Impact of Evidence-Based Instruction on Teachers' Views of Teaching and their Learning of TEYL-Related Concepts

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ABSTRACT

This exploratory practice study attempts to investigate the impact of a newly designed TEYL (Teaching English to Young Learners) course on pre-service teachers' learning at the Institut Supérieur des Arts et Métiers, Tataouine (ISAMT). The study also examined their views of teaching as they will soon graduate and join the teaching profession. Several types of assessment (formative and summative) were designed to diagnose and assess students' views of teaching and knowledge of TEYL-related concepts before and after the TEYL course. Findings reveal that while students' understanding of TEYL concepts has improved, their English language proficiency remains a major obstacle to fully benefitting from the course.

Keywords: EFL, evidence-based instruction, higher education, pre-service teachers, TEYL

INTRODUCTION

The Teachers College (TC)-Tunisia Project is a teacher training program that was delivered online from January to October 2022 to a cohort of university teachers and teacher advisors involved in Teaching English to Young Learners (TEYL) in primary schools across Tunisia. The training provided rich input in terms of TEYL content and methodology. I was a participant in the training program.

At the ISAMT, TEYL is taught to pre-service teachers in the second semester of their second year as well as in their final year during their three-year undergraduate program in Education and Teaching. The purpose of this program is to provide training in different subjects including education sciences, languages, math, and science in view of preparing students to teach at primary schools in Tunisia. The TEYL course has therefore been revamped based on the content of the training and on the principles of teaching as a science- and evidence-based practice (see Appendix A).

The TEYL course for Semester 1 encompasses five units. The first unit is an introductory unit where students' attention is directed to the concept of teaching as a science. Unit 2 develops students' knowledge of the processes and conditions of second language learning. Unit 3 discusses the characteristics of young learners (YLs) and provides guidelines

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towards evaluating national English as foreign language (EFL) textbooks in Tunisia. In units 4 and 5, the implications of second language acquisition (SLA) theory and principles of meaning-oriented approaches to English language teaching are presented via a set of English language learning tasks reflecting those SLA principles. Various examples, tasks, and demos are integrated in order to scaffold the students' learning of various SLA concepts, taking into consideration the students' English language proficiencies and perceived needs as future primary school teachers in Tunisia.

THE PUZZLE

Designing an evidence-based course informed by a careful analysis of the context of its implementation (e.g., students' actual and perceived needs, their English language proficiency) is an important step towards enhancing the quality of teaching. However, an equally critical step is assessing the way a course is delivered, student learning, and students' affective responses. This study therefore sought to preliminarily assess the impact of a TEYL course on the attitudes and learning of pre-service teachers at the ISAMT, guided by the following question: To what extent has the newly designed TEYL course influenced pre-service teachers' learning of and attitudes towards TEYL?

To answer this research question, different types of assessment were created and implemented to diagnose and assess the students' attitudes and knowledge before and during the course. The findings were intended to help shape the content of the TEYL course which also ran during Semester 2 (immediate impact) and to inform future course implementations (delayed impact) at the ISAMT and beyond.

THE DATA

Data was collected from final-year Education students. Based on informal observations conducted over two years, these students were generally confident and motivated about becoming a teacher and were familiar and well-versed in group and teamwork activities and oral presentations as they had been doing these tasks on a regular basis since their first year. These pre-service teachers were not English majors. Many did not like English, while others did but clearly needed to improve their English proficiency. They gave tremendous importance to the national textbook. One student last year asked this question: "Why this course since we will be following the national EFL textbook?" Nonetheless, all students were keen on making teaching English fun and meaningful for YLs and were genuinely committed to changing old pedagogical practices which they considered as unsuitable to this population. When it comes to understanding abstract concepts and notions such as "incidental learning" or "scaffolding," however, they tended to be unmotivated and to overemphasize the technical (craft) aspect of teaching.

The data collection procedure began in October 2022 and lasted till January 2023 in four classes in the Department of Education and Teaching at the ISAMT. On average, there were between 26 and 28 students per class.

Three sets of data were collected for this study. One set was compiled from three instruments: KWL chart, open-ended prompt, and exit slips. Students' responses on these were qualitatively analyzed to derive categories. Responses were then assigned to these categories and quantitatively analyzed in terms of frequencies and percentages. A second set of data reflected my assessment of their mid-term group project performance. A third and

final set of data was obtained from a final exam where the grades were quantitatively analyzed for students' overall performance.

