

PREFACE

In the curricular structure introduced by this University, apart from the two year Postgraduate Degree programmes, a number of Advanced Diploma Courses of shorter duration (one year) have been introduced for learners for whom time is a constraint. Equally relevant and useful as the Postgraduate courses, are the Advanced Diploma Courses, which are designed for advancing the latent abilities of the learners. Since the University does not believe in artificial differences of learning abilities, opting for various courses is viewed from the perspective of need and orientation of the learners rather than from their ability and aptitude. Therefore, in the course of the learning process, the learners' receptivity of the course component remains the primary concern.

Keeping this in view, study materials of the Advanced Diploma level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analyses.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these too admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (Dr) Ranjan Chakrabarti
Vice-Chancellor

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**Advance : Diploma in English Language Teaching
[ADELT]**

Paper – 6

Modules – 1 & 2

Board of Studies

Prof. (Dr.) Sharmistha Chatterjee

Prof. (Dr.) Sathuvalli Mohanraj

Prof. (Dr.) Jaysankar Basu

Prof. (Dr.) Sumana Bandopadhyay

Ms. Anindita Sarkar

Prof. (Dr.) Shyamashree Chakraborty (External Member)

Prof. (Dr.) Swapan Kr. Banerjee (External Member)

Author and Compiler

Prof. Kakoli Sen Banerjee

Editors

Prof. Arpita Banerjee

Dr Sumana Bandyopadhyay

Notification

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**Advance Diploma
ADELT-6**

PAPER – VI

Introduction to Testing and Evaluation

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Module -1 — Unit 1 □ Basic of Evaluation

Structure

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1.1 □ Objectives

This unit will enable you to :

- understand the basics of evaluation
- evaluate oneself as teacher
- design and frame self-assessment forms and questionnaires
- plan how to motivate learners
- evaluate learner progress
- think of ways of selecting suitable materials for class work and reference work.

1.2 □ Introduction : What is Evaluation ?

Good evaluation is of paramount importance to both teachers and learners as well as syllabus framers. Constant vigilance is necessary to keep track of (educational) progress in areas of teaching, learning, writing materials and testing. Evaluation helps in measuring this

progress. It also guides writers of tests and syllabus framers to modify and rewrite items that do not produce the desired results.

Evaluative judgements are usually made by others – teachers, employers, lawyers, doctors, spectators, commentators and so on. But it can also be made by oneself i.e. self-evaluation. In education, both teachers, and learners can assess and evaluate themselves. Here the criteria should be clear, and explicit. Vague criteria will not lead to proper evaluation of either teacher or student performance. Moreover different sets of criteria are needed for different purposes. The ones necessary for evaluating teacher performance in the class-room will have to be different from the ones needed for evaluating learning tasks. We depend on test results to promote a student to the next higher level or detain him. We evaluate teacher performance to promote the teacher from middle school to senior school and so on.

1.3 □ Teacher Evaluation

Teachers are often assessed by their trainers, peers and a Board of Examinations. These assessments are primarily for purposes of appraisal. But these can also be used by teachers for self-development and self-evaluation. Practice teaching is a traditional approach to class-room observation. Here the trainer observes a teacher performing and then gives a feedback to the teacher, who learns what his/her mistakes were and tries to rectify them in the next class.

Microteaching is useful in raising teacher awareness. When a group of students is taught by a teacher for a short while, say about 15 minutes, a particular topic or sub-skill (a small part or stage of a lesson only) we call it microteaching. The lesson is observed by the trainer and peers who comment on it. As it is short and follows a checklist that is available both to the trainee teacher and his/her peers and trainer, it is less frightening and less confusing than the traditional method of practice teaching. Microteaching does not only raise awareness but paves the way for teacher self-development and self-evaluation.

Self-evaluation is basically a teacher's reflection on what has taken place in the lesson and how he/she can improve his/her performance. These reflections can come in the form of notes the teacher writes immediately after taking the class or it can be a report on the lesson itself. Alternatively a checklist can be used. The teacher will need to plan the lesson highlighting which sub-skill will be attended to and how. These will have to be ticked off as the lesson progresses. For example if the teacher is taking a class in vocabulary building he/she ticks off items on the checklist as the lesson progresses —

- Put diagrams/chart/pictures up (e.g. Large drawing of a human figure - to teach body parts.)
- Have enough photocopies for circulation.
- Keep a number of dictionaries in the class-room.

Portfolios

Like student portfolios teacher portfolios are essential for self-assessment. The self-assessment sheets will enable you to evaluate your performance and take steps towards self-development. Other teachers can go through your portfolio for the purpose of evaluation as well as for getting ideas to try out in their own classes.

Here is a sample sheet for self-assessment.

- | | | |
|----|--|--|
| 1. | What was my goal in this particular teaching situation?
How successful was I in achieving it? | <i>Teaching vocabulary
Not very, as I had not planned the lesson properly.</i> |
| 2. | Why do I think of this idea as a teaching point? | |
| 3. | At what level did I use it? | |
| 4. | What teaching aids did I have? | |
| 5. | Did the learners find the lesson easy/difficult? | |
| 6. | How much time did I spend on the lesson? Was it too long/too short? | |
| 7. | Can the activity be integrated with other activities? | |

Such sheets for evaluating different classes will necessarily make the teacher sit-up and prepare better for the next class.

1.4 □ Teacher–Based Evaluation of Learner's Progress and Students Self-Evaluation

Teachers have to work under pressure of syllabus, pressure of the Examination Board/

Council, pressure of parents' concerns, pressure of other (personal) commitments and of course, pressure of evaluating students constantly.

Self-evaluation helps teachers to change and learn how to develop themselves. Teacher-based evaluation on the other hand helps their learners to change and develop based on social and academic needs.

Teachers evaluate not only learning but also the social behaviour of the learners. Teachers need to be role models for their students so that they can develop into disciplined, hardworking successful persons.

Lack of motivation in the students is one of the biggest problems that teachers come across everywhere. This can to a certain extent, be taken care of, if teachers gear themselves up to tackle it directly.

- (a) Need based teaching and testing are instruments, among others, that can help in fighting these problems effectively.
- (b) Collaborative activities between students, teachers and parents can provide solutions to the problem also. Parents must help teachers to succeed in their mission to fight lack of motivation.

● How to Evaluate

One of the easiest ways to evaluate what is happening in the class is to collect data. One needs to investigate and find evidence. For this purpose the teacher has to choose a narrow focus to investigate perhaps pronunciation of discrete words rather than stress and 'intonation' in loud reading classes.

Some of the methods useful for data collection for evaluation are self-assessment forms, learner questionnaires, interviews, checklists and learner diaries.

