

# EIGHT



## Express

for Teachers



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اَلسَّلَامُ عَلَیْكَ يَا شَهْرَ اللَّهِ الْاَكْبَرِ وَ يَا عِیدَ اَوْلِیَائِهِ

بدرود ای بزرگ‌ترین ماه خداوند و ای عید اولیای خدا.

اَلسَّلَامُ عَلَیْكَ يَا اَكْرَمَ مَصْحُوْبٍ مِنَ الْاَوْقَاتِ وَ يَا خَيْرَ شَهْرِ فِي الْاَيَّامِ وَ السَّاعَاتِ

بدرود ای گرامی‌ترین اوقات که ما را صاحب و یار بودی، ای بهترین ماه در همه روزها و ساعتها.

اَلسَّلَامُ عَلَیْكَ مِنْ شَهْرِ قَرَّبْتُ فِيهِ الْاَمَالَ وَ نَشَرْتُ فِيهِ الْاَعْمَالَ

بدرود ای ماه دست یافتن به آرزوها، ای ماه سرشار از اعمال شایسته بندگان خداوند.

صحیفه سجادیه / دعای وداع با ماه مبارک رمضان



# عید مبارکباد



در آستانه عید سعید فطر، دومین شماره از ویژه نامه Eight ویژه مدرسین زبان انگلیسی جهاد دانشگاهی منتشر می شود. در این شماره و در ادامه مطالب ویژه نامه قبلی و با رویکرد توسعه دانش مدرسین محترم، مطالبی مفید و کاربردی در حوزه های روانشناسی آموزش زبان، روش تدریس، آزمون سازی و ارزشیابی، آموزش راهبردهای یادگیری و برنامه ریزی آموزشی و مدیریت کلاس خواهیم خواند. علاوه بر این، در گفتگوهای کوتاه، با نظرات همکاران محترممان در واحد البرز در مورد مجموعه Eight آشنا خواهیم شد.

همانند گذشته، برای آنکه این مطالب در دسترس افراد بیشتری قرار گیرد، در انتشار این ویژه نامه ما را یاری دهید.

خدای بزرگ را شاکریم که طرح ملی Eight، با قوت و صلابت به پیش می‌رود و از روند تدریس آن در استان‌ها و مراکز آموزشی جهاد دانشگاهی خبرهای خوشی به گوش می‌رسد.

همکاری ستودنی رووسا و معاونان و گروه‌های آموزشی سازمان‌ها و واحدها، یک هم‌افزایی ارزشمند را رقم زده و همگی برای رشد و تنومند شدن این نهال علمی که در جهاد دانشگاهی غرس شد، ایستاده‌اند. پیشاپیش ضمن تبریک فرارسیدن عید سعید فطر، روزهایی خوش‌تراز گذشته را برای تمام همکاران عزیزم از درگاه خداوند متعال مسالت دارم.



**محمد حسین کلانتری خلیل آباد**  
مدیرکل برنامه ریزی و توسعه آموزش



سرکار خانم عماري

مدیریت محترم گروه زبان های خارجی واحد البرز

### نظرتان در مورد رویکرد فرهنگی مجموعه Eight چیست؟

یکی از عناصر بنیادین در تولید محتوای هر مجموعه موفق آموزشی، آشنایی با فرهنگهای مختلف می باشد که این امر به وضوح در مجموعه Eight نمایان است. نکته قابل توجه در نظر گرفتن توازن و تعادل در ارائه مطالب فرهنگیست، به دور از هرگونه بزرگنمایی، چه فرهنگی و چه مذهبی.

### تاکنون از فراگیران چه بازخوردی نسبت به مباحث فرهنگی داشته اید؟

وجود مباحث و موضوعات ایرانی در این کتب یکی از جذابیت‌های این مجموعه می باشد که باعث برقراری ارتباط بهتر و بیشتر فراگیران با کتابها شده است.

