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| **What assumptions about teaching, learning and language affect evaluation**? Where are you on the continuum? 1. Select left or right column 2. Then, select middle if there is substantial truth to both |
| Yes? | **Students learn better when** | Yes? |
|  | 1. They are given the correct answer.
 |  | They can discover their own answers. |  |
|  | 1. They are pushed beyond their comfort zone.
 |  | They feel secure. |  |
|  | 1. The teacher provides answers to student questions.
 |  | The teacher provides a structure for the students to find the answer. |  |
|  | 1. Students are engaged in practical tasks that relate to real world uses of English.
 |  | Students focus on exercises to learn the language step by step according to a linguistic scaffold. |  |
|  | 1. Maximum use is made of pair and group activities in which students complete tasks collaboratively.
 |  | Maximum use is made of individual learning tasks so the better students can make more progress and the weaker ones can focus on learning what they missed. |  |
|  | 1. More attention is given to building English accuracy
 |  | More attention is given to building English fluency |  |
|  | 1. Students develop an awareness of the learning process and their own learning styles, strengths and weaknesses.
 |  | Students focus on adapting to the teaching method used by their teacher to maximize learning.  |  |
|  | 1. The learning of language cannot be separated from the context within which it is used.
 |  | Language can be learned by studying the rules of grammar and the meanings of words. |  |
|  | 1. Programs should have a consistent teaching methodology employed by all teachers.
 |  | Teachers should employ the methodology that fits their assumptions about teaching and learning. |  |
|  | 10. Teachers take time in class to correct pronunciation errors of individual students. |  | Teachers make note of errors in class and discuss them with students outside of class. |  |