LTP 3c

1. Compare the role of the mother tongue in GTM and DM, explaining the rationale behind each method's position.
2. How do GTM and DM differ in their treatment of grammar, and what effects might these differences have on learner outcomes?
3. Compare the typical teacher–student interaction patterns in GTM and DM classes.
4. In what ways do GTM and DM reflect different beliefs about how languages are learned?
5. Compare ALM and CLT in terms of their goals for learner language ability.
6. How does each method handle errors, and what does this reveal about their underlying learning theories?
7. Describe the difference between "drills" in ALM and "communicative tasks" in CLT.
8. Compare how ALM and CLT approach the teaching of grammar and vocabulary.
9. Compare the use of context and situations in SLT and DM.
10. How do SLT and DM differ in their approach to sequencing vocabulary and structures?
11. Compare the role of teachers and students in each method.
12. Explain how SLT and DM differ in the balance between controlled and spontaneous practice.
13. Compare how CLL and Suggestopedia address learners' emotional and psychological needs.
14. How do teacher roles differ in CLL and Suggestopedia?
15. Compare the use of the mother tongue in each method.
16. Explain how each method attempts to reduce learner anxiety.
17. Compare the roles of teacher talk and silence in Silent Way and TPR.
18. How do learners demonstrate understanding in each method?
19. Compare how the two methods view the importance of physical movement.
20. Discuss how beginners might respond differently to Silent Way versus TPR.
21. Compare GTM and CLT in terms of their view of the purpose of language learning.
22. How do GTM and CLT differ in the types of activities they prioritize?
23. Compare the role of accuracy and fluency in the two methods.
24. How does each method prepare (or fail to prepare) learners for real-life communication?
25. Compare the type of input learners receive in ALM and TPR.
26. How does each method handle memorization and repetition?
27. Compare how meaning is conveyed in ALM and TPR.
28. Explain which method is more suitable for young learners and why.
29. Compare the goals of CLT and TBLT in developing communicative competence.
30. How do the two methods differ in their treatment of form-focused instruction?
31. Compare the types of tasks or activities central to each approach.
32. Explain how assessment differs between CLT and TBLT.

Material design and evaluation final work card questions

1. Explain how teaching materials serve as tools for representing the aims of a foreign language curriculum. Provide examples of aims such as communicative competence or cultural awareness.
Key words: aims, goals, objectives, communicative competence, intercultural competence, representation, embodiment

2. Discuss the role of values in teaching materials. How do materials reflect societal values like inclusivity or diversity in foreign language education?
Key words: hidden curriculum, values, inclusivity, gender representation, cultural stereotypes, global citizenship

3. Describe methods in foreign language teaching that can be represented through materials. Compare deductive and inductive methods with specific material examples.
Key words: methodology, deductive vs inductive, PPP, TTT, task-based, CLT, grammar-translation

4. Analyze how teaching materials embody pedagogical aims, values, and methods. What risks arise if materials misalign with these elements?
Key words: coherence, alignment, mismatch, washback, demotivation

5. Evaluate the importance of aligning teaching materials with the core aims, values, and methods of a foreign language program. Suggest strategies for ensuring this alignment.
Key words: Tomlinson's principles, Cunningsworth checklist, needs analysis, piloting

6. Define what a syllabus is in the context of foreign language teaching. Outline its primary components.
Key words: syllabus types (structural, situational, functional-notional, task-based, lexical), objectives, content, sequencing, assessment

7. Identify common characteristics of a syllabus. How do features like flexibility and learner-centeredness influence course design?
Key words: flexibility, specificity, negotiability, learner-centered vs teacher-centered

8. Differentiate between a syllabus and a course book. Explain how materials support the implementation of a syllabus.
Key words: syllabus vs curriculum vs course book, blueprint, operationalization, supplementation

9. Discuss the relationship between syllabus, course book, and supplementary materials. Provide an example of integration.
Key words: core vs supplementary materials, global vs specific course books, scaffolding

10. Evaluate the strengths and weaknesses of a structural syllabus versus a task-based syllabus.
Key words: linear vs cyclical, accuracy vs fluency, synthetic vs analytic