To assess students' learning and attitudes towards TEYL, two methods of assessment were used. The first was diagnostic assessment which was implemented during the first session using a KWL chart, observations, and dialogues to tap into the students' current attitudes toward teaching and TEYL. This diagnostic assessment was then compared to my own observations and informal discussions with the pre-service teachers at the ISAMT, as well as to results of formative assessments conducted in subsequent sessions. The objectives of the diagnostic assessment were twofold. Firstly, this type of assessment would expose students' background knowledge regarding TEYL. Secondly, it would uncover their attitudes towards teaching. Thus, the initial diagnostic assessment enabled me, the course instructor, to reshape the ongoing course to better meet the students' perceived needs, and to anticipate potential issues and/or misconceptions that might arise during the remainder of the course. The second method of assessment was formative. Formative assessment was conducted through two exit slips and group projects. Finally, an end-of-term final exam provided a summative assessment.

The diagnostic assessment of the students' knowledge of TEYL and expectations of the TEYL course was conducted using the KWL chart. Students in three classes were divided into thirteen groups of four and were asked to fill in the two first parts of the KWL chart (see Appendix B), "What they Know" and "What they Want to know," which respectively measured participants' areas of knowledge of TEYL and expectations of the TEYL course during the third year. Students brainstormed for 10 minutes and were given an extra five minutes to look at the suggestions I provided for them (See Appendix C). The third part of KWL, "What they learnt," was left blank for the students to fill at the end of the semester. The KWL sheets were then collected and analyzed qualitatively and quantitatively.

The diagnostic assessment of the students' views of teaching was also conducted using an open-ended prompt formulated as: "In groups, decide whether teaching is an art, craft, or science. Give two arguments to support your position." The concepts of "art," "craft," and "science" were first presented and discussed with them to provide a common understanding of these notions. They were then given ten minutes to discuss their views and reach a decision. Due to time constraints, only three groups presented their views orally to the rest of the class. Most groups noted down their views on a sheet of paper that I collected at the end of the session. Results were analyzed qualitatively and quantitatively and discussed in class with them in a subsequent session.

In addition, two exit slips (see Appendix D) were distributed to students after two sessions to measure their immediate intake from two distinct lessons. The first exit slip was intended to reveal the extent to which input regarding TEYL in Tunisia and the need to view teaching as a science impacted students' takeaways from the lesson. Seventy exit slips out of eighty-one were retained for analysis. The second exit slip attempted to measure what students retained from the second lesson, which described the process of second language learning and introduced the concepts of incidental versus intentional learning as well as conditions for second language learning. Students were given 10 minutes to complete the forms and were asked to answer the prompts using a maximum of three sentences. For this second exit slip, only 19 out of 24 were retained for analysis; the remaining five were excluded from the analysis because they either were blank or lacked any relevant answers to the prompts.

For the mid-term examination of the course, eighteen group projects were submitted and presented. Students were asked to select and evaluate one EFL textbook designed for K-12 pupils in Tunisia. The evaluation criteria were presented and discussed during class (see Appendix E).

A final exam representing 70% of the students' final grade was administered in January 2023 as part of the national examination requirements for the TEYL subject (see Appendix F). The exams were graded and a score out of 20 was assigned to each copy. The exam comprised four parts that reflected the different foci of the TEYL course for the first semester. In part 1, students' ability to identify various views of teaching was tested. In part 2, students were requested to identify different feedback strategies based in two lesson extracts. Part 3 assessed their understanding of three different learning styles (viz., auditory, visual, and tactile). Part 4 assessed their ability to evaluate the effectiveness of a lesson against the SLA principles introduced during the course.

ANALYSIS AND RESULTS

The results are given here in five parts. The first part reports the findings of the KWL chart, which participants completed with items they remembered from last year's TEYL course as well as with what they wanted to learn during the present TEYL course. The second part provides an overview of their views of teaching and beliefs. Part three provides information on the students' takeaways from sessions one and two, which respectively deal with teaching as a science, TEYL in the Tunisian context, and the process of second language learning. In the fourth part, a discussion of the pre-service teachers' projects is provided. Finally, the results of the participants' grades on the final exam are presented.