The advantage of this approach is that teachers benefit from it by looking at their progress record they can focus on areas they are weak in. Teachers can utilise the information and plan programmes accordingly.

Short questionnaires on particular areas of learning can give essential feedback to the teachers on various aspects of teaching — such as strategies, use of audio/visuals, educational tours and so on.

Short questionnaires are easy to introduce in the class and the feedback allows the teacher to manipulate materials to suit particular learning events.

Diaries written by learners can also provide some insight to the teacher only if he/she regularly checks learner diaries.

Finally, tests too evaluate learner progress and enables the teacher to categorise learners as high achievers, medium achievers and low achievers. A placement test will put learners in a class at an appropriate level, a screening or selection test will help the teacher to decide on which chosen few can opt for a particular course; an achievement in attainment test will assist the teacher to monitor learner progress and make suitable adjustments in his/her teaching scenario.

1.5 □ Evaluation of Materials

At various stages of their professional lives teachers need to get involved in the selection of material for their students. Sometimes these materials are of a supplementary kind and sometimes they are used as coursebooks themselves. Teachers often find the materials they have been asked to use not very satisfying. They then , have to go looking for ideas in other books and use them in addition to the prescribed syllabus. The basic questions asked before evaluating materials are —

- (1) Will the materials be useful to the students? and
- (2) How will they help the teacher?

When answering the first question we have to remember the tests our students have to sit for. Some schools have round-the-year assessment programmes while others have actual tests. Whatever testing system may be prevalent, what the teachers must have with them are profiles of students and their needs.

Jeremy Harmer in his *The Practice of English Language Teaching* describes the profile of students as having three components — description of students, description of student needs and in conclusion : type of material appropriate for students.

Description of Students

1. Age—
2. Sex—
3. Social/cultural background—
4. Motivation/attitude—
5. Educational background—

- 6. Knowledge (a) English level—
(b) Of the world —
- 7. Interests and beliefs—

Based on the above, what conclusion can you draw about the kind of materials that would be suitable for your students?

The above analysis would give us some idea about what kind of materials would be appropriate for the students based on their personal characteristics. The second analysis would enable the teachers to arrive at some kind of conclusion about their needs.

Description of Student Needs

1. What contexts and situations (if any will) your students probably use English in at some future date?
 - a.
 - b.
 - c.
2. Give an order of priority for the different language skills (including sub-skills) that your students will need when using English.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Now say what percentage of class time should be spent on these various skills.

a.	d.
b.	e.
c.	
4. Based on the above say (a) what level students need to reach and (b) what kind of language they need to be able to use or understand (e.g. formal/informal, spoken/written, scientific/business etc.)

Conclusion : Type of materials appropriate for students

Based on the description of students and their needs, say what type of materials you think would be most appropriate for these students.

The needs analysis can be done through questionnaire, interviews with students and teachers and employers. Once this is done the teacher(s) can evaluate materials that are appropriate.

In India we have the different Boards and Councils specifying the kind of syllabus that ought to be followed at various levels. Sometimes there are coursebooks and text books that have to be covered by the teacher at each level. It is in such situations that the teacher has to look for supplementary materials specially in cases where the prescribed materials are either inadequate, unsuitable or unsatisfactory.

1.6 □ Introducing Scaffolding

Teaching English to the learners in any part of India or to any unexposed group anywhere, the teacher's ultimate aim is to develop in the students the ability to read and write, understand and at a more advanced stage, critically analyse the meanings embedded in the language and the context of a wide number of text types and to motivate these learners to read texts independently with understanding and enjoyment. Evaluation thus in this kind of classroom teaching would demand a well thought out and learner friendly question paper where the thrust should not be on knowledge but on ample development of skills. The teacher at this level will have to be a very conscious teacher and an effective material producer dealing with appropriate task-based teaching and evaluation instead of the typical examination question banks.

1.7 □ Ten Characteristics of an Effective Questionnaire

This worksheet will help to write an effective questionnaire.

Consider the following points before writing your questionnaire.

- 1. Aim** The aim of the questionnaire should be as clear as possible, for example, ask yourself/yourself which precise question(s) you wish to answer with it. Plan carefully, ask your trainer for advice. Remember 'small is beautiful.'

- 2. Ethics** Explain the purpose of the questionnaire – you can also do this briefly at the top of the questionnaire and what you will do with the results. Ask the learners to respond frankly, if you think they will not respond in this way, make the questionnaire anonymous. At the end of the questionnaire, thank the respondents for cooperating and tell them that feedback concerning the results of the questionnaire will be available if they are interested.

- 3. Length** The questionnaire should be short and easy to answer (one or two pages?)
- 4. Layout** The layout - how the text is arranged on the page should be as neatly professional and clear as possible (word, process the text if possible, have plenty of spaces).
- 5. Language** Consider carefully which language to use for the instructions/questions; the respondents' mother tongue, or English if you think they will read and comprehend it satisfactorily. The words you use should be clear and unambiguous.
- 6. Response** The response method — how the learners show their opinion — e.g. by a non-linguistic response such as a tick, or circling an answer - should be very clear, give an example of the appropriate response. Such non-linguistic responses are easier. Or use so-called structured questions with statements requiring a yes/no response. Especially recommended for young children are 'happy faces'. Or use, 'open questions.' For example 'which song did you like best? Why?' Vary the question types in order to avoid tedium, but not too much, as this might cause the respondents too much difficulty.
- 7. Order** Give the respondents an easy start to the questionnaire, arousing their interest with questions eliciting personal information (date, class, age, etc.) ; use open questions after structured ones.
- 8. Pilot** Try out the questionnaire on somebody else before you use it. Perhaps a colleague could help in this respect, as he or she may be able to identify difficulties you were unaware of ; modify the questionnaire accordingly. May be pilot the questionnaire with learners who are not in the class you wish to investigate.
- 9. Reporting** The results should be easy to analyse, collate, and report (e.g. visually with bar graphs, etc.) Will you present the results orally or use a poster? Plan this carefully.
- 10. Other** Can you think of any other characteristics of an effective questionnaire?

[adapted from Youngman, 1984]

From *Teachers in Action*—Peter James, Cambridge.

1.8 □ Bibliography

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Module -1 — Unit 2 □ Basic concepts of Testing

Structure

- 2.1 Objectives**
- 2.2 Introduction**
- 2.3 Reasons for Testing**
- 2.4 Types of Test**
- 2.5 Characteristics of a Good Text and Criteria for Testing**
- 2.6 Designing A Test and Its Administration**
- 2.7 Guide lines for Test Preparation**
- 2.8 Planning a test – what to test and to what standard ?**
- 2.9 Designing Tests**
- 2.11 Method / Mode of Test Material**

2.1 □ Objectives

The unit will enable you to understand how to :

- understand and appreciate the various aspects of testing
- plan your test
- prepare the test
- administer the test.

