



Test Taker Handbook: Professional Licensing Test for
English Language (1) Teachers

2020م / 1441هـ





Purpose

This handbook focuses on the specialized aspect of the English Language (1) Test for elementary 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 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 (1) 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 (1) Standards, which are organized according to certain areas. Each area is represented by one standard or more. Under each standard, there are a number of indicators. The test questions are based on these indicators.

Major: English Language (1)

Area: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English phonics, phonetics, and phonology in L2 teaching.

Question:

The initial sounds in the words 'bear' and 'dare' differ in:

- A. place of articulation
- B. manner of articulation
- C. alternation
- 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 one or more standards under each area.

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



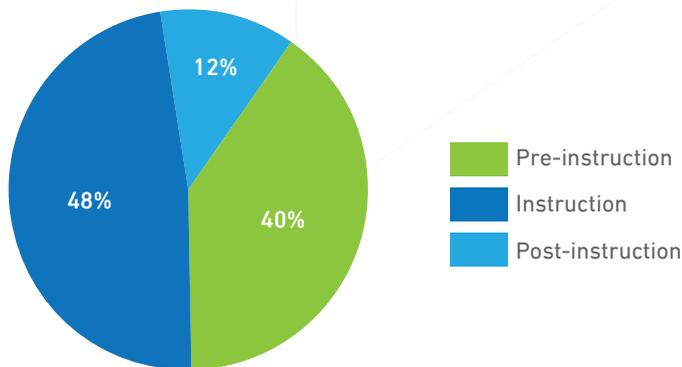
••• Test Content

The test covers three areas of the English Language (1) teaching major:

- Pre-instruction
- Instruction
- Post-instruction

Figure (1) shows the percentages representing each area according to its relative weight. As can be seen from the figure, “Pre-instruction” represents 40% of the standards’ content, “Instruction” 48%, and “Post-instruction” 12%. 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 (1) Standards



The English Language (1) teaching major includes eight standards distributed over three areas as outlined in the table below:

| Area | Standard Number | Percentage Weight |
|------------------|-----------------|-------------------|
| Pre-instruction | 6.39.1 | 8% |
| | 6.39.2 | 16% |
| | 6.39.3 | 8% |
| | 6.39.4 | 8% |
| Instruction | 6.39.5 | 13.5% |
| | 6.39.6 | 21% |
| | 6.39.7 | 13.5% |
| Post-instruction | 6.39.8 | 12% |
| Total | | 100% |



••• Sample Questions

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

NO. 1

Area: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English phonics, phonetics, and phonology in L2 teaching.

Question:

Which of the following is produced with 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: Instruction

Standard: Understanding and applying recent strategies to teach young L2 learners language skills and sub-skills to enhance communication.

Indicator: Implement effective teaching strategies relevant to L2 vocabulary.

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 an effective strategy for learning new vocabulary while reading, (c) *discrete slots* are used for teaching pronunciation, and (d) *brainstorming* is used for teaching writing.



NO. 3

Area: Instruction

Standard: Selecting teaching methods suitable for young L2 learners.

Indicator: Implement creative teaching techniques that promote language learners' motivation and engagement.

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: Instruction

Standard: Selecting teaching methods suitable for young L2 learners.

Indicator: Use strategies for overcoming common challenges faced by L2 learners.

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: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English phonics, phonetics, and phonology in L2 teaching.

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: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English semantics in teaching vocabulary.

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. 7

Area: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English syntax in L2 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. 8

Area: Instruction

Standard: Understanding and employing theoretical knowledge of linguistics in teaching young L2 learners.

Indicator: Apply relevant knowledge of English syntax in L2 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”.



NO. 9

Area: Post-instruction

Standard: Developing and selecting assessment tools relevant to the learning outcomes and suitable for young L2 learners.

Indicator: Select formative assessment tools and criteria relevant to L2 learning outcomes.

Question:

_____ assessment is conducted to monitor student learning to provide ongoing feedback.

- a) Diagnostic
- b) Summative
- c) Norm-referenced
- d) Formative

The correct answer is (d), because formative assessment is used to inform teachers how their students are doing during the learning/teaching process. The other options are wrong: (a) diagnostic assessment is conducted at the beginning of a unit/term to help inform the teacher how much the students know and don't know about a certain topic, (b) summative assessment is conducted at the end of a unit/term/school year to see how much the students actually learned, and (c) norm-referenced assessment compares a student's performance to that of his/her peers.



NO. 10

Area: Pre-instruction

Standard: Formulating learning outcomes for young L2 learners.

Indicator: Develop specific, measurable, achievable, realistic, and time-bound L2 learning outcomes at module and lesson-levels.

Question:

Which of the following is NOT a characteristic of a good learning objective?

- a) relevant
- b) broad
- c) time-bound
- d) attainable

The correct answer is (b), because a learning objective must be focused and clearly stated. The other options are wrong: (a) a learning objective must align with the lesson/course mission, (c) the learning duration must be set, and (d) a learning objective must be reasonable to achieve.



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

- 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:

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 negative imitation of teachers' mistakes

Question 6:

Before starting a listening activity, the teacher should

- a) set a listening objective
- b) verify predictions
- c) evaluate comprehension
- d) modify listening strategies



Question 7:

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 8:

..... is the first stage in the writing process.

- a) Reviewing
- b) Editing
- c) Drafting
- d) Evaluation

Question 9:

What is the easiest way of presenting the word *snake* to L2 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 10:

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 11:

In an effective lesson, which stage comes first?

- a) Expansion
- b) Presentation
- c) Practice
- d) Evaluation

Question 12:

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

- a) a program evaluation
- b) an assessment plan
- c) a needs analysis
- d) a teaching portfolio



Question 13:

Which of the following is a liquid consonant?

- a) [i]
- b) [l]
- c) [m]
- d) [g]

Question 14:

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 15:

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 16:

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

- a) Proficiency exams
- b) Placement tests
- c) Pop quizzes
- d) Achievement tests

Question 17:

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 18:

..... 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



Question 19:

..... is the study of how sounds are produced.

- a) Phonetics
- b) Phonology
- c) Morphology
- d) Semantics

Question 20:

Syntax is concerned with structure.

- a) word
- b) sentence
- c) tone
- d) sound



 **Answer Key**

| Question | Indicator | Standard | Answer |
|----------|-----------|----------|--------|
| 1 | 3 | 6.39.7 | D |
| 2 | 1 | 6.39.7 | C |
| 3 | 2 | 6.39.7 | C |
| 4 | 3 | 6.39.7 | A |
| 5 | 4 | 6.39.5 | B |
| 6 | 1 | 6.39.6 | A |
| 7 | 3 | 6.39.6 | C |
| 8 | 4 | 6.39.6 | C |
| 9 | 5 | 6.39.6 | C |
| 10 | 1 | 6.39.1 | A |
| 11 | 3 | 6.39.2 | B |
| 12 | 2 | 6.39.4 | C |
| 13 | 1 | 6.39.7 | B |
| 14 | 1 | 6.39.5 | B |
| 15 | 1 | 6.39.5 | B |
| 16 | 1 | 6.39.8 | C |
| 17 | 1 | 6.39.8 | A |
| 18 | 2 | 6.39.8 | C |
| 19 | 1 | 6.39.7 | A |
| 20 | 3 | 6.39.7 | B |



•• 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 |
|---------------------------------|---|---|--|---|-------------------|-----------------|
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