

:Questions

According to dynamic systems theory, how can language learning be viewed as a .)

?organizing process-constantly evolving and self

Freeman, differ from -How does the concept of "grammaring," as described by Larsen . 2

?grammar instruction, and what are the implications for classroom practice traditional

What is the role of noticing in language acquisition, and how can teachers facilitate noticing in the classroom

-learner autonomy and self-regulation How can teachers create a classroom environment that fosters self-regulation?

based language teaching (TBLT), and how can -What are the key principles of task .

?teachers design effective tasks that promote meaningful communication

o ELT to help learners How can the concept of "language awareness" be integrated into ELT to help learners

?become more conscious of language use and development

What are the potential benefits and drawbacks of using technology in language teaching, .Y

What are the potential benefits and drawbacks of using technology, and how can technology be used effectively to enhance learning?

How can teachers differentiate instruction to meet the diverse needs of learners in a mixed-ability classroom?

What are the key components of effective feedback, and how can teachers provide .9

What are the key components of effective feedback, and how can educators provide feedback that promotes learner growth and development?

a positive and supportive classroom community that fosters How can teachers create .)

- ?collaboration and mutual respect

:Answers

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linear-non ,xelpmoc a sa gnirael egaugnal sweiv yroeht smetsys cimanyD :rewsNA •
t, interaction, context) interact and process where multiple factors (learner characteristics, input
influence each other. Learning isn't a linear progression but a dynamic reorganization of the
organize their knowledge through interaction and -learner's internal system. Learners self
d evolving their language systemexperience, constantly adapting an

2.

- gninaem gnikaM fo ssecorp cimanyd a sa rammarg seziSahpme "gnirammargG" :rewsna
rather than a static set of rules. It focuses on using grammar accurately, meaningfully, and
grammar instruction often focuses on memorizing rules appropriately in context. Traditional
and doing decontextualized exercises

In the classroom, grammaring means focusing on how grammar functions in communication, their use of encouraging learners to experiment with language, and providing feedback on .world contexts-grammar in real

What is the role of noticing in language acquisition, and how can teachers facilitate noticing in the classroom

• Arewsna :Niciton si eht ssecorp fo ylsuoicsnoc ot gnicnetta cificeps ot serutaeft eht .tupni

:It's considered crucial for converting input into intake. Teachers can facilitate noticing by

Highlighting specific language features in texts or recordings

.(Using input enhancement techniques (e.g., bolding, underlining *

.Asking learners to focus on specific features while listening or reading *

Encouraging learners to compare and contrast different language forms *

3.

- Teachers can foster autonomy by:

- Giving learners choices in their learning activities *

- .Encouraging learners to set their own goals *
- .assessment and reflection-Providing opportunities for self *
- .dependent learningTeaching learners strategies for in *
- .Creating a supportive and collaborative classroom environment *

.5

- :TLBT fo selpicnirp yeK :rewsnA •
- .Focus on meaning: Tasks should be meaningful and relevant to learners' lives *
- uld require learners to communicate in the target driven: Tasks sho-Communication *
- .language
- .world situations and language use-world simulation: Tasks should simulate real-Real *
- .based: Tasks should have a clear outcome or goal-Outcome *
- .e designed to meet the needs and interests of learnerscentered: Tasks should b-Learner *
- dna ,gnignellahc ,gnigagne era taht sksat gnitceles sevlovni ngised ksatevitceffE •
- defined -appropriate for learners' level. The tasks should have a clear purpose, a well
- .outcome procedure, and a tangible

.6

- woh fo suoicsnoc erom emoceb srenrael gnipleh sevlovni ssenerawa egaugnaL :rewsnA •
- language works, how they use language, and how they learn language. This can be
- :integrated into ELT through
- .tical featuresAnalyzing texts and identifying grammar *
- .Comparing and contrasting different language styles *
- .Reflecting on their own language learning processes *
- .Experimenting with different language forms and strategies *

.7

- :rewsnA •
- Benefits: Access to authentic materials, opportunities for interaction, personalized *
- .learning, increased engagement
- .Drawbacks: Distraction, technical issues, unequal access, potential for plagiarism *
- t aligns with pedagogical goals, provide clear aht ygonlhcet esoohC :esU evitceffE •
- .instructions, monitor student use, promote critical evaluation of online resources

.8

- .srenrael fo sdeen esrevid eht teem ot noitcurtsni gnitpada sevlovni noitaitnereffiD :rewsnA •
- :This can be done by
- .Providing different levels of support and scaffolding *
- .Offering choices in activities and assignments *
- .Using flexible grouping strategies *
- .Adapting the content, process, product, or learning environment *

.9

- :ve feedback isitceffE :rewsnA •
- .Specific: Focuses on specific aspects of the learner's performance *
- .Timely: Provided soon after the performance *
- .Constructive: Offers suggestions for improvement *
- .sBalanced: Highlights both strengths and weaknesse *
- .Encouraging: Motivates the learner to continue learning *
- ti dna ,sdeen dna level s'renrael eht ot deroliat eb dluohs kcabdeeF :htworG gnitomorP •
- should be focused on helping the learner improve their accuracy, fluency, and overall
- .ve competencecommunicati

.10

- :yb ytinummoc evitisop a etaerc nac srehaeT :rewsnA •
- .Establishing clear expectations for behavior *

- .Promoting respect for diversity *
- .Encouraging collaboration and teamwork *
- .Providing opportunities for learners to get to know each other *
- * .Creating a safe space for learners to take risks and make mistakes *