2.2 □ Introduction

We begin by discussing testing in general, features of language testing, test types and objectives and test designs. This unit will help in planning preparing, administering a TEST. Any discussion on Testing will necessitate a discussion on its relation with Teaching. Both Testing and Teaching are closely interrelated and often it is virtually impossible to work in

either field without associating one with the other. Tests are constructed primarily as devices to reinforce learning. Usually tests are geared to the teaching that has taken place. Standardised tests and public examinations generally exert a considerable influence on the average teacher and often make them instrumental in deciding what to teach.

2.3 □ Reasons for Testing

Tests may be used as a means to

1. give the teacher information about the level the students are at the moment, to help decide what to teach next.
2. give the students information about what they know so that they also have an awareness of what they need to learn or review.
3. assign some purpose to current teaching.
4. motivate students to learn or review specific materials.
5. get a noisy class to keep quiet and concentrate.
6. provide a clear indication of the situation the class has reached in learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole.
7. get students to make an effort (in doing the test itself) which is likely to lead to better results and a feeling of satisfaction.
8. give students tasks which they themselves may actually provide as useful review or practice, for testing.

2.4 □ Types of Tests

What should be Tested ?

The functions indicated in the preceding section provides the answers to the question. Why test? But it must be emphasised that it is only one of the functions of a test and that furthermore, as far as the practising teacher is concerned, some of these are perhaps negative functions.

Although most teachers also wish to evaluate individual performance the aim of the classroom test is different from that of the external examination. While the latter is generally concerned with evaluation for the purpose selection, the classroom test is concerned with evaluation for the purpose of selection, the classroom test is concerned with evaluation for the

purpose enabling the teacher to increase his own effectiveness by making adjustments in his teaching to enable certain groups of students in the class to benefit more. Too many teachers gear their teaching towards an ill-defined 'average' group without taking into account the abilities of those students in the class who are at either end of the scale.

A good classroom test will also help to locate the precise areas of difficulty encountered by the class or by the individual student – as it is necessary for the teacher to diagnose his student's weaknesses and difficulties. Unless the teacher is able to identify and analyse the errors a student makes in handling the target language, he will be in no position to consider any assistance at all through appropriate anticipation, remedial work and additional practice.

The test should also enable the teacher to ascertain which parts of the language programme have been found difficult by the class. In this way, the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he is using. The test results may indicate, for example, certain areas of the language syllabus which have not taken efficient account of LI learner difficulties or which, for some reason, have even glossed over.

A test which sets out to measure a student's performance as fairly as possible without in any way setting traps for him can be effectively used to motivate the student. A well-constructed classroom test will provide the student, with an opportunity to show his ability to recognise and produce correct forms of the language. Provided that details of his performance are proven as soon as possible after the test, the student should be able to learn from his errors and consolidate the pattern taught. In this way a good test can be used as a valuable teaching device.

PROGRESS TEST. Most classroom tests take the form of progress tests, since they assess the progress which students have made in mastering the material taught in the classroom. Progress tests are often given to motivate the student. They also enable the teacher to assess the degree of success of his teaching.

ACHIEVEMENT / ATTAINMENT TESTS. The terms achievement and attainment are generally used to refer to more formal tests which have been designed to show mastery of a particular syllabus (e.g. end-of-year tests, school leaving examinations, public tests). These tests are similar to class progress tests in the sense that they are generally based on a syllabus and measure what had been taught and learnt. The most important point which is common to all these situations is that the standard should remain constant from course to course and from year to year. For setting Achievement tests one should consider a much wider range of material and should relate to long-term objectives rather than short term objections. They should test only

what has been taught and should not test memorisation of subject content in the text books.

PROFICIENCY TESTS. Proficiency tests measure a student's achievement in relation to a specific task which he will later be required to perform . These tests rarely take into account the syllabus which the student has followed, since they are concerned with future performance rather than past performance and are often administered to students from various language-learning backgrounds.

APTITUDE TESTS These tests measure the students' probable performance in learning a foreign language, showing whether the student has any special aptitude for learning a new language.

DIAGNOSTIC TESTS. Many progress, achievement and proficiency tests can be used as diagnostic tests to some degree, enabling the teacher to identify specific areas of weakness and difficulty so that he is able to plan the most appropriate remedial programme. A diagnostic test is primarily designed to assess the student's knowledge and skills in particular areas and before a course of study is begun.

What Standard

The development of modern linguistic theory has helped to make language teachers and testers aware of the importance of analysing the language being tested.

Modern descriptive grammars, (though not yet those intended for foreign language teaching purpose) are replacing the order.

Latin-based prescriptive grammars—linguists are examining the whole complex system of language skills and patterns of linguistic behaviour related to grammatical forms. Indeed, language skills are so complex and so closely related to many other non-linguistic skills (gestures, eye-movements, etc.) that it may often seem impossible to separate them for the purpose of any kind of assessment. A person always speaks and communicates in a particular situation at a particular time. Without this kind of context, language may lose much of its meaning.

Before a test is constructed, it is important, to question the standards, which are being set. What standards should be demanded of learners of a foreign language? Should foreign language learners, for example, be expected to communicate with the same ease and fluency as native speakers? Are certain habits of second language learners regarded as mistakes when these same habits would not constitute mistakes when belonging to native speakers? What, indeed, is "correct" English?

Examination in the written language have in the past set artificial standards even for native speakers and have often demanded skills similar to those acquired by the great English essayists and critics. In imitating first language examinations of written English, however, second language examinations have proved far more unrealistic in their expectations of the performances of foreign learners, who have been required to re-write some of the greatest literary masterpieces in their own words or to write original essays in language beyond their capacity.

2.5 □ Characteristics of A Good Test and Criteria for Testing

Testing – Criteria for Testing

The effectiveness of a test is judged by some of the criteria which are important. One such concept is – Validity.

VALIDITY

A good test should be valid : that is, it should measure what it is intended to measure and nothing else. If a test does this, it is said to be valid.

A test is valid when it measures **what** it is supposed to measure. It ensures meaningfulness.

Types of Validity

- 1) **Content validity** – This type of validity depends on a careful analysis of the language being tested and the particular course-objectives.

When a test reflects the syllabus it has **content validity**. The question is – Does the test contain the right material, ie Does it reflect a particular domain?

- 2) **Construct Validity.**

A test that reflects current thinking on the aims of language teaching and the nature of language learning has construct validity. It is essentially theory based and is constructed on the assumption formed about language acquisition and learning.