### در مورد ترم زمستان ۹۷ بفرمایید. چند فراگیر و در چند سطح و کلاس داشتید؟ امسال و ترم بهار چطور؟

پیش بینیتان برای ترم تابستان چیست؟

در ترم زمستان ۹۷، با ۱۸۱ فراگیر و ۲۳ کلاس آموزش کتاب Eight 1A آغاز شد و در ترم بهار ۹۸ با ۱۰۹ فراگیر و ۱۵ کلاس دوره Eight 1A و ۱۸۰ فراگیر و ۲۳ کلاس دوره Eight 1B تشکیل شد. انشاءالله در ترم تابستان این تعداد چند برابر خواهد شد.



سرکار خانم شاه محمدی  
مدرس محترم گروه زبان های خارجی واحد البرز

### در مورد ساختار کلی کتاب فراگیر و بخش های مختلف آن چه نظراتی دارید؟

کلمات جدید، گرامر و اصطلاحاتی که در قالب مهارت چهارگانه ارائه شده، همچنین تمرینات کنترل شده برای ادامه آموزش و ارتقا اعتماد به نفس فراگیر در مکالمه دقیق اثبات شده است. نکته ای که در مورد مبحث گرامر قابل ذکر است چیدمان مطالب و نکات گرامری ست که با افزودن پاره ای از نکات در بخشی جداگانه در انتهای کتاب روند یادگیری سریعتر و آسان تر خواهد شد.

### آیا این ساختار و محتوای گنجانده شده تطابق پذیری کافی با زمان در اختیار و فضای جهاد دانشگاهی را دارد؟

هر دو صفحه ی درسی برای ارائه در یک جلسه آموزشی مناسب است. هر درس با تبیین اهداف ارتباطی و تمرین های کنترل شده سعی در ایجاد روابط موثرتری بین فراگیران و همچنین فراگیران و مدرس کرده است. قابل ذکر است که برای بهبود جو کلاس، یادگیری و پرکردن بعضی از خلأ ها نیاز به فیلم های آموزشی، فایل های شنیداری و یا کتاب داستان غیر قابل انکار است..

### آیا این مجموعه می تواند نیازهای مخاطبانش که در حال حاضر عمدتاً از دانشجویان هستند را برآورده سازد؟

با توجه به موضوعات مطرح شده در هر بخش فراگیران تمایل دارند پا را فراتر از تمرینات مکالمه نهند و وارد بحث های کلاسی شوند که فکر میکنم اگر دامنه ی وسیعتری از اصطلاحات کاربردی در کتاب گنجانده شود بحث ها جذابتر و انگیزشی تر خواهد بود و نیاز اصلی فراگیران که عمدتاً ارتباط کلامی موثر با مخاطبان غیر ایرانی است مرتفع خواهد شد.



### 📌 Educational psychology: Cognitivism and social interactionism

Unlike behaviorism, cognitive psychology centers around thinking and learning processes. In this approach to educational psychology, learners are considered active participants who employ mental strategies to learn the language system. Cognitivists, arguing that behaviorism cannot fully account for the creativity with which language learners produce unheard and / or unseen utterances, may work in a variety of domains including information processing, memory, intelligence and intelligence testing, constructivism, and social interactionism, to which we turn below.

Social interactionists assert that learning occurs through interaction with other people engaged in meaning negotiation. In other words, while learning a language, we interact with other people, and, through these interactions, we make sense of the language. As such, one can find a theoretical foundation for a communicative approach to language teaching. Quintessentially, such an approach involves language learning occurring as a result of meaningful interactions.

