

Both of them may be used with the aim of checking students' comprehension and their knowledge of vocabulary and grammar.

### **Review Questions.**

1. What is meant by:

a/ Translation as a means of conveying a meaning?

b/ Translation as a means of ensuring comprehension?

2. Classify translations from the point of view of:

a/ the relationship between L1 and L2.

b/ its relation to the original.

c/ its procedures.

## Lecture 22: TEACHING INTEGRATION OF SKILLS

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The integration of skills in the language classroom can be defined quite simply a series of activities or tasks which use any combination of the four skills Listening (L), Speaking (S), Reading (R), Writing (W) - in a continuous and related sequence. In any given lesson, though the focus may be on one particular skill, that skill is not practiced in isolation. For example, the lesson may begin with a short speaking activity, then move into a reading activity, and be followed by a writing activity. Or it may begin with a listening activity, continue with writing activity, and end with a speaking activity. It is important to note that there is no fixed order of skills. Also, it is not necessary for each lesson contain all four skills.

### **I. Rationale for an integrated-skills curriculum**

An integrated-skills curriculum has several advantages over an isolated skills curriculum:

- The combination of skills allows for the development of all four skills within a realistic, communicative framework.
- It provides a natural vehicle for the recycling of language.
- It provides students with suitable language input which then forms the basis for the learners' productive use of the language.
- It gives learners the opportunity to recognize the language they are learning in different contexts.
- It provides variety of activities which is motivating to learners.
- It helps to develop the students' confidence in using the language.

## II. Application of theory to practice

<b>CLASSROOM PRACTICE</b>	<b>UNDERLYING THEORY</b>
<i>Overview of the lesson</i>	
1. The lesson should be divided into four phases: Warm up; Presentation; Practice; and Follow up.	1. The students must be well-prepared and provided with intensive practice so that they can acquire the language effectively.
2. All four phases of the lesson use the same context.	2. The context helps the students learn and reinforce the language presented in the lesson.
3. All the activities in these four phases aim at training the four language skills, but more emphasis is given to (a) particular skill or skills at the beginning stage.	3. The integration of the four skills support the goal of natural communication.
4. All the activities proceed from controlled practice to guided practice to free practice.	4. The teacher should sequence the activities so that the students can participate successfully.
<i>Presentation</i>	
The teacher sets a context and use different presentation techniques to present the new language.	The teacher sets the context in which the language is used to help the students understand it without explanation in the mother tongue.
<i>Controlled practice</i>	
The teacher helps student use the new language with different activities.	This controlled practice helps the students use the language learned.

<i>Follow up :</i>	
More freedom is given to the students in follow-up activities. Students are encouraged to use the new language to express their own experience and knowledge.	1. In this way students can use the new language in more realistic situations that also help them consolidate the previously learned language, get more involved in the learning process and acquire the language successfully.

### Review Questions.

1. What are the advantages of an integrated skills curriculum?
2. When teaching integration of skills, how many phases should we divide the lesson into?

# Lecture 23: CLASSROOM TESTS –1

## **I. WHY DO WE TEST?**

Regular informal tests are useful because:

- they tell the teacher what students can and cannot do, and therefore how successful his or her teaching has been.
- and they tell the students how well they are processing, and give them definite goals in their learning.

## **II. WHAT DO WE TEST?**

To comment accurately on a student's progress, we need to test his or her ability in each of the four skills (speaking, listening, reading, writing) as well as his or her knowledge of grammar and vocabulary.

## **III. TESTING READING AND LISTENING:**

- Questions should test comprehension of the main points, and should genuinely test comprehension (so it should not be possible to guess the answers).
- They should be easy to set and to mark.
- Types of questions:
  1. *True or false?*: look at the following statements. Write T for true, F for false.
    - a. Two and two are four.
    - b. The earth is flat.
    - c. The capital of VN is HCM City.
    - d. India is a socialist country.

2. *Multiple choice.*

3. *Open-ended questions:* Give short answers to these questions:

- a. What is the capital of VN?
- b. What is the shape of the earth?