- 3) **Criterion-related Validity or Empirical Validity**

This validity is obtained when using an instrument to find out some aspects of behaviour that is external to the test. Relationship between a test and a criterion is important. The results of a test is compared with the result of teacher's rating or the subsequent performance of a pupil in an existing test known to be valid.

An discussion on the relationship between a test and the criteria for design will need to cover the following :

a) **Concurrent Validity**

A test should produce results which are in line with other tests in related subjects in case of a pupil taking it. This will prove the test to have concurrent validity.

b) **Predictive Validity.**

This is used to measure future success.

A test which has predictive validity produces results which predict future performance of the pupils.

Factors affecting test validity

The construction of a test should also consider a few factors that might affect validity. These are listed below:

- 1) Unclear instructions in tests.
- 2) Difficult vocabulary and syntax (when the test is not about these).
- 3) Inappropriate level of test items.
- 4) Poorly constructed test items.
- 5) Ambiguity in the items.
- 6) Improper arrangement of items.
- 7) Inadequate number of items.
- 8) Inappropriate items for test purpose.

The test situation or the technique used is always an important factor in determining the overall validity of any test.

RELIABILITY A test cannot be valid unless it is reliable. If the test puts several students in a different order of merit when it is administered a second time then the test lacks reliability.

DISCRIMINATION Many classroom tests are not constructed with the primary purpose of discriminating between testees, since their aim is to assess the extent to which the class as a whole has mastered a particular syllabus.

BACKWASH The term backwash (sometimes washback) refers to the effects of a test

on teaching. If a test has good backwash effects it will exert a good influence on the learning and teaching that takes place before the test.

Often experts in testing use the features of RACE i.e.

- Relevance
 - Acceptability
 - Comparability and
 - Economy
- as criteria for testing

2.6 □ Designing A Test and Its Administration

Ideally the test that we want our learners to take should be one that has been taught or one that can be integrated in our own teaching programme that will have a chance to administer in practice.

Stage-1 Preparing the Test

It is a good idea to list in writing all the material that we want our test to cover. One can then refer back to the list during and after the test writing to see if all is included .

Stage-2 Performance

If possible, the test can be administered to the set of learners or colleagues can try it on themselves.

Stage-3 Feedback

We will have to look at the test, and see how it was done. Ask the testees how they felt about it. Check with the guidelines.

2.7 □ Guidelines for Test Preparation

VALIDITY - Check that the items really test what they are meant to.

CLARITY - The instruction for each item should be clear. They should include a sample item and solution i.e. the RUBRICS should be clearly indicative of what the testee is to do.

DOABILITY - The test should be quite doable, not too difficult, with no trick questions. Read through and answer the questions before finalising it.

MARKING - Decide exactly how each section should be assessed and what percentage of the total grade would be allotted. The marking system should be as simple as possible and there should be scope for standardisation in the system.

INTEREST - The tasks and contents of the test should be interesting to make it more motivating for the learners.

HETEROGENITY - The test should be such that lower level students can feel that they were a substantial part of the test, while the higher level ones have a chance to show what they know. The test must have both easy and difficult items.

The actual design of the test whether oral or written, formal or informal is of course important, but that is not all. How the test is actually administered and returned can make huge difference to motivation and performance in, particular. Sensitive presentation of a test can significantly reduce learner anxiety.

REVIEW

Your counsellor will give you a few sample Question papers for testing language skills in examinations conducted by either the CBSE board or any state board.

Review the questions carefully and decide whether they are good tests. Your review should be based on the criteria for testing discussed in the previous sections.

2.8 □ Planning a test — What to test and to what standard?

When planning tests one has to be clear about

- (1) What kind of test it is to be – proficiency, achievement, diagnostic placement or any other type?
- (2) What skills are to be tested? Listening? Speaking? Reading? or Writing? What sub-skills?
- (3) Which items of phonology, grammar and vocabulary are to be tested? How long should the test last?
- (4) Which type of marking - objective or subjective should be adopted? Should examiners be provided with scoring keys?
- (5) Who are going to write the tests? Have they been given the test specification?
- (6) Should examiners and administrators be trained?
- (7) How costly would the tests be? Think of printing costs and other infrastructural issues.

- (8) Will moderators be necessary?

PLANING STAGE

1. Plan the **content** and general **layout** of the test, decide on the **type of text item**, the **length** and **time limit** for the test in its final form, the **instruction** to be given i.e. the **rubrics** and the **method of scoring**. This is the **planning** stage.
2. Devise at least three times as many items as will eventually be needed (more if two parallel versions are required) and try the rough draft out on a small group of interested people in order to obtain introspections on the general impact of the test and identify items which are palpably unsatisfactory. This is the **pre-pilot** stage.

PILOT STATE

3. In the initial stage there should be try-out, preferably two or more successive drafts on a large sample of the same kind of people on whom the test is to be used, in order to check test, administration, and provide material for thorough item analysis and revision of the draft test. This may be the **Pilot Stage**.

VALIDATION STAGE

4. The next stage should involve a try-out, of the test in its final form to obtain evidence as to its practical usefulness on validity and to obtain norms, assessing the significance of the scores of the test. This is the final **validation stage**.

Before the test

Use the period leading up to the test in order to do all you can to ensure that your students will succeed in it. Thus the tests are announced at least a week in advance in order to give them plenty of time to prepare, and details are given of when, where and how long the test will be. The class is also told as precisely as possible what material is to be tested, what sort of items will be used, and how answers will be assessed. Sometimes give them 'test-tips' — for example, how best to allot time, or what to do first — particularly if they are coming near to the state school-leaving exam, for which the course is to some extent a preparation. Allow at least some class time for revision, in order to encourage and help with pre-test learning.

Giving the test

It is quite important for you to administer the test yourself, because it will be more pleasant for your students. Thus, you will be able, if you wish, to remind them about the test content, format and marking system before giving out the papers; and sometimes

run through the instructions with them after doing so in order to make sure that everything is clear — as well as wishing them good luck!

During the test, you may help students who still have difficulty with instructions; but do not normally help with the content itself.

After the test

The tests are marked and returned as quickly as possible (within a week) so that we can discuss specific points while the test is still fresh in the students' minds. Go through the answers in class, but fairly briskly; points that seem to produce special problems you should note for more leisurely re-presentation and further practice in the future. Do not usually ask students to copy out corrected answers; this is, more tedious than helpful for them. It is better and more interesting to provide the practice in the same language points in other activities, using new content and tasks.