Pre-Service Teachers' Prior Knowledge and Expectations

The participants' reported takeaways from last year's course were qualitatively analyzed to derive the categories shown in Table 1. Findings suggest that the focus of the course was on learner motivation, classroom management techniques, theories of language learning, and the use of teaching aids in the classroom. This corresponds to a great extent to the syllabus of the second year TEYL course.

TABLE 1
Prior Knowledge of TEYL

What they KNOW	n	%
How to motivate YLs	10	16.66%
Classroom management techniques	9	15%
Vygotsky's theory of learning	7	11.66%
Piaget's theory of learning	6	10%
Teaching aids (technology, pictures)	6	10%
Games	5	8.33%
How to give feedback	5	8.33%
Characteristics of YLs	4	6.66%
The language learning process	3	5%
Differentiated pedagogies	2	3.33%
Developing confidence	1	1.66%
Lesson planning	1	1.66%
Stories	1	1.66%
Total	60	

Most of the participants reported that strategies to motivate children (over 16%) and manage the classes (15%) are the two major items that they remembered from last year's TEYL course. This is followed by two different theories of learning (almost 22%) and the use of teaching aids (10%). The remaining items in Table 1 could possibly be derived from the other items. For example, characteristics of young learners, the language learning process, and differentiated pedagogies could have been discussed as part of the unit on theories of learning (Piaget's and Vygotsky's theories).

To go beyond what students reported they knew already, participants were then asked to identify areas in TEYL that they would be interested in studying during their third year. Their responses are presented in Table 2 below.

TABLE 2
Expectations from the Third Year TEYL Course

| What they WANT TO KNOW	n	%
Techniques to facilitate language learning	13	17.33%
(New) strategies to motivate learners	8	10.66%
Lesson planning	7	9.33%
How to teach vocabulary and grammar	5	6.66%
Characteristics of YLs	5	6.66%
Dealing with pupils with special needs	4	5.33%
Stories in TEYL	4	5.33%
Feedback on pronunciation	3	4%
How to use technology	3	4%
Games in TEYL	3	4%
Feedback strategies	2	2.66%
Professionalizing English language teaching	2	2.66%
Using effective materials	2	2.66%
English language resources outside class	2	2.66%
Assessment for YLs	2	2.66%
Miscellaneous	10	13.33%
Total	75	

Most of the responses related to techniques and approaches used to facilitate learning English as a foreign language (over 17%) and strategies used to motivate learners (10.66%). Seven responses representing over 9% of the total number of responses were related to the design of lesson plans. Unsurprisingly, the rest of the table displays the extent of variation in the participants' expectations of the TEYL course.

Similar to the results shown in Table 1, Table 2 reflects the pre-service teachers' concerns with both the teaching approach they should adopt to teach English to young learners and ways to motivate YLs. Based on the results from both prompts, the two categories appear to represent the major concerns of the participants regarding TEYL. This is not surprising as the participants frequently referred to their experience learning English in primary schools using traditional methods of teaching which they considered boring.

Views of Teaching

In lesson 1, participants were asked whether teaching is an art, craft, or science. The group responses are displayed in Figure 1 below.

FIGURE 1
Views of Teaching
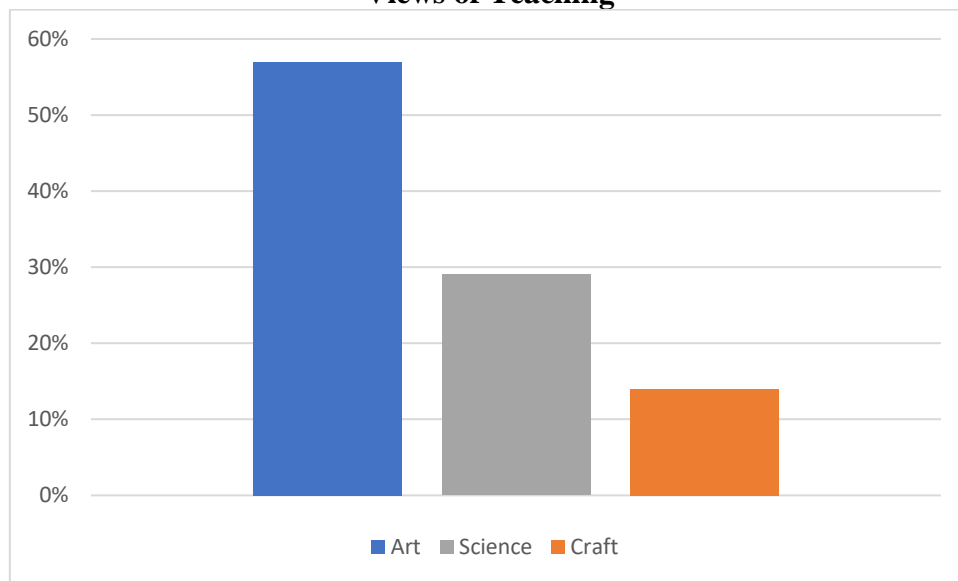
Most respondents (57%) reported that teaching is an art, followed by the statement that teaching is a science (29%), and finally 14% of the responses described teaching as primarily a craft. This runs counter to my observations where I noted a tendency for the participants to view teaching as craft. This highlights the need for informal observations to be supported by the implementation of a rigorous scientific procedure to investigate attitudes. In fact, my initial observations pointed to a prevailing view of teaching as craft, which is now countered by the data obtained above.

