

# معايير معلمي اللغة الإنجليزية

مشروع المعايير المهنية للمعلمين وأدوات التقويم

١٤٣٩هـ - ٢٠١٧م



**General Supervisor**

Dr. Faisal ibn Abdullah Al Mishari Al Saud

**Scientific supervisor**

Dr. Abdullah Ali AL Qataee

**Project Manager**

Dr. Abdullah AL Sadaawi

**Prepared by**

Dr. Mohammed Al Gudhieen

Dr. Fayez Al Ghamdi

Dr. Abdulrahman Al Tamimi

**Reviewed by**

Dr. Abdulaziz Al Nofal

Dr. Ghurmallh Al Ghamdi

Dr. Fahad Al Jumah

Dr. Abdulrahman Alshamrani

Dr. Omar Johnstone

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Domain	Standard	Indicators
Language Pedagogy	3.9.1: Teachers know and understand listening and speaking strategies.	<ol style="list-style-type: none"> <li>1) Know current trends in research on language teaching pedagogy relative to L2 speaking and listening.</li> <li>2) Know effective teaching strategies relative to L2 speaking and listening.</li> </ol>
	3.9.2: Teachers know and understand reading comprehension strategies.	<ol style="list-style-type: none"> <li>1) Know current trends in research on reading pedagogy relative to L2 reading.</li> <li>2) Know effective teachings strategies relative to L2 reading comprehension.</li> <li>3) Know current trends in research on reading pedagogy relative to L2 vocabulary development and measurement.</li> </ol>
	3.9.3: Teachers know and understand the writing processes of English.	<ol style="list-style-type: none"> <li>1) Know current trends in research on writing pedagogy relative to L2 English composition.</li> <li>2) Understand the writing as a process.</li> <li>3) Be able to use Web 2.0 tools and stand-alone computer applications to support instruction in EFL writing.</li> <li>4) Know effective teaching strategies relative to L2 writing.</li> </ol>
	3.9.4: Teachers know how to plan learning activities relevant to EFL learning goals and curriculum requirements.	<ol style="list-style-type: none"> <li>1) Know how to plan varied, flexible and coherent learning activities and lessons.</li> <li>2) Able to sequence instruction to achieve module, lesson, and course level learning objectives.</li> </ol>
	3.9.5: Teachers know how to develop and select appropriate methods for assessing EFL student learning that are consistent with learning goals.	<ol style="list-style-type: none"> <li>1) Know how to design assignments that are linked to learning goals and content.</li> <li>2) Know how to select assessment criteria that measure the achievement of learning goals.</li> </ol>

Domain	Standard	Indicators
Curriculum Design	3.9.6: Teachers know how to access and design a range of appropriate learning resources	<ol style="list-style-type: none"> <li>1) Have familiarity with a wide variety of print and electronic learning resources related to the curriculum they teach.</li> <li>2) Know how to access, select and adapt learning resources based on learning goals and outcomes.</li> <li>3) Know how to integrate electronic / digital learning resources in their teaching.</li> <li>4) Know how to motivate and train students to use a variety of learning resources and become independent learners.</li> </ol>
	3.9.7: Teachers know how to set appropriate EFL learning goals.	<ol style="list-style-type: none"> <li>1) Know how to develop clearly defined, achievable, and measurable learning objectives at course, module, and lesson level.</li> <li>2) Know how to communicate learning goals to their students clearly, both verbally and in writing.</li> </ol>
	3.9.8: Teachers apply knowledge of students' diverse backgrounds, abilities, needs and interests to plan effective learning experiences.	<ol style="list-style-type: none"> <li>1) Recognize students' unique academic and intellectual abilities.</li> <li>2) Design language lessons that take into consideration unique academic and intellectual abilities of all students.</li> <li>3) Adapt language lessons to accommodate their students' personal interests and abilities.</li> <li>4) Design language lessons that are appropriate to students' cultural and socioeconomic backgrounds.</li> </ol>
	3.9.9: Teachers use a variety of teaching methods that promote student engagement in language learning.	<ol style="list-style-type: none"> <li>1) Use innovative teaching strategies that enhance student language learning motivation.</li> <li>2) Create a positive classroom environment that encourages creativity and autonomous learning.</li> <li>3) Use teaching methods that develop critical thinking and problem solving skills.</li> <li>4) Use teaching techniques that link student personal experiences and contemporary issues to language learning.</li> <li>5) Use teaching strategies and media that help students appreciate and enjoy language learning.</li> </ol>