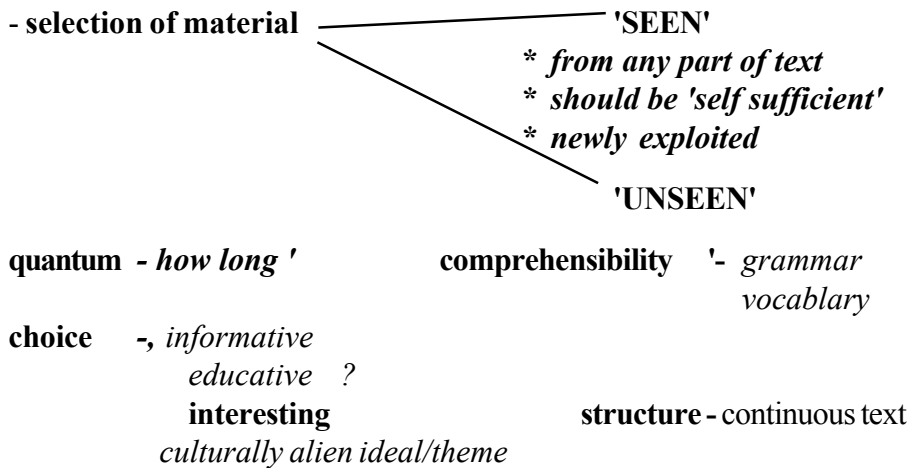
2.9 □ Designing Tests

Testing Reading

Factors affecting the framing of Reading Tests

A frame for a **READING TEST** must have a) *some form of INPUT*
 b) *instructions for TASKS.*

FACTORS affecting INPUT



FACTORS affecting TASKS

ITEMS for READING TESTS should focus on UNDERSTANDING rather than on accuracy in presenting the answers. There should be MINIMAL writing by way of answers.

TEST TYPES – ITEM VARIATION

The major types of tests are not usually very different from those meant for Developing Reading Skills.

Attention should be paid to the RUBRICS. Clarity in writing the rubrics should be maintained. Otherwise it will not be a VALID test.

The usual types are

a) COMPREHENSION type	e.g. short answer - WH qs, completion Blank filling, M/C, T/F.
b) ACTIVITY type	e.g. ticking, labelling, tracing, numbering, sorting etc.
c) INFORMATION type TRANSFER	e.g. form filling, chart filling Drawing, writing paras Drawing flow charts diagrams etc.

MARKING — Marks should be allocated for :

- * understanding the text
- * selecting relevant Information
- * rejecting irrelevant information
- * transferring information to a new format

TESTING GRAMMAR and VOCABULARY

*** WHAT DO WE TEST ?**

KNOWLEDGE, RECOGNITION AND APPLICATION OF

- * the meaning of the word / grammatical item
- * the pronunciation of the word
- * the spelling of the word
- * the grammatical class of the word
- * the morphological structure of the word
- * the contextual value of the word / grammar item
- * the literary value of the word.

ANY OTHER ?

* HOW DO WE TEST ?

A frame for a GRAMMAR or VOCABULARY Test item should have

- Some form of INPUT and
- Instructions for a TASK

WHAT KIND OF INPUT can we provide ?

*Texts - seen , unseen Visuals Sentences
Any other ?*

* WHAT KIND OF TASKS should we set ?

*grouping arranging extending blank-filling
substituting correcting M-choice adding framing*

* CLOZE TESTS

Any other ?

TESTING WRITING SKILLS

● WHY do we test writing skills ?

- Provide opportunities for students to display their ability to
- organise language material using their own words and ideas
- to COMMUNICATE through writing

● A frame for a WRITING test item should

- have clear instructions and rubrics for a *TASK*
- Ensure that students have something to say and a *PURPOSE* for saying it
- have an *AUDIENCE* in mind
- bring about an *ENCOUNTER* with some kind of *INPUT*

● FACTORS affecting INPUT

What sort of stimulus ? * *Details of a specific situation, Letters*
* *Visuals, Topics, Connected texts*
* *Dialogues, Tables and charts, Skeleton material ...*

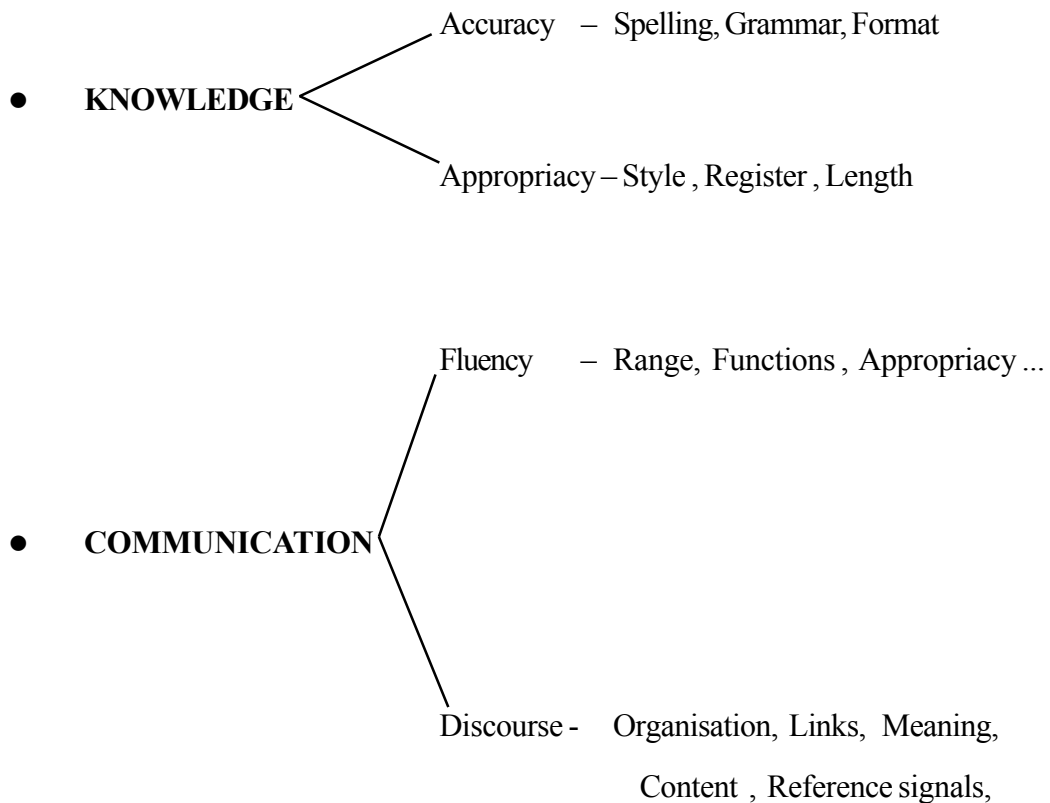
Source ? Seen ? Unseen ?