To delve deeper into the motives behind these reported views, the arguments that the pre-service teachers presented are displayed in Tables 3, 4, and 5 below. In Table 3, participants who stated that teaching is primarily an art argued that this is so because teaching involves "creating new methods" and "inventing new ideas" (about 47%) and "communicating complex ideas in simple ways" (20%).

TABLE 3
Arguments for Teaching as Art

Responses	n	%
Inventing new ideas/Creating new theories and methods	7	46.66%
Communicate complex concepts in a simple way	3	20%
Dealing with unexpected situations	1	6.66%
How to teach is an art vs. what to teach is available on the net	1	6.66%
Share emotions	1	6.66%
Either you love teaching or not	1	6.66%
Open mindedness	1	6.66%
Total	15	

Two inferences can be drawn here. The first is that participants tended not to capitalize on their pedagogical training at the ISAMT since they believed that they would need to invent new approaches. The second inference is the possible confusion between teaching as a science and teaching as a craft since "communicating complex concepts in a simple way" can be achieved by developing skills and implementing specific teaching techniques, such as

presenting information in different forms, presenting new materials in small steps, or scaffolding difficult tasks.

The second most prominent view of teaching is "teaching as a science." This view was justified on the basis that teaching requires attempts to implement research-informed approaches in the classroom and an ongoing assessment of one's own practices.

TABLE 4
Arguments for Teaching as Science

Responses	n	%
Theories of teaching/different pedagogical approaches	2	33.33%
Teaching requires a lot of preparation	1	16.66%
Continuous evaluation of teaching	1	16.66%
Academic research and rules to help you teach	1	16.66%
Use of specific terminology	1	16.66%
Total	6	

Again, participants may have confused craft with science. In particular, the fact that teaching requires a lot of preparation is an indicator of the craft side of teaching. Finally, Table 5 presents the arguments that some participants provided to support their view of teaching as a craft. Here, they reported on the importance of skills and experience in teaching.

TABLE 5
Arguments for Teaching as Craft

Responses	n	%
Skills to teach YLs	2	50%
Experience to understand the needs of YLs	1	25%
Experience to solve problems that arise	1	25%
Total	4	

The results were shared with students in a subsequent session. One objective was to raise their awareness of their underlying assumptions regarding teaching and the need to consciously approach teaching primarily as a scientific enterprise, especially given that they are novice teachers with little teaching experience. The students were surprised that most of them considered teaching as an art. Some mentioned that the findings may reflect the pre-service teachers' desire to teach outside the beaten tracks by using new techniques and strategies that will ultimately lead to developments in language proficiency and will be more motivating to students. Another objective behind sharing these results with the students was to demonstrate how a teacher can conduct empirical work to add to or adjust their teaching based on a scientific analysis of students' profiles.

Still, positive attitudes, especially beliefs, are difficult to build within a short time span. This has been even more daunting due to unexpected strikes from students, which limited the number of class meetings and thus the course content.

Assessing Learning

Results of students' learning from the exit slips, the group projects, and the final exam are presented below. First, responses to the two questions in exit slip 1 are shown in Table 6.

