هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Test Taker Handbook: Professional Licensing Test for

English Language (2) Teachers

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Purpose

This handbook focuses on the specialized aspect of the English Language (2) Test for intermediate and secondary school English language teachers. It aims to provide the test takers with helpful information on the test content, the aspects and areas covered, and how the test items are presented in the form of multiple choice questions. The questions provided in this handbook do not cover all of the elements included in the test, nor do they represent the level of difficulty of the actual test. As such, the handbook compliments other handbooks that cover educational aspects of teaching.

Structure

This handbook first gives a brief overview of how the content of each question in the test is organized. Next, it presents the areas the test covers, their relative weights, and the standards relevant to each area. In addition, it provides the test takers with solved sample questions followed by practice test questions to afford them the opportunity to prepare for and familiarize themselves with the test. Finally, it includes a checklist and instructions for the test takers to follow before and on the day of the test.

For More Information

For more information on the test, registration, or the Specialized English Language (2) Standards, please visit the Education & Training Evaluation Commission website:

https://etec.gov.sa/en/Pages/default.aspx

◉ Test Content Organization

The test covers the content of the Specialized English Language (2) Standards, which are organized according to certain areas. Each area is represented by two standards or more. Under each standard, there are a number of indicators. The test questions are based on these indicators.

Major: English Language (2)

Area: Linguistic knowledge

Standard: Understanding and applying the theoretical knowledge of English linguistics.

Indicator: Understand and apply relevant knowledge of phonetics and phonology in English language teaching.

Question:

> **The initial sounds in the words 'bear' and 'dare' differ in:**
> A.   a) place of articulation
> B.   b) manner of articulation
> C.   c) alternation
> D.   d) nasalization

A multiple-choice question is designed to assess one of the standards through one of its indicators.

The indicator addresses an aspect of the standard in a measurable way. Indicators under each standard cover various aspects of that standard.

The standard specifies what a teacher should know or can do. There are a number of indicators under each standard.

The area constitutes one of the branches of the major and represents its content. There are a number of standards under each area.

It represents the name of the major. Each major includes a number of areas.

◉ Test Content

The test covers four areas of the English Language (2) teaching major:

- Language Pedagogy
- Instructional Design
- Theoretical Knowledge and Application
- Linguistic Knowledge

Figure (1) shows the percentages representing each area according to its relative weight. As can be seen from the figure, "Language Pedagogy" represents 45% of the standards' content, "Instructional Design" 19%, "Theoretical Knowledge and Application" 15%, and "Linguistic Knowledge" 21%. This division has taken into consideration the content of curricula taught in public education.

Figure (1): Weights (in percentage) for the Areas of the Specialized English Language (2) Standards

- Language Pedagogy
- Instructional Design
- Theoretical Knowledge and Application
- Linguistic Knowledge
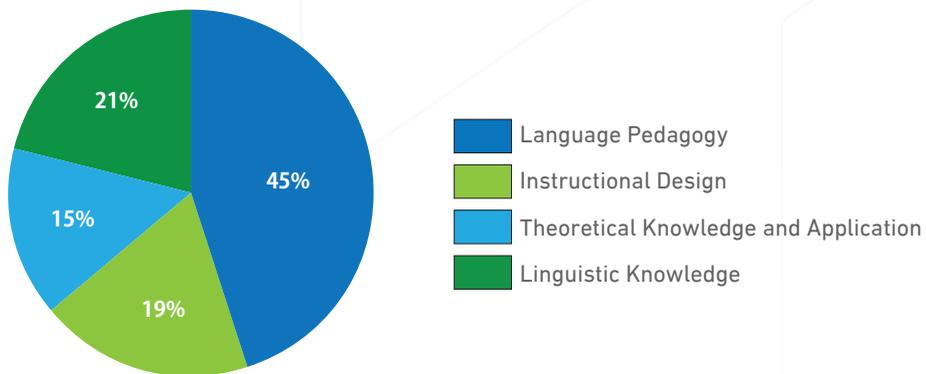
The English language (2) teaching major includes eleven standards distributed over four areas as outlined in the table below:

Area	Standard Number	Percentage Weight
Language Pedagogy	6.9.1	21%
	6.9.2	7%
	6.9.3	8%
	6.9.4	9%
Instructional Design	6.9.5	7%
	6.9.6	8%
	6.9.7	4%
Theoretical Knowledge & Application	6.9.8	8%
	6.9.9	7%
Linguistic Knowledge	6.9.10	7%
	6.9.11	14%
Total		100%

⦿ Sample Questions

This section contains sample questions representing the standards and indicators being tested.

