A teacher grouped slower and fast learners in a single group to accomplish a task. The kind of grouping s/he used is

A. Social grouping B. Random grouping C. Mixed ability grouping D. Pair grouping

37.Which one of the following is **incorrect?**

A. There is a positive relationship between involving students in a lesson and achievement.

B. Contents relevant to students level and needs promote communications.

C. Challenging work and tasks usually make deep involvement.

D. The teacher should not be tolerant for the mistakes the students make.

38.An English teacher of grade four asked each of his/her student to make a sentence with some verbs like(eat, wash, drink & etc) and tried to see and correct their work. The kind of interaction s/he used is

A. Group work B. Pair work C. Whole class D. Individual work

39. Which of the following is **not** helpful to manage time?

A. prioritizing activities to be performed B. ignore team work

C. saying 'no' for unnecessary things D. to be organized

40. For which of the following does matching format is appropriate?

A. Definitions B. Events C. Relations D. All are correct

41. _____are tests which are prepared by a team of professionals.

A. Standardized test B. Non standardized test C. Proficiency test D. Placement test

42. An English teacher gave jumbled words and asked students to make sensible sentences. This activity is considered as

A. Error correction B. Rearranging C. Information transfer D. Transformation

43. Which of the following is considered as receptive skill?

A. Listening B. Speaking C. Writing D. 'A' & 'B'

44. Which of the following is **not** correct about wash back effect of a test?

A A good test affect teaching in a positive manner..

B. A bad test affects teaching in a negative manner

C. Activities which are authentic and that are related to real-life experiences have positive effect

D. artificial tasks that are not linked to real future needs of students are vital.

45. A private school teachers tested new comer students to check their performances before assigning the students in to grades. The type of testing used is

A. Achievement test B. Proficiency test C. Diagnostic test D. Progress test

46. The step of planning (Introduction ---- Presentation ---- Stabilization---Evaluation) is the idea of

A. Behaviorist lesson planning B. Constructive lesson planning C. Both 'A' & 'B'

47.Which of the following is the advantage of constructive lesson planning?

A. It is mainly student centered B. There are assessments at various stages

C. It is one directional D. 'A' & 'B' are correct

48. An English teacher wanted to assess his/her students speaking skills that are one hundred in number and he instructed the students to express about themselves at least for three minutes. What is the limitation of this test?

A. Validity B. Reliability C. Practicality D. Test impact

49. One of the following is not sub-skills of speaking

A. Word & sentence stress B. Correcting punctuations error

C. Expressing opinion in dialogue D. Group discussion

50. One is **not** sub-skill of vocabulary

A. Intonation B. Collocation C. Derivation D. Word formation

Answer Key ELTM 320

1.C	2.B	3.C	4.C	5.C	6.C	7.D	8.A	9.D	10.D
11.A	12.B	13.C	14.D	15.D	16.C	17.D	18.A	19.B	20.D
21.B	22.A	23.C	24.D	25.A	26.D	27.B	28.C	29.D	30.C
31.A	32.B	33.D	34.B	35.D	36.C	37.D	38.D	39.B	40.D
41. A	42.B	43.A	44.D	45.C	46.A	47.D	48.C	49.B	50.A