Domain	Standard	Indicators
Theoretical Knowledge	3.9.10: Teachers know the psychological, cognitive and social characteristics of EFL students in various stages of language development..	<ol style="list-style-type: none"> <li>1) Understand theories of cognitive development and how they relate to language learning and literacy.</li> <li>2) Understand theories of second language acquisition.</li> <li>3) Understand the stages and obstacles of second language acquisition.</li> </ol>
	3.9.11: Teachers have general knowledge of language as a system.	<ol style="list-style-type: none"> <li>1) Know the major conceptions and definitions of language.</li> <li>2) Are familiar with the origin and history of English and its relation to other languages.</li> <li>3) Know the difference between competence and performance.</li> </ol>
	3.9.12: Teachers have a thorough knowledge of the structure of English.	<ol style="list-style-type: none"> <li>1) Know the parts of speech including word categories, nouns, verbs and their tenses, adjectives, adverbs, function words, pronouns, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and the characteristics and usages of each.</li> <li>2) Know phrases and phrase types including prepositional phrase, adjective phrase, adverb phrase, noun phrase, and verb phrase.</li> <li>3) Know clauses, clause types and patterns including finite and nonfinite clauses, main and subordinate clauses, and coordination between clauses.</li> <li>4) Use basic knowledge of English syntax to support instruction in L2 reading and writing.</li> <li>5) Use basic knowledge of compositional and lexical semantics (semantic rules, theories of word meaning, lexical relations, and semantic features) to support instruction in L2 reading and writing.</li> </ol>
	3.9.13: Teachers have a general knowledge of the phonetics and phonology of English.	<ol style="list-style-type: none"> <li>1) Use articulatory phonetics (the production of sounds, consonants and vowels) to support instruction in L2 English speaking and listening.</li> <li>2) Describe the major varieties of English with special attention to grammatical and orthographic differences between British and North American English.</li> <li>3) Use basic knowledge of inflectional morphology and word formation processes (derivations and compounding) to support instruction in L2 English reading and writing.</li> <li>4) Use basic knowledge of discourse analysis to support instruction in L2 English reading and writing.</li> </ol>

Domain	Standard	Indicators
Theoretical Application	3.9.14: Teachers demonstrate knowledge and understanding of language acquisition.	<ol style="list-style-type: none"> <li>1) Demonstrate familiarity with current theories of second language acquisition relevant to ESL instruction.</li> <li>2) Know the interrelatedness of first and second language acquisition and ways in which L1 affects the development of L2.</li> <li>3) Are familiar with the common challenges experienced by EFL students learning English and are familiar with strategies for overcoming these challenges, particularly those challenges faced by Arabic L1 learners.</li> </ol>
	3.9.15: Teachers are familiar with the theoretical and methodological developments of TESOL.	<ol style="list-style-type: none"> <li>1) Are familiar with the historical developments of TESOL.</li> <li>2) Are familiar with the major theories and recent trends of TESOL and their applications.</li> <li>3) Are familiar with the connections between TESOL and other related disciplines.</li> <li>4) Are aware of the issues related to the relation between language teaching / learning and culture.</li> </ol>
Language Proficiency	3.9.16: Teachers know how to read non-specialized reading passages with varying levels of length and difficulty, comprehend, analyze and evaluate them.	<ol style="list-style-type: none"> <li>1) Know how to find explicit and implicit information.</li> <li>2) Know how to establish logical relations between sentences and paragraphs.</li> <li>3) Know how to discriminate facts from points of view.</li> <li>4) Know how to distinguish main and minor ideas.</li> <li>5) Know how to interpret referentials.</li> <li>6) Know how to summarize texts.</li> </ol>