TABLE 6
What I Learnt/Remember from Lesson 1

Responses	n	%
Teaching is a science	35	29%
Teaching English using clubs	27	22.31%
Teaching is art, craft, and science	12	10%
Importance of early language education	11	9%
Importance of pronunciation for YLs	8	6.61%
Importance of teachers' English language proficiency	7	6%
Teaching is a dynamic system	6	5%
Importance of developing positive attitudes in TEYL	4	3%
Failure of traditional methods	4	3%
Teaching is not a set of standardized practices	3	2.47%
Second language learning takes time	2	1.65%
Focus on oral skills first for YLs	1	1%
Challenges of TEYL in a foreign context	1	1%
Total	121	

The responses provided by the students reflected the focus of lesson 1 on the importance to approach teaching primarily as a science (35%). The second set of responses "teaching English using clubs" (over 22%) reflected the second focus of the lesson where students read an article that provided background information on TEYL in Tunisia. The importance of early language education, particularly when it comes to pronunciation, and the significance of primary school teachers' language proficiency were also extensively discussed with the students during the lesson, which may explain why these categories came out at the top of all responses. Overall, students' responses to exit slip 1 reflected a high interest in lesson 1, which suggests that this lesson should be retained for future implementations of the TEYL course.

On another note, a few of the responses (highlighted in Table 6) echo what their peers orally reported in class regarding their views of teaching. In fact, one group mentioned that teaching is a dynamic system involving art, craft, and science. In the same class, another group argued that their view of teaching as art was supported by the fact that teaching cannot be "standardized" since learners in different contexts are likely to have different needs. The fact that some students used the same words and ideas as their peers reflects interesting instances of peer learning that can be exploited in my future TEYL classes and group projects. The evidence of peer learning is supported by my observation that pre-service teachers at the ISAMT formed a community and appreciated working together as a team.

Table 7 below shows participants' responses to the question in exit slip 2.

TABLE 7
What I Still Want to Know about Foreign Language Learning

Responses	n	%
Which is better: intentional or incidental learning?	4	25%
How to use games to promote incidental learning	3	18.75%
How to promote incidental learning	3	18.75%
How to combine incidental and intentional learning	2	12.50%
How to deal with learners who have more difficulty regarding English	1	6.25%
Which one is more important: Grammar or pronunciation?	1	6.25%

I do not see the relationship between what you are teaching and TEYL	1	6.25%
How to use stories	1	6.25%
Total	16	

Most responses revolved around incidental and intentional learning of a foreign language. Most interestingly, students were eager to know about ways the teacher can promote incidental learning in the classroom. Several tasks and/or lessons as well as procedures for their implementation were thus designed to be used in class as one way to deepen their understanding of these two concepts, especially after some issues related to such concepts were identified in their group projects.

It should be noted that the low literacy skills of many students may have affected the students' written feedback on the two exit slips. Future assessment tools should encompass oral feedback or combine both modes to generate content-richer responses.

In addition, a few issues related to various aspects of the project including content, methodology, presentation structure and delivery, and language were identified. These mainly concern missing justifications and illustrations from the textbook for the scores that the groups provided, as well as a lack of understanding of the concepts introduced in the course (e.g., incidental learning, negotiation of meaning, and input). Language issues relate to accuracy, including pronunciation and sentence structure, as well reading comprehension. It was also noted that many students understood meaningful input as input that reflects the culture and the immediate environment of the pupils rather than the target culture. For example, many groups found that a picture of a hamburger should be replaced by a traditional Tunisian dish, arguing that there are pupils who would not recognize this dish. Such evaluations reveal that there is a need for these students to understand that teaching about the target culture is an integral part of foreign language teaching. Another concern was for the students to overemphasize the value of non-verbal input considering it as an indicator of rich input. All of these issues were brought up at the end of the class presentations and discussed with students with a view to improving understanding and views about the course content.

Turning now to exam scores, individual students' scores (N=99) were entered on an Excel spreadsheet and calculated for descriptive statistics that include the mean, median, mode, and standard deviations. The objective was to provide a summary of students' performance and a view of its distribution across the sample.

Table 8
Descriptive Statistics

Mean	9.5
Median	10
Mode	7.5
Standard Deviation	3.3
Skewness	-0.3
Minimum	1
Maximum	16

As shown in Table 8, the scores range from 1 (lowest score) to 16 (the highest score). An analysis of the mean, median, and mode reveals that students' performance scored below the threshold set for the students to pass the exam which is 10 out of 20. The standard deviation shows quite a spread of scores from the mean which in turn reflects variability in the students' performance. The scores are also negatively skewed. These statistics are expected as the English proficiency level is not a major criterion for entry into the undergraduate Education program.