Features ? Authenticity ? Quantum ? Choice ? Administration ?

● **FACTORS affecting TASKS**

- *should involve thinking and processing of given data*
- *have clear rubrics (instructions, cues, space ...)*
- *should suit the level of the students*
- *should be workable within the specified time.*

MARKING WRITTEN WORK



- How do we ensure **RELIABILITY** in marking written work ?
- Compile a **BANDING SYSTEM**.
- Use an **IMPRESSION Method**.
- Use an **ANALYTIC method**.

Skills of Oral Testing

- **What is Oral testing ? What do we test in this situation?**
- **Why test orally?**
- **In what kind of situations do you want your pupils to talk ? What kind of language should be used in each situation?**

SITUATION

LANGUAGE USED

Job situations

**Asking for information, giving personal inf., greeting , expressing likes and dislikes
leave taking ...**

Interviews

Everyday social Situations

Greeting , inviting, questioning, giving opinions, apologising, leave taking...

Seminar situations

Introducing , explaining, exemplifying, Inviting questions , thanking ...

HOW do we test oral skills ? Testing oral performance necessitates the following :

- 1. Administration - No. of examiners? Seating arrangement? Time?**
- 2. Instructions?**
- 3. Interactants?**
- 4. Script for examiners?**
- 5. Task types? (Individual response / Pair work / Group discussion)**

Assessing Oral skills the major areas to be considered for assessing oral performance are given below.

<i>Accuracy</i>	<i>Fluency & Appropriacy</i>	<i>Interaction</i>
Grammar	Adequate vocab.	Turn taking
Pronunciation...	Length, Choice...	Initiating...

ASSIGNMENT

We have discussed the various parameters for testing the skills of Listening, speaking, reading, writing, Grammar and Vocabulary. Let's us now consider the assignment at the end of this module. Discuss it in detail in groups and with your counsellor before you start designing your question paper.

2.10 □ Methods/Mode of Testing

A good language test may contain either recognition - type test items or production type items, or a combination of both. Each type has unique functions. Study a few test items from local examination or test papers and identify each type..

Test might include subjective or objective integrative or discrete items. A few types of tests are detailed in the next few paragraphs.

1. Questions and answers

These can be used to test almost anything. The more 'closed' the question is (that is, the fewer the possible options for correct answers) the easier the item will be to mark. It is fairly easy to compose and grade closed-ended questions; more open, thought-provoking ones are more difficult, but may actually test better.

2. True/false

This does not directly test writing or speaking abilities; only listening or reading. It may be used to test aspects of language such as vocabulary, grammar, content of a reading or listening passage. It is fairly easy to design; it is also easy to administer, whether orally or in writing, and easy to mark.

3. Multiple-choice

This may be used for the same testing purposes as true/false items; it does test rather more thoroughly since it offers more optional answers and is obviously very easy to mark. It is

administered more conveniently through writing; but note that since the reading of the question-and-options is fairly time-consuming, the process of comprehension of the actual question items may take more time and effort than the point ostensibly tested, which raises problems of validity. Another important problem is that good multiple-choice questions are surprisingly difficult to design; they often come out ambiguous, or with no clear right answer, or with their solutions over-obvious. They are to be approached with caution!

4. Gap-filling and completion

This usually tests grammar or vocabulary, as in the examples. It is tedious to compose, though not so difficult as multiple-choice; it is more easily administered in writing than in speech; the marking is usually simple. You may need to be aware that there is more than one possible right answer.

5. Matching

This usually tests vocabulary, and is rather awkward to administer orally; thus it is best presented written on the board or on paper, though responses may be either oral or in writing. Items can be time-consuming and difficult to compose, and again, there may be alternative 'right' answers to any particular item. Answers, are fairly easily checked.

6. Dictation

This mainly tests spelling, perhaps punctuation, and perhaps surprisingly on the face of it, listening comprehension; people can only usually write words down accurately from dictation if they understand them. It does not, however, test other writing skills or speech, and involves very little reading. It may supply some information on testees, passive knowledge of pronunciation, grammar and vocabulary. It is very easy to prepare and administer; it is relatively easy to mark, though there may be a problem deciding how much weight to attribute to different mistakes.

7. Cloze

This tests (intensive) reading, spelling, and to some extent knowledge of vocabulary and grammar. It can be adapted to 'target' specific language items, by, for example, omitting all the verbs (in which case it is not, strictly speaking, 'cloze', but rather 'gap-filling'). It is fairly easy to prepare and administer. Marking can be tricky; you may find it difficult sometimes to decide if a specific item is 'acceptable' or not.

8. Transformation

This item is relatively easy to design, administer and mark, but its validity may be suspect. It tests the ability of the testee to transform grammatical structures, which is not the same as testing grammar; a testee may perform well on transformation items without knowing the meaning of the target structure or how to use it in context. Marking is fairly straightforward.

9. Rewriting

This tests the same sort of thing as transformation, but is likely to reflect more thorough knowledge of the target items, since it involves paraphrasing the entire meaning of a sentence rather than transforming a particular item. It is, however, more difficult to compose, and the marking may be more subjective. It is, as its name suggests, usually done in writing.

10. Translation

A technique which, at the time of writing, is for various reasons rather unpopular, but in my opinion underservedly so. In a monolingual class whose teacher also speaks the learners' mother tongue, the translation of a 'bit' of language to or from the target language can give very quick and reliable information on what the testee does or does not know, particularly when it involves entire units of meaning (phrases, sentences) within a known context. Translation items are also relatively easy to compose — even improvise, in an informal test — and administer, in either speech or writing. Marking may sometimes be more difficult, but not prohibitively so.

Questions

Basics of Evaluation :

1. What is good evaluation?
2. What is teacher evaluation and how is it different from self-evaluation?
3. What are the immediate advantage of teacher – based evaluation of learner's progress?
4. How effective is it to a teacher to make an evaluation of the materials that he/she may use in the class?
5. Why is Scaffolding necessary in teaching large classes?
6. Describe any three of the characteristics of an effective questionnaire?

Questions : Basic Concepts of Testing

1. What is a Test ? What do we test in ELT ? What are the characteristics of a good test?
2. Define any two of these tests.
 - a. Progress test
 - b. Achievement test
 - c. Proficiency test
 - D. Aptitude test
 - E. Diagnostic test.
3. Give at least four reasons for testing.
4. What are the features one must keep in mind while preparing a test?

5. For planning a test one needs to go through stages, what are they?
6. Why is it essential to have a valid test ? What are the factors that affect validity ?
7. When is a test reliable ? Explain with examples.
8. An ideal test should be both reliable and valid. Do you agree?
9. Discuss with a partner : – Communicative language testing
 - RACE in language testing
 - The importance of rubrics
 - The use of visuals for texting speaking or writing.