11. Explain the interdependent relation between syllabus, course book, and materials. How does the syllabus guide course book selection?
Key words: top-down vs bottom-up design, fidelity, adaptation

12. Analyze how a course book operationalizes a syllabus. Discuss the role of materials in bridging gaps.
Key words: coverage, depth, recycling, spiral syllabus

13. Describe potential mismatches between syllabus, course book, and materials and suggest solutions.
Key words: gap-filling, omission, supplementation, localization

14. Evaluate the impact of cultural context on the relation between syllabus and course books.
Key words: cultural appropriacy, localization, glocalization, EFL vs ESL

15. Discuss strategies for adapting materials to better align with the syllabus and course book.
Key words: Tomlinson's adaptation framework (add, delete, modify, simplify, reorder)

16. Outline a systematic framework for evaluating student's books.
Key words: Cunningsworth, McDonough & Shaw, Tomlinson & Masuhara checklists, external vs internal evaluation

17. Explain the process of evaluating a teacher's book and accompanying multimedia (CDs, digital components).
Key words: teacher support, answer key, methodological guidance, exploitability

18. Discuss the evaluation of multimedia and self-study materials.
Key words: interactivity, authenticity, autonomy, self-access

19. Compare predictive (pre-use), in-use, and post-use evaluation of materials.
Key words: formative vs summative, while-use evaluation, retrospective

20. Identify challenges in evaluating diverse materials and recommend tools.
Key words: subjectivity, reliability, checklist validity, triangulation

21. Describe the first-glance (impressionistic) evaluation stage when choosing a course book.
Key words: layout, visuals, table of contents, sample units, gut feeling

22. Explain how to conduct an in-depth (close) analysis of course books.
Key words: criteria – aims, approach, skills balance, grading, cultural content, teacher-friendliness

23. Discuss the importance of moving from analysis to first-glance and then to close evaluation.
Key words: time management, shortlisting, cost-effectiveness

24. Evaluate factors influencing course book selection beyond the book itself.
Key words: learner profile, institutional constraints, exam washback, budget

25. Analyze common pitfalls in first-glance evaluation.
Key words: bias toward attractive design, native-speakerism, recency effect

26. Outline the process and criteria of close evaluation of a course book.
Key words: piloting, micro-evaluation, scoring system, weighting

27. Discuss the internet as a resource for language learning/teaching during evaluation.
Key words: authenticity, up-to-dateness, iTILT, WebQuest, OER

28. Explain how online reviews and teacher forums aid close evaluation.

Key words: ELT materials reviews, Amazon, Goodreads, IATEFL SIGs

29. Evaluate advantages and disadvantages of digital vs print course books.
Key words: interactivity, accessibility, cost, digital fatigue, piracy

30. Analyze copyright and ethical issues when using internet-sourced materials.
Key words: Creative Commons, fair use, attribution, plagiarism

31. Define authentic materials and explain criteria for choosing and exploiting them.
Key words: genuineness, realia, simplification vs exploitation, pre-/while-/post-tasks

32. Discuss strategies for adapting authentic materials to different proficiency levels.
Key words: grading tasks not text, jigsaw reading, gapped transcripts, support scaffolds

33. Evaluate benefits of authentic over contrived materials.
Key words: motivation, relevance, discourse features, cultural insight

34. Analyze challenges of authentic materials and adaptation solutions.
Key words: complexity, cultural bias, length, outdated references

35. Explain the role of teacher creativity in adapting and exploiting authentic resources.
Key words: mediation, materials writer role, bricolage

36. Describe principles for designing effective supplementary worksheets.
Key words: clarity, white space, instructions, variety, answer key

37. Explain the role of visual aids in language teaching and supplementation.
Key words: dual coding theory, cognitive load, infographics, mind maps

38. Discuss best practices in designing visual aids and worksheets.
Key words: font, color theory, copyright-free images, Canva, universal design

39. Evaluate how texts and visual aids work together in supplementary materials.
Key words: text-image relationship, labeling, gap-fill with visuals