PEDAGOGICAL IMPLICATIONS

The findings of this exploratory study can be summarized as follows:

1. The pre-service teachers view teaching as primarily an art. This reflects, at least in part, the students' concern with the challenges that they will be facing in the field and the way they need to meet them once they start teaching.
2. Lesson 1 on views of teaching and TEYL in Tunisia was successful. It revealed instances of peer learning that can be exploited in future lessons to enhance students' uptake from the TEYL course.
3. Pre-service teachers' expectations of the TEYL course are centered on teaching techniques to facilitate learning, strategies to motivate young learners, and lesson planning. Again, this mirrors their concern about the skills that they perceive to be the most important when they start teaching.
4. Formative assessment through exit slips and group projects revealed the pre-service teachers' limitations in their English language proficiency. These limitations impeded them from expressing themselves clearly and comprehensively about TEYL-related questions. This observation was confirmed by the feedback the students provided after the delivery of their projects as well as by the results of the final exam.
5. Formative assessment was beneficial to identify parts of the course the pre-service teachers were curious about and/or struggling with. For instance, they were interested in the way incidental learning can be promoted in the YL classroom in Tunisia and expressed their need to consolidate their understanding of this concept. This was confirmed by the issues identified in their group projects which pointed to a limited understanding of the concept of incidental learning.
6. EFL tasks designed for YLs were set up for the students to deepen and enhance their understanding of concepts such as incidental and intentional learning. For example, students had to evaluate a set of tasks based on the SLA principles introduced and discussed during the semester (see Appendix G). Based on the students' feedback and performance in the final exam, it seems that these notions were well understood.

These findings have several pedagogical implications. The first is that students' English language proficiency represents a major obstacle to fully benefiting from the course and providing quality input to YLs. This is especially reflected in the average scores students achieved in the final exam. Second, formative assessment using both oral and written modes should be implemented to get richer and more reliable data on students' views and attitudes. Third, the study showed the benefits of using formative evaluation to help adjust teaching to the needs of the students. This finding reflects the dynamic nature of teaching of which assessment is an integral part.

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APPENDIX A

TEYL Course Description

University of Gabés

Higher Institute of Arts and Crafts-Tataouine

Department of Education

Academic year: 2022-2023

Level: 3rd year

Course: Teaching English to Young Learners (TEYL)

Instructor: Basma Bouziri, PhD.

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COURSE DESCRIPTION

I.   Overview

The TEYL course for third year students of Education covers two major themes throughout the third year: SLA research and Task based Language Teaching. The objectives are twofold: 1) to raise students' awareness of the need to conceptualize teaching as science and develop their knowledge of SLA theory; 2) to develop skills in the design of pedagogical practices that are coherent with this theory.

II.   Course content

A. Semester 1

Unit 1: Teaching as art, craft, and science

Unit 2: Conditions for second language learning

Unit 3: Characteristics of young learners

Unit 4: Meaning and tasks in the language classroom

Unit 5: Characteristics of tasks

Wrap up

B. Semester 2

Unit 1: Tasks for young learners

Unit 2: Task sequencing

Unit 3: Lesson planning

Wrap up

III.   Assessment

20% Group project presentation

10% Attendance and active participation in class

IV.   Tentative schedule for Semester 1

Date	Content
11-12 October	Course Intro Teaching as art, craft, and science Why teaching English to Young Learners in Tunisia? Important factors to consider
18-19 October	Incidental versus intentional learning Different contexts for language learning
25-26 October	Conditions for second language learning (INFO)
8-9 November	Textbook evaluation project guidelines Characteristics of young learners
15-16 November	Project oral presentations
6-7 December	Meaning and tasks in the language classroom
13-14 December	Characteristics of tasks

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APPENDIX B

KWL Chart

Names of group members:

K What we **K**now	W What we **W**ant to know	L What we **L**earnt

APPENDIX C

Support for the KWL Chart

This handout includes content that may help you add to the list you have drawn in groups. If you wish to add any item from this handout to your original list, please feel free to do so. Make sure you <u>UNDERLINE</u> it.

