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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. | |  |