#### IV. TESTING GRAMMAR AND WRITING

- If we want to encourage students to improve their writing, we need to test writing skills, not just knowledge of grammar.
- It is usually easiest to give controlled writing tests; free writing tests are difficult and time-consuming to mark.
- Examples of controlled writing tests and grammar tests:
  1. Give the past tense forms of these verbs: meet, hear, go, take, come, see.
  2. What did you do before you came here today? Write 3 sentences.
  3. Write these notes as full sentences. Put the verbs into the correct form:  
I/ spend/ last week/ try/ find/ job.  
I/ see/ interesting/ job/ shoe factory.
  4. Fill in the gaps with suitable verbs (cloze tests):  
Yesterday John \_\_\_\_\_ lunch in a restaurant. Then he \_\_\_\_\_ his friend Peter and they \_\_\_\_\_ to a football match together. When they arrived, they \_\_\_\_\_ thirsty, so they \_\_\_\_\_ some lemonade.

#### V. TESTING SPEAKING

We can test speaking by:

- *Continuous assessment:* The teacher gives a mark for participation over a series of lessons.
- *Short oral tests:* The teacher calls each student out in turn and tests him or her on a prepared topic. Each test lasts 30-60 seconds.

**Ex:** Talk about yourself and your family.

Ask the teacher some questions.

Describe your village/ town.

Talk about a friend.

Talk about your school.

### **Review Questions.**

1. Why do we test? When do we test?
2. What would you do if you had a listening comprehension test?
3. What do you do to test your students' knowledge of grammar?

## Lecture 24: CLASSROOM TESTS -2

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### TESTING THE FOUR SKILL AREAS AND VOCABULARY & GRAMMAR.

#### A. TESTING SPEAKING

##### 1. Objectives:

Testing should include assessment of both top-down or macro skills (kỹ năng suy đoán tổng hợp) and bottom-up or micro skills (kỹ năng phân tích).

- Bottom-up skills: fluency, comprehension.
- Top-down skills: pronunciation.

##### 2. Formats:

Most of the subskills can be easily fitted into the framework of an interview test:

- *Questions and requests for information:* Yes/No questions should be avoided; various functions can be elicited through requests of the kind, "Can you explain to me how/why...?" or "Can you tell me what you think of...?"
- *Pictures:* Candidates can be asked to assume a role in a particular situation. Role play can be carried out by two candidates with a tester as an observer, or sometimes the tester can act as a participant of the role play.
- *Interpretation:* It's not intended that candidates should be able to act as interpreters; however, interpreting tasks can test both production and comprehension in a controlled way. One of the testers acts as a monolingual speaker of the candidate's native language, the other as a monolingual speaker of the language being tested.



- *Discussion:* Discussions between candidates can be a valuable source of information.
- *Tape-recorded stimuli:* Oral ability can be tested in the language laboratory.
- *Initiation:* Candidates hear a series of sentences, each of which they have to repeat in turn.

In short, for testing of oral skills we can list three general formats, as follows:

- Interview.
- Interaction with peers.
- Response to tape-recording.

### ***3. Criteria of a good test of oral ability***

1. The test should be carefully planned.
2. Testers should give the candidate as many “fresh starts” as possible.
3. Candidates should not be discouraged from making a second attempt to express what they want to say, possibly in different words.
4. Interviewers need to be sympathetic and flexible characters, with a good command of the language themselves.
5. At least two testers should be present at the interview to obtain valid, reliable and objective scoring.
6. The tests should be carried out in a language lab or in a quiet room with good acoustics.
7. Testees should be put at their ease. Testers should avoid constantly reminding candidates that they are being assessed.
8. The purpose of the test must be clearly stated.
9. The appropriateness of contents, descriptions of criterial levels and elicitation techniques used in oral testing should be considered.

N.B: In considering criteria of a good test we find the need to mention

some techniques not recommended, e.g. prepared monologues or reading aloud.

## **B. TESTING READING SKILLS**

### ***1. Objectives***

The objectives of a reading test may be to test the candidate on one or more of the following subskills:

1. scanning a text to locate specific information.
2. skimming a text to obtain the gist.
3. identifying stages of an argument.
4. identifying examples presented in support of an argument.
5. identifying referents of a pronoun, etc.
6. using context to glean meaning from unfamiliar words.
7. understanding relations between parts of the text by recognizing indicators in discourse, especially for the introduction, development, transitions and conclusion of ideas.

### ***2. Formats***

#### ***Multiple-choice reading tests***

The multiple-choice is a pure one when it is used for evaluating reading comprehension. This is because there is no mixing of skills: both the text and the choices are in English, and both must be understood if the student is to get a high score.

Example: (all sample tests to "Mr. Jones")

#### **MR. JONES**

Mr. Jones delivers the mail in a rural community. A van cannot cope with the country tracks, so he travels from one farm to the next by bike, covering seventy-five miles in the course of a five-day week. He has been doing the same job for thirty years, since he was twenty. He