I.   WHAT DO WE WANT TO LEARN?

1. Characteristics of young learners

2. How do learners learn a foreign language?

3. How should we teach English for primary school pupils?

4. Motivation and young learners

5. Piaget's theory of learning

6. Vygotsky's theory of learning

7. How to give feedback to our pupils?

8. How to design English lessons?

9. How to use stories to teach English?

10. Games in the English language class

11. Using pictures to design activities

12. Expanding our knowledge of the world through English

13. Total physical response activities

14. Assessing young learners' English

15. How to teach vocabulary and grammar?

16. Evaluating textbooks for young learners

17. Knowing about English resources outside the classroom

18. A scientific approach to language teaching

II.   HOW DO WE WANT TO LEARN?

1. We want to teach

2. We want to work in groups

3. We want to work individually

4. We want to work in pairs

5. We want to learn how to design language tasks

6. We want to learn how to plan lessons

7.   We want to have examples of language tasks for young learners

8.   We want to design tests of English for young learners

APPENDIX D

Exit Slips

Exit slip 1

Please answer each question in two sentences.

1. *What I know about teaching and/or teaching YLs in Tunisia so far is………………………*

   ………

   ………

2. *The thing you have to remember with this kind of topic is……………………………………………*

   ………

   ………

Exit slip 2

Please answer each question in two sentences.

1. *What I'm still not sure about how foreign languages are learnt is*

   ………

   ………

2. *What I'd like to know more about regarding how foreign languages are learnt is*

   ………

   ………

APPENDIX E

Group Project Guidelines

I.   Step by step procedure

1.   Select ONE textbook (5th till 9th grade).

2.   Select two units to focus on.

3.   Analyse the textbook based on the guiding questions:

    i.   *To what extent does the textbook promote incidental language learning?*

    ii.   *To what extent is the input provided in the textbook rich?*

    iii.   *To what extent is the input provided in the textbook meaningful?*

    iv.   *To what extent can learners negotiate input by interacting with the teacher and/or each other?*

    v.   *To what extent does the textbook provide opportunities for pupils to produce a meaningful output?*

4.   Use a rating scale for each question.

5.   Agree as a group on one score for each question.

6.   Calculate an overall score for the textbook.

7.   Illustrate each of your decision (each score on each question) using examples from the textbook.

8.   Conclude with a summary and a discussion of your evaluation.

9.   Prepare an oral presentation (what you did, what you found, and what you can conclude)

10. Present your work to the class (November 15-16, 2022)

II.   Example of a rating scale

Always	Usually	Sometimes	Rarely	Never
5	4	3	2	1

APPENDIX F

Final Exam

I. **Which view of teaching does each of the descriptions below refer to? Justify your answers (3 points)**

a. *"Teachers are not standardized products. What works for one teacher, might not work for another. Thus, all the teaching strategies a teacher learns should be adopted and adapted to meet a particular teaching situation and their personal teaching style."*

    ……

b. *"The teachers collect data by observing to see if the learning is taking place and how the students can best learn. Teachers then experiment with new strategies or techniques to see how they work."*

    ……

c. *"The skill to teach is cultivated by various means, including learning, reading, training, observation, and experience. It is rightly said, "To teach is to learn twice."*

    ……

II. **Study the extracts below. What is the feedback strategy used by the teacher in each extract? Which one is most effective? Explain your answers (2 points)**

……

……

Extract 1	Extract 2
T: After they have put up their tent, what did the boys do?	T: Vin, have you ever been to the movies? What's your favorite movie?
L: They cooking food.	L: Big.
T: No, not they cooking food, pay attention.	T: Big, OK, that's a good movie, that was about a little boy inside a big man, wasn't it?
L: They cook their meal.	L: Yeah, boy get surprise all the time.
T: Right, they cook their meal over an open fire.	T: Yes, he was surprised, wasn't he? Usually, little boys don't do the things that men do, do they?
	L: No, little boy no swear.

	T: That's right, little boys don't swear.

III. **Which type of learners does each of the activities below best fit? (4 points)**

    a. Learners listen and draw: ……………………………………..

    b. One learner mimes and the others guess:…………………………………………

    c. Learners use puppets to play a story on the theater stage:………………………………

    d. Learners search for information on the Internet and design a poster:…………………

IV. **Study the lesson below and answer the following questions (11 points)**

  a. Evaluate the following lesson in terms of the **input** and the **output opportunities** provided by the teacher **(4 points)**

………
………
………
………..

  b. Is the lesson focusing on meaning, form, or both? Justify your answer **(2 points)**

………
………..

c. What type of learning is principally developed in this lesson? Justify your answer **(2 points)**

………
………

  d. How are the learners cognitively engaged in the lesson? Justify your answer **(1 point)**

………
………

  e. How are the learners affectively engaged in the lesson Justify your answer **(1 point)**

………
………..

  f. In addition to the story, what should the teacher include to help the children understand the story? Explain your answer **(1 point)**

....