40. Analyze how supplementary materials address gaps in commercial course books.
Key words: localization, exam preparation, soft skills, project work

41. Explain task-based principles in materials design.
Key words: Willis framework, pre-task → task cycle → language focus, real-world outcomes

42. Discuss key principles of materials design with reference to tasks.
Key words: authenticity, engagement, challenge, scaffolding, recycling

43. Evaluate the role of learner needs and context in task-based materials design.
Key words: needs analysis, target tasks vs pedagogic tasks

44. Analyze what makes a language learning task effective.
Key words: information/opinion gap, reasoning gap, focus on meaning, outcome

45. Describe the iterative design and collaborative processes in materials design.
Key words: action research, peer review, try-out and revision cycle

46. Define developmental purposes in materials design and give examples.
Key words: teacher training, peer teaching, reflective practice, micro-teaching

47. Explain features of materials designed specifically designed for micro-teaching.
Key words: short duration (5–15 min), clear single aim, built-in observation points

48. Discuss how materials for micro-teaching support skill development.
Key words: giving instructions, error correction, concept checking, board work

49. Evaluate challenges in designing materials for micro-teaching sessions.
Key words: artificiality, time constraints, peer feedback quality

50. Analyze long-term benefits of using developmental and micro-teaching materials in teacher education programs.
Key words: experiential learning, reflective practitioner, professional growth, community of practice

1. The role of the **Grammar-Translation Method** in developing reading and writing skills.
2. Strengths and weaknesses of the **Grammar-Translation Method** in modern classrooms.
3. How the **Direct Method** emphasizes speaking and listening skills.
4. Comparing the Direct Method with Grammar-Translation in terms of student engagement.
5. The **Audio-Lingual Method** and the use of repetition and drills for language mastery.
6. The **Communicative Approach** and its focus on real-life communication.
7. Comparing Communicative Language Teaching with Audio-Lingual methods.
8. The importance **of interaction and meaning** in the Communicative Approach.
9. Challenges of implementing Western approaches in non-Western contexts.
10. Translation as a teaching tool in local classrooms: Effective or outdated?
11. Retelling exercises and their role in developing speaking and comprehension.
12. Teaching **phonemes in isolation:** Advantages and disadvantages.
13. Memorizing texts: How learning by heart affects language skills.
14. Repetition techniques and their effectiveness in reinforcing language structures.
15. Drilling topics: How drills support language accuracy.
16. Combining traditional local approaches with modern communicative methods.
17. Rule-based grammar teaching: Benefits and limitations for local learners.

1. Components of lesson plan.
2. Benefits of a good lesson plan.
3. Negative effects of poor lesson planning.
4. Differences between syllabus and curriculum.
5. Importance of lesson sequencing.
6. Setting appropriate aims and objectives to the lesson.
7. Overcoming anticipated problems.
8. Choosing a lesson framework.
9. Pre-text, on-text and post-text exercises to teach receptive skills.
10. Connecting tasks in the lesson.
11. What does the lesson planning cycle include?
12. What is a syllabus?
13. Give information about the term «curriculum».
14. What must be clearly defined and in lined with district and/or state educational standards?
15. The section where you explicitly delineate how you will present the lesson's concepts to your students when writing your lesson plan is …..
16. Under your supervision, the students are given a chance to practice and a
17. The difference between guided practice and independent practice
18. What are Basic Lesson Plan Components?
19. What is lesson sequencing?
20. What kinds of activities are considered as closure activities?
21. The importance of using available materials and resources (e.g. pictures, songs, videos, blackboard, physical setting of a classroom)
22. What is a thematic unit?
23. Which stage is considered as the heart of the lesson? And Why?
24. How can you understand Lead-in tasks in the lesson?
25. What kind of tasks help to shift the focus to the students, encouraging active engagement from the start? And How?
26. Who is the author of the quotation "If you fail to plan, you plan to fail"? Express your own understandings about this quote?
27. The differences between aim and objectives
28. What kind of frameworks for lesson planning do you know?
29. What should the teachers take into consideration in order to set an aim and objective?
30. What are the PPP and TBL? The importance of these frameworks for lesson planning?

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