REVIEW YOUR UNDERSTANDING

Questions – Basics of Evaluation :

1. What is a good evaluation ?
2. What is teacher evaluation and how is it different from self-evaluation ?
3. What are the immediate advantages of teacher - based evaluation of learner's progress?
4. How effective is it to a teacher to make an evaluation of the materials that he/ she may use in the class ?
5. Why is Scaffolding necessary in teaching large classes ?
6. Describe any three of the characteristics of an effective questionnaire ?

Questions – Basic Concepts of Testing :

7. What is a Test ?
8. What are the characteristics of a good test ?
9. Define :
 - a) Progress test
 - b) Achievement test
 - c) Proficiency test
 - d) Aptitude test
 - e) Diagnostic test
10. Give at least four reasons for testing.
11. What are the features one must keep in mind while preparing a test ?

12. Planning a test one needs to go through stages, what are they ?
13. Why is it essential to have a valid test ? What are the factors that affect validity ?
14. When is a test reliable ? Explain with examples.
15. An ideal test should be both reliable and valid. Do you agree ?
16. Discuss with a partner.
 - Communicating language Testing
 - RACE in language testing
 - The importance of rubrics
 - The use of visuals for Testing Speaking and Writing.
17. Write notes on the following
 - The responsibilities of language-skills-test designer
 - The factors affecting test design for testing Reading or Writing skills
 - The factors affecting test design for testing listening or Speaking skills
 - Communicative Grammar testing
 - Marking criteria for evaluating writing
 - The relationship between Teaching and Testing
 - The importance of rubrics in test design
 - The use of Visuals for Testing Speaking or Writing.

18. ASSIGNMENT

You are required to set a Question paper of 100 marks. Use the framework given below. Mention clearly your *specific objectives for each item*. Pay careful attention to the *rubrics*.

A. Reading (Full Mks 20)

Frame test items to test various sub-skills of reading. Using the unseen input assigned to you, frame test items of the following types :

- a) Non-linguistic response
- b) M/Choice
- c) Information transfer
- d) Sentence Completion
- e) T/F + Justification

- f) Identify and reference types

B. Grammar & Vocabulary (Full Mks 10+10=20)

Frame test items for testing Grammar. Using the given unseen Reading material OR a visuals input, frame items of the following types :

- a) Recognition (Non-linguistic response type)
- b) Production (Substitution / information transfer type)

C. Writing (Full Mks 30)

Frame 3 test items to test the following writing skills. Use (a) a visual, (b) unseen reading materials, (c) any situation as input.

- i) Paragraph
- ii) Letter
- iii) Report or notice.

D. Listening and Speaking (Full Mks 15+15=30)

1. Frame 3 test items of the types suggested below to test listening skills. Use audio recorded material for at least one item.

- a) Non-linguistic response
- b) Information transfer type
- c) T/F + Justification
- d) Identifying type.

2. Frame 2 items to test speaking skills. Choose types from :

- a) Telephonic Conversation (in pairs)
- b) Topic based Presentation (individual)
- c) Reading Aloud (patterned role play).

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Module -2 — Unit 1 □ Teaching Practice

Structure

1.1 Objectives

1.2 Introduction

1.3 What is Teaching Practice

1.4 Planning a Lesson (Demonstration)

1.5 Planning a lesson for your class

1.6 Planning Principles

1.1 □ Objectives

The areas covered in this unit are.

- Practical application of theory and knowledge
- Material Exploitation
- Using Teaching Models
- Classroom Application and Management
- Making appropriate tasks and using them
- Observing Teaching Practice
- Demonstrating T.P.

1.2 □ Introduction

It is expected that this practice session will initiate a teacher from theory to the classroom. Various levels of the Teaching Practice will bring out a complete and enabled teacher who can motivate learners, facilitate inputs, exploit materials and integrate life, and learning.

1.3 □ What is Teaching Practice ?

To move from the older teaching model to the newer one, language teachers need to think about **what** they do and **how** and **why** they do it. Reflective practice allows instructors to consider these questions in a disciplined way.

Reflective practice asks :

- Which teaching model am I using?
- How does it apply in specific teaching situations?
- How well is it working?

Every instructor starts with an initial theory of language teaching and learning, based on personal experiences as a language learner and, in some cases, reading or training. In reflective practice, the teacher applies this theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice.

The theory provides a unifying rationale for the activities that the instructor uses in the classroom; classroom observation and reflection enable the instructor to refine the theory and adjust teaching. Reading and professional development are absorbed into the theory and tested in the reflective practice cycle.

This cycle of *theory building*, *practice* and *reflection* continues throughout a teacher's career, as the teacher evaluates new experiences and tests new or adapted theories against them.

Consider which teaching model underlies the definitions, techniques, and applications presented. How would you like to adapt? Try the ideas suggested in your own classroom, and compare them with your own experience. Doing so will help you integrate this material most effectively into your own teaching philosophy and practice.

1.4 □ Planning for A Demonstration Lesson

Inquire as to the desired topic for the lesson as well as **how many** participants you will have in attendance and **how long** your lesson should last. Some schools may request that you select a topic, while others want all of their candidates to prepare a lesson on the same topic so that they can better compare the lesson's effectiveness.

Determine what **technology** will be available to you. Technology integration is generally a desirable teaching element. By inquiring about the technology you will have at your disposal, you can not only better plan your lesson but also show your eagerness to use technology.

Plan and use short instructions at the beginning of your lesson. While those listening to your lesson are educated adults who already know the basics of your topics, it is wise to prepare a hands-on activity for lesson participants. Experiments, hands-on mini-projects and interactive activities are all commonly useful in maintaining student interest and sharing information. By making one of these enjoyable and learning-rich activities the crux of your demonstration lesson, you show the hiring committee your creativity as an educator.

Integrate technology into some portion of your lesson. By showing an online video, playing a broadcast or completing an interactive technology-based activity with your participants, you demonstrate your technological competence.

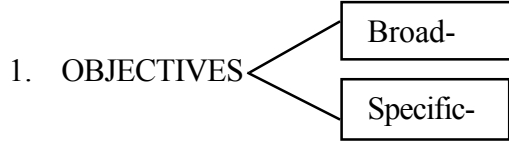
Conclude your lesson with a **short wrap-up**, reminding participants of the importance of the topic and previewing how you could continue exploring the concept in your hypothetical next lesson. Even though you will not teach a lesson to this group of individuals the next day, making reference to what would come next in the course of study allows the hiring committee to see that you are capable of creating a cohesive unit and connecting your lessons.