....

LESSON

FABLE

The Lion and the Mouse

Read the story. Then answer the questions on your own paper.

A lion was sleeping when a mouse ran across his face and woke him up. The angry lion caught the mouse with his large paw. The mouse begged in a tiny voice, "If you let me go, I will repay your kind act by helping *you* someday." The lion laughed. How could a mouse help a lion? Still laughing, he set the mouse free.

Soon after, hunters captured the lion. They tied him with strong ropes. The mouse heard the lion roar and came running. He gnawed through the ropes with his teeth and set the lion free. Then the mouse said, "You laughed at the idea that I could ever help you. Now you know that even a little mouse can help a big lion."

Moral: No act of kindness—big or small—is ever wasted.

Activity 1: Use the star organizer graph below to identify the major details of the story.

Activity 2: Answer the following vocabulary quiz using words from the story

Description	Word
Animal's hands	
Something used for hunting and fishing	
To bite, chew on, or erode with teeth	
To make a humble or urgent plea	

Activity 3: Put the following events of the story in the right order:

A..........................The Mouse found the Lion in the net.

B..........................The Lion roared with anger.

C. .... The Mouse promises to help the Lion someday if he will let her go.

D...........................The Lion was asleep.

E............................The Lion laid his paw on the Mouse.

F............................ The Mouse chewed the net to free the Lion.

G...........................The Lion went hunting and got caught in a net.

H............................The Lion let the Mouse go.

I............................The Mouse ran across the Lion's nose.

J............................The Lion woke up.

Activity 4: In groups, decide which moral would you choose for the story "The lion and the mouse" and explain your choice.

The morals	Useful language
Moral 1: *A friend in need is a friend indeed.*	I think....What do you think?
	I think the same---I don't think the same
Moral 2: *A kindness is never wasted.*	I like Moral I because....
	Kindness is very important ---Friendship is more
Moral 3: *Size doesn't matter. Each one has a different talent.*	important

Activity 5: The teacher distributes cut outs of the story for each pupil. The teacher gives instructions one by one (e.g., Make my paws grey and my tail yellow; Make the mouse grey; Make the lion yellow.). Students listen and color accordingly.
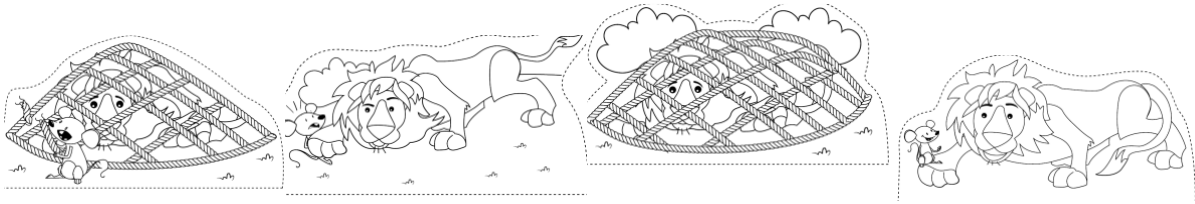
APPENDIX G

Evaluating Tasks Based on SLA-Informed Principles

Task: Group work

In groups, discuss the extent to which the SLA principles below are reflected in the following lesson and tasks?

SLA principles

- Extensive and meaningful **exposure to input.**

- Language teaching should predominantly **focus on meaning** (language as a tool for communication).

- Implicit and explicit **focus on form**. Explicit focus should come after meaning-oriented tasks have been achieved.

- **Noticing** certain linguistic features is necessary for language learning to occur.

- Opportunities for **output** (language **use and interaction**).

- Activating **different learning channels**.

- Language teaching should **engage learners affectively and cognitively**.

Task 1: Listen and draw

You may want to give the following commands:

- Draw a circle

- Draw two eyes. The eyes can be of any color you want.

- Draw some hair. Make it long or short.

Task 2: Sequencing a story

Put the following sentences in the correct order:

A   it was called "The Last Waltz"
B   the street was in total darkness
C   because it was one he and Richard had learned at school
D   Peter looked outside
E   he recognized the tune
F   and it seemed deserted
G   he thought he heard someone whistling