### 📌 Methodology: Communicative language teaching

Taking root in the mid-1960s and coming to fruition in the early 1970s, this approach to language teaching favors communicative competence, namely, the knowledge and ability for language use. Put differently, as opposed to audiolingualism, predominantly focused on linguistic competence, communicative language teaching is aimed at helping learners acquire the functional

ability to engage in spontaneous communication in real-life situations. Three principles guide the formulation of this approach: 1) Communication Principle: Activities that encourage real communication lead to learning. 2) Task Principle: Activities where language is used for doing authentic tasks improve learning; these activities work best if they include information gaps, choices that learners can make, and feedback. 3) Meaningfulness Principle: Language that is meaningful to the learner contributes to the learning process. Games, role-plays, problem solving tasks, scrambled sentences, and picture strip stories are but some of the activities that typify this principle. Whereas learners are supposed to take on more active roles in this approach, the teacher becomes more of a facilitator.

### 📌 Testing and assessment: The communicative approach to testing

Appearing as a logical response to the emergence of communicative language teaching, this approach primarily deals with how language is used in communication. Understandably, in contrast to the testing of components and skills in isolation within the bounds of the structuralist approach, these are integrated in communicative tests so as to simulate target language use situations. Therefore, communicative test developers make every effort to design items in the form of activities that approximate as closely as possible to those learners encounter in real life. To achieve this, communicative assessment, which relies on the divisibility hypothesis, provides various scores of a learner's performance in the language.



	1	2	3	4	5
Listening comprehension					
Reading comprehension					
Written expression					
Spoken ability					

Another key feature of communicative testing is that it entails exact and detailed specifications of the learner’s needs for which test items are developed. Last but not least, assessment in accordance with the principles of this approach tend to be based on qualitative descriptors instead of quantitative measures. Language band systems clearly indicate each learner’s level of performance in the different skills tested. Similar to the most up-to-date tests (i.e., IELTS, PTE, GRE, and TOEFL iBT), the Eight Course Package enjoys a considerable proportion of its items developed in line with communicative testing principles.

**Learner strategy training: Self-assessment**

One of the strategies, commonly believed to have the potential to help learners improve their language proficiency on a regular basis, is self-assessment. Extensive research suggests that self-assessment equips learners with metacognitive skills, contributing to their autonomy in the long run. Noteworthy is the fact that all the units constituting the Eight student’s books end with a section labeled *Now, I can:* and are intended to be completed by learners, depending on how well they can fulfil the functions in question. The figures below display two of these sections belonging to Eight Student’s Book 1B and Eight Student’s Book 4B, respectively.

Now, I can:

- 1 Ask for and give directions.
- 2 Talk about ways of getting around.
- 3 Describe my neighborhood.

with a lot of help	with a little help	with no help
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Now, I can:

- 1 Talk about childhood memories.
- 2 Exchange opinions about rules and laws.
- 3 Compare the past and the present.
- 4 Discuss a change for the better.

with a lot of help

with a little help

with no help

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To enable your students to benefit from self-assessment, wrap up each unit by drawing their attention to this section. Then encourage them to take their time to assess themselves by reflecting on how well they can perform the functions and deciding on which boxes to check.

Remember that you can devise a similar procedure to require your students to assess their writing. To do this, simply instruct them on which aspects to attend to when assessing themselves. The process can be facilitated by providing them with a clear-cut rating checklist.

### 📌 Educational planning and classroom management: Communicative games

Communicative games are generally learner-centered, create a meaningful context for authentic language use, promote

learners' communicative competence, encourage spontaneity and innovation, increase motivation and reduce anxiety, and integrate the language skills and components. Adding variety and humor to the classroom, changing the pace of instruction, and, thus, making the teaching / learning process more manageable are further benefits of such games. We recommend playing games with your students as this will help "edutain" them, that is, educate and entertain them simultaneously.

There are several classic books that introduce games of this kind. One of these books, written by Byrne and Rixon (1979), is called *ELT Guide1-: Communication Games*. Let's take a look at the game *Describe and Draw* presented in this book:

## DESCRIBE AND DRAW

### Procedure

In this game, Player A has to describe to player B a picture which the latter has not seen. Player B has to draw the picture from Player A's description. The activity requires player A to be as precise as possible in order to help Player B visualize the picture. Player B is allowed to ask questions. The activity leads to further talk when the two versions are compared. More than one student may serve as Player B. One advantage of having more than one student in this role is that they must listen carefully to one another's questions. The game is a good example of a cooperative activity.