NO. 1

Area: Linguistic Knowldge

Standard: Understanding and applying the theoretical knowledge of English linguistics.

Indicator: Apply relevant knowledge of phonetics and phonology in English language teaching.

Question:

Which of the following is produced with a complete a complete air obstruction?

a) /u/

b) /j/

c) /t/

d) /s/

The correct answer is (c), because /t/ is a stop consonant that is produced with a complete air closure followed by a sudden air release. The other options are wrong: (a) /u/ is a vowel that is articulated with a free flow of air, (b) /j/ is an approximant that is formed by the tongue approaching (but not very close enough to) the hard palate , and (d) /s/ is a fricative consonant that is produced with a narrow air obstruction followed by some hissing noise.

NO. 2

Area: Language Pedagogy

Standard: Understanding and applying teaching strategies relevant to language skills.

Indicator: Implement effective teaching strategies relevant to L2 reading and vovabulary.

Question:

Which of the following is an effective strategy for learning new vocabulary while reading in an EFL classroom?

a) memorization

b) guessing

c) discrete slots

d) brainstorming

The correct answer is (b), because *guessing* the meaning of new vocabulary is one of the strategies a language learner needs to master. The other options are wrong: (a) *memorization* is not a strategy for learning reading, (c) *discrete slots* are used for teaching pronunciation, and (d) *brainstorming* is used for teaching writing.

NO. 3

Area: Language Pedagogy

Standard: Using a variety of teaching methods that promote student engagement in L2 learning.

Indicator: Employ appropriate innovative teaching strategies that enhance student language learning motivation.

Question:

Anxiety can be reduced in EFL classrooms when teachers_____.

a) test students on the material they are working with

b) function as partners and mentors to students

c) do not check homework regularly

d) do not correct students' errors

The correct answer is (b), because teachers need to inform the students that errors and mistakes are part of the process of language learning. In addition, when teachers reward successful communication, they send the message to their students that there is more to language learning than just grammatical rules and forms. The other options are wrong: (a) testing students on the material they are working with could raise their anxiety, (c) teachers need to check homework regularly, and (d) teachers must have a strategy for correcting students' errors.

NO. 4

Area: Theoretical Knowledge & Application

Standard: Demonstrating and applying knowledge of second language acquisition in relation to L2 instruction.

Indicator: Identify stages and obstacles of second language acquisition.

Question:

From a teaching point of view, students' grammar errors such as *rided* and *goed* _____.

a) must be eradicated

b) mean that the student is learning

c) hinder a student's progress

d) are a failure to learn correct English

The correct answer is (b), because research findings show that students' errors follow a developmental pattern. The other options are wrong: (a) grammar errors are an inevitable part of the process of language learning, (c) grammar errors are part of the learning process, and (d) students' errors are not a failure but part of the process of second language acquisition (SLA).

NO. 5

Area: Linguistic Knowledge

Standard: Understanding language as a system.

Indicator: Understand and differentiate between the major concepts and definitions of language.

Question:

The function of language to pass on information is called _____ .

a) transactional

b) international

c) interactional

d) translational

The correct answer is (c), because *interactional* refers to the function which language serves in expressing social relations and personal attitudes. The other options are wrong: (a) *transactional* refers to the function language serves in the expression of content, (b) *international* means connected with or involving two or more countries and does not denote any passing of information, and (d) *translational* is related to uniform movement without rotation.

NO. 6

Area: Linguistic Knowledge

Standard: Understanding language as a system.

Indicator: Examine the origin and history of English and how it is related to other languages.

Question:

The main problem when dealing with the theories of the origin of human language is that _____ .

a) there are too many of them

b) they are based on observation

c) they are not related to primates

d) they lack scientific evidence

The correct answer is (d), because such theories cannot be supported by scientific evidence. The other options are wrong: (a) there are only a few theories about the origin of human language, (b) such theories are based on speculations, and (c) these theories are related to humans who are a subcategory of primates.