Compose a long-term lesson plan containing the taught standards. Although few educators actually compose long-term lesson plans for daily lessons, doing so for this demonstration lesson will allow the hiring committee to better understand your planning process and see that you are well-versed in the relevant educational standards.

1.5 □ Planning A Lesson for your class

A key aspect of effective teaching is having a plan for what will happen in the classroom each day. Creating such a plan involves setting **realistic goals**, deciding how to **incorporate course textbooks** and other required **materials**, and developing **activities** that will promote **learning**. This section shows instructors how to carry out each of these steps.

LESSON PLAN



Name of Teacher:

LEVEL

DATE

2. PRESENTATION

Time	Stage	Teacher Activity			Pupil Activity		Aim
		TASK	Input	Management procedures	Interaction	Response	

3. Follow up

Teacher Activity	Pupil Activity	Aim

4. Home work :

1.6 □ Planning Principles

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate.

Motivating Learners

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. Language teachers can use techniques to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succeed as language learners.

Two major areas in lesson planning are

1. Variety, and 2. Flexibility

Good lesson planning means mixing of techniques, activities, materials and methods.

All you need to ask yourselves is the question below :

What is it that my students will feel, know or be able to do at the end of the class (or classes) that they did not feel or know or were not able to do at the beginning of the class ?

Module -2 — Unit 2 □ WORKSHOP

LESSON OBSERVATION

Observe a lesson live/on Video. Record your observation in the format below. 25

LESSON OBSERVATION RECORD

1. While viewing or observing make your own notes on the methods and approaches used for teaching grammar.

2. After viewing/observation make notes on the following areas :

- a) Which language items were presented and practised ?
- b) Which skills were exploited ?
- c) What were the seating arrangements ?
- d) Was the language work related to other school subjects ? If so, which way ?
- e) What real objects and visual aids were used to provide oral practice ?
- f) What classroom management strategies did the teacher use ?
- g) How did the teacher motivate the students ?
- h) What were the different stages of the lesson ?
- i) Do you think it was a successful lesson ? Why ?

3. First Viewing : What to look for

3(a) You have an idea of what you will see in this film. The three teachers all introduce new language, orally, through a variety of activities.

3.(b) During your first viewing, try to find the answers to these questions :

(i) How does each teacher work from the known to the new and unknown?

How is language learnt earlier revised and used to help to introduce the new language item?

(ii) What does the teacher do exactly to introduce the new language?

When do the pupils begin to speak? How are they helped to understand what they are saying?

- (iii) What situations and visual aids are used?
 - (iv) Do you notice anything interesting about the pupils' seating arrangements and movements?
- 3(c) After seeing the film, discuss these points, and any other things that have impressed you about the teaching, with your course tutor.

4 . Reconstructing the teachers' lesson plans

- 4(a) Your course tutor will indicate to each group, or to individual course members, which of the three lessons to reconstruct.
- 4(b) A table like the following may be used. Make the boxes as large as necessary for all the notes you want to include.

1. Name of Teacher in the film.			
2. Object of the lesson.			
3. Language Revision (Summary)			
4. New Language (Summary)			
How do you know	he's	a barbar	
	it's	a bird	
		your piece of paper	?
		etc.	
5. Aids and situations			
6. Teaching steps :			
(a)			
(b)			
etc.			

Notes on the Table

- (1) Mrs Soma Kalubowila, Miss Grace Boateng or Miss Jenny Ang.
- (2) To teach a new language item for use in the unit-of-teaching . For example :
.....
- (3) Language items for revision and as introduction to the new item, For example

- (4) Give examples of the sentences to be used. If convenient these can be shown in *Sentences Table form.
 - (5) Say exactly what pictures and real objects are used. Mention any situations, mime, drama etc. How are the pictures displayed? Do pupils need to move into groups at any point during the lesson?
 - (6) Give a detailed list of each step of the lesson.
- 4(c) When the lesson plans have been reconstructed in this way, it is suggested that three of the participants (e.g. secretaries), could briefly explain their lesson plan to the others.
- 4(d) At this point, the film could be seen for the second time as a check on the lesson plans you have made.

Alternatively, a second viewing could be delayed until after the Workshop Session described in 5 below.

5. Workshop on introducing a new language pattern

- 5(a) *What to teach* : With the help of your tutor, decide on a new language item which you are going to introduce to a class. For example, you may select an item from a course book or from the Teacher's manual etc. Alternatively, you may choose language items needed for your pupil's science or mathematics activities. Also decide on the age of the pupils you are preparing a lesson for.
- 5(b) *Introductory Revision* : Select two three known language items, together with vocabulary already familiar to the pupils. These items should be suitable for use in a situation which will lead on to the new item to be introduced.
- 5(c) *New Vocabulary* : Make a list of new words which will be needed. Do not introduce too many.
- 5(d) *Teaching Steps* : Make notes on the various activities you are going to use e.g. chorus repetition, repetition by groups, responding to picture cues, group activities, mime, songs, etc. Note how you are going to introduce new words.
- 5(e) *Visual Aids* : After working out the Teaching Steps, you will know what visual aids are needed. Collect these (e.g. real articles, pictures from magazines) and make any new aids which will be needed.
- 5(f) *Trying out your plan* : After checking on what you have prepared, try out the whole,

or part of your lesson through peer teaching or with an actual class.

- (i) In peer teaching, you use the rest of the course members as the class. For the time being, they become 'pupils'.
- (ii) If your group are teachers on an in-service course, it will often be possible to use the new materials you have prepared with your own pupils. At the next course session, you can discuss how the lesson went, any problems met, and any amendments you think are necessary.
- (iii) When course members are in an initial teacher training situation, it is often possible to make use of classes in a nearby school.

6. Seeing the film again

- 6(a) After designing and trying out your own lesson, you can view the film again. You will probably notice points about the teaching which you missed before. Some of the teaching in the film is not as easy as it looks! Note especially what preparation was needed to enable the lessons to proceed smoothly and effectively. For example, not only have suitable pictures to be prepared, but they must be at hand when needed, and displayed so that all pupils can see them clearly. Perhaps through seeing the film again, you will notice, teaching techniques that would be useful in overcoming problems that you met in your own lesson.
- 6(b) Discuss the amount of work that the three teachers were able to do with their pupils. Was it the same in every case? Do you think that this had any connection with the pupils' backgrounds, e.g. how much do they use English outside the English lesson? What is the situation with your own pupils?
- 6(c) Remember that Film Three shows only the first part of a lesson. How do you think the rest of the lesson will develop?

7. Amendment to your own lesson plan

Finally, from seeing the film, and teaching your lesson, make any changes to your plan which you think would improve it.

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Notes

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