### Materials required

Magazines are a good source of suitable pictures for this game. The pictures must be carefully selected; ones that are too complex will frustrate the players. Unusual pictures, however, which combine familiar objects in an unfamiliar way, add to the interest of the activity and encourage the players to

be resourceful and imaginative in their use of language. Each picture should be mounted inside a folder, which then serves as a screen between Player A and Player B. The instructions for Player A are positioned on the front cover of the folder. Player B takes his cue from Player A.

### Instructions (for Player A)

DO NOT OPEN THIS FOLDER UNTIL YOU HAVE READ THE INSTRUCTIONS BELOW.

1. In the folder, you will find a picture. DO NOT SHOW THE PICTURE TO PLAYER B.
2. Tell Player B that he will need a pencil, a rubber, and some paper.
3. Describe the picture to Player B. You may give him a general description of the picture first. Tell Player B to draw what you describe. DO NOT WATCH PLAYER B. Tell him that he may ask you questions.
4. When Player B has finished drawing, show him your picture. Compare the two pictures and discuss any language difficulties.

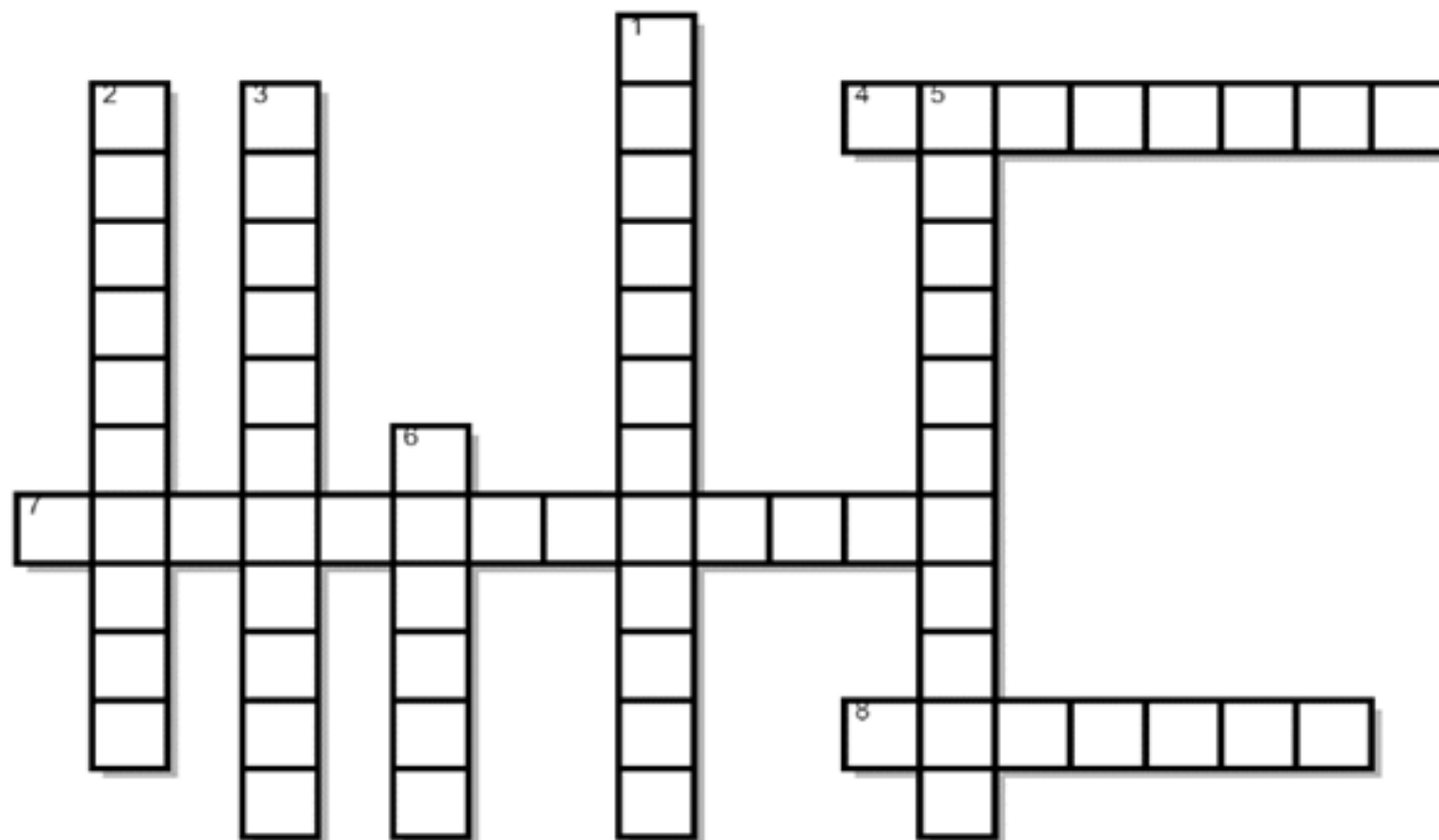
If you are eager to access more of these interesting games, click the link below and download the whole book:

[https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_F20%044ELT20%51-ELT20%Guide20%-20%1-Communication20%Games\\_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F20%044ELT20%51-ELT20%Guide20%-20%1-Communication20%Games_v3.pdf)

## Let's do a crossword puzzle

### ACROSS

4. Based on the Task Principle, activities work best if they have the following three characteristics: information gap, choice, and ...
7. An alternative for higher-order thinking and understanding is ...
8. Communicative games can increase learners' motivation and lower their ...

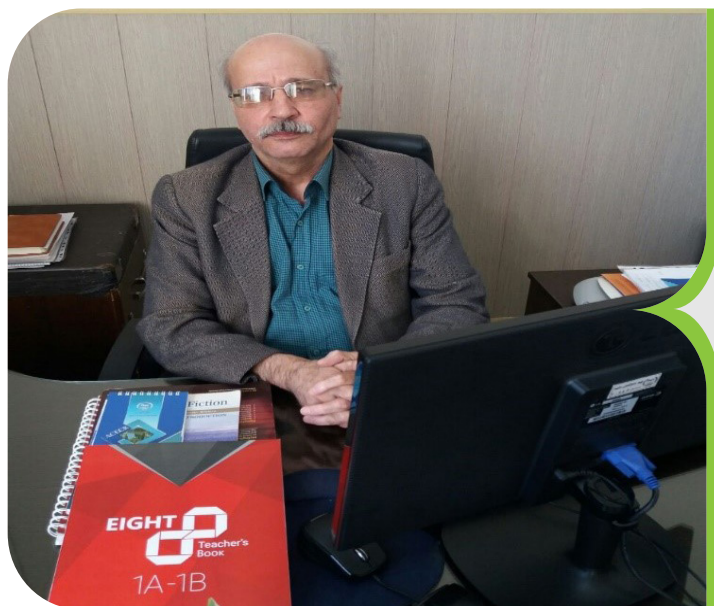


### DOWN

1. The ... hypothesis states that language can be broken down into a number of distinct components, such as knowledge of grammar, knowledge of vocabulary, spoken ability, and reading comprehension.
2. Communicative language teaching is aimed at developing learners' communicative...
3. Communicative testing specialists usually develop ... descriptors that consist of detailed analytics showing test-takers' levels of competence.
5. ... basically refers to a type of instruction that is combined with fun.
6. According to ... interactionism, learning occurs through interaction with other people to negotiate meaning.



## A senior expert's suggestion



### CLT in practice: A senior expert's suggestion

*Abbas Abdollahpour*