NO. 7

Area: Linguistic Knowledge

Standard: Understanding language as a system

Indicator: Understand and differentiate between the major concepts and definitions of language.

Question:

The relationship between linguistic form and meaning is _____ .

a) arbitrary

b) informative

c) non-directional

d) onomatopoeic

The correct answer is (a), because the relationship is not based on a reason, a system, or a plan. The other options are wrong: (b) the relationship does not give researchers useful information, (c) *non-directional* means functioning equally well in all directions, which is not the case here, and (d) *onomatopoeic* refers to the imitation of a natural sound, which is not true for the majority of vocabulary items.

NO. 8

Area: Linguistic Knowledge

Standard: Understanding language as a system.

Indicator: Understand and differentiate between the major concepts and definitions of language.

Question:

The ability of human language to refer to things not present in the immediate environment is called _____ .

a) discreteness

b) diversity

c) duality

d) displacement

The correct answer is (d), because *displacement* allows us to talk about things and places (e.g., fairies) whose existence we cannot even be sure of. The other options are wrong: (a) *discrete* refers to a state when something is distinct, (b) *diversity* refers to multiplicity, and (c) *duality* refers to the concept that language can be represented at two levels.

NO. 9

Area: Linguistic Knowledge

Standard: Understanding and applying the theoretical knowledge of English linguistics.

Indicator: Apply relevant knowledge of syntax in English language teaching.

Question:

‹*If you study hard*› is _____ .

a) a simple sentence

b) an independent clause

c) a dependent clause

d) an example of ellipsis

The correct answer is (c), because a dependent clause (such as the conditional clause here) cannot stand alone syntactically. The other options are wrong: (a) a simple sentence consists of one independent clause, (b) an independent clause is able to stand alone syntactically as a complete sentence, and (d) ellipsis is the omission of a word or a phrase necessary for a complete syntactical construction, which is not the case here.

NO. 10

Area: Linguistic Knowledge

Standard: Understanding and applying the theoretical knowledge of English linguistics.

Indicator: Apply relevant knowledge of syntax in English language teaching.

Question:

Adverbs can modify all of the following EXCEPT _____ .

a) other adverbs

b) nouns

c) verbs

d) adjectives

The correct answer is (b), because adverbs never modify nouns. The other options are wrong: (a) adverbs can modify other adverbs as in "She moved *quite* slowly", (c) adverbs can modify verbs, as in "She drove *slowly*",and (d) adverbs can modify adjectives, as in "She drove a *very* fast car".

·◉· Practice Test Questions

Question 1:

In the sentence 'The teacher saw one of the students cheating in the exam', the word 'cheating' is a _____ verb.

a) linking

b) finite

c) copulative

d) non-finite

Question 2:

The vowel in 'two' is _____ .

a) high front vowel

b) mid central vowel

c) high back vowel

d) low back vowel

Question 3:

The word *reopened* consists of _____ morpheme(s).

a) one

b) two

c) three

d) four

Question 4:

The sentence 'Young boys and girls love the adventure playground' is _____ .

a) syntactically ambiguous

b) lexically ambiguous

c) unambiguous

d) ungrammatical

Question 5:

What a speaker assumes is true or known by a listener can be described as _____ .

a) entailment

b) coherence

c) cohesion

d) presupposition

Question 6:

The term 'negative transfer' is used to refer to _____ .

a) the effect of an unfavorable learning environment on the student

b) the negative influence of L1 on L2

c) the imitation of other students´ mistakes

d) the imitation of teachers´ mistakes

Question 7:

Before starting a listening activity, the teacher should _____ .

a) set a listening objective

b) verify predictions

c) evaluate comprehension

d) modify listening strategies

Question 8:

Reading from the beginning of a text and going word by word, stopping to look up every unknown vocabulary item until the end of the text is an example of _____ .

a) scanning

b) skimming

c) bottom-up strategy

d) top-down strategy

Question 9:

_____ is the first stage in the writing process.

a) Reviewing

b) Editing

c) Drafting

d) Evaluation

Question 10:

_____ in language learning is the situation where the learner spends time in an environment operating solely in the target language.

a) Immersion

b) The communicative approach

c) The direct method

d) Scaffolding

Question 11:

What is the easiest way of presenting the word *snake* to the learners?

a) Defining the word

b) Using a real snake

c) Drawing the object on the whiteboard

d) Using the word in a sentence

Question 12:

A good learning objective for an elementary English class is: "At the end of the lesson, learners will be able to _____".

a) listen with the purpose of following directions

b) listen and talk to native English speakers

c) listen to a conversation

d) listen to a conversation and identify various English accents

Question 13:

In an effective lesson, which stage comes first?

a) Expansion

b) Presentation

c) Practice

d) Evaluation

Question 14:

In order to collect information about students' learning nterests and abilities for the sake of designing a language lesson, a teacher needs to conduct _____.

a) a program evaluation

b) an assessment plan

c) a needs analysis

d) a teaching portfolio

Question 15:

Which of the following is a liquid consonant?

a) [i]

b) [l]

c) [m]

d) [g]

Question 16:

Projects for producing posters, brochures, and pamphlets are examples of _____ .

a) the Natural Approach

b) task-based learning

c) community language learning

d) the Structural Approach

Question 17:

In _____ setting, students in small groups acquire and apply knowledge and skills to solve real-world situations.

a) the Silent Way

b) a problem-based learning

c) a grammar-translation

d) the Direct Method

Question 18:

In order to identify learners' strengths and weaknesses with the intention of finding out what learning still needs to take place, the teacher needs to develop a _____ test.

a) proficiency

b) norm-referenced

c) diagnostic

d) achievement

Question 19:

_____ are designed to help teachers roughly monitor students' progress and keep students on their toes.

a) Proficiency tests

b) Placement tests

c) Pop quizzes

d)   Achievement tests

Question 20:

By using _____ , the teacher regularly monitors the students' performance without interrupting the instruction time.

a) formative assessment

b) summative assessment

c) placement tests

d) diagnostic tests

Question 21:

_____ is/are used to guide and inform teaching practice and modify language programs in response to students' needs and abilities.

a) Lesson plans

b) Course description

c) Assessment information

d) Course syllabi

Answer Key

Question	Indicator	Standard	Answer
1	3	6.9.11	D
2	1	6.9.11	C
3	2	6.9.11	C
4	3	6.9.11	A
5	5	6.9.11	D
6	3	6.9.8	B
7	2	6.9.1	A
8	4	6.9.1	C
9	6	6.9.1	C
10	1	6.9.9	A
11	4	6.9.1	C
12	1	6.9.5	A
13	2	6.9.2	B
14	1	6.9.7	C
15	1	6.9.11	B
16	4	6.9.4	B
17	1	6.9.4	B
18	1	6.9.3	C
19	1	6.9.3	C
20	1	6.9.3	A
21	1	6.9.3	C

Are You Ready for the Test?

Check how prepared you are for the test by answering the following questions:

NO.	Question	Yes	No
1	Do you know the requirements of the teaching specialty you are applying to?		
2	Did you follow the registration procedures?		
3	Do you know the date and venue of the test?		
4	Do you know the requirements for entering the test hall?		
5	Do you know the content covered in the test?		
6	Did you review books, pamphlets, or any other resources related to the content of the test?		
7	Do you know the duration of the test? Do you know the number of questions included?		
8	Are you familiar with the nature of the questions presented in the test?		
9	Did you practice answering similar questions?		
10	If you are taking the test for the second time, did you analyze your previous score and identify the areas you need to focus on?		

⊙ On the Day of the Test:

You need to finish reviewing the specialized standards a day or two before the date of the test. It is recommended that you:

- sleep well the night before the test.

- have all the documents required to enter the test hall such as your ID card.

- eat a snack before taking the test.

- line up to finish the procedures of entering the test hall.

- be calm. You have no control over the test, but you can control yourself. Invigilators are highly trained and work hard to standardize the procedures of administering the tests throughout the Kingdom.

- read the handbook on fighting anxiety a couple of days before the test.

⊙ Study Planning:

To make the most of this handbook and the content of the standards, it is advised to determine the standards that you need to study further, and write their numbers in the table below, while completing the rest of the cells, in order to focus on the study processes.

The content covered in the test	How can I make sure that I learn the content very well?	What material do I already have in order to study this content?	What material do I need to study this content?	Where do I find the material that I need?	Start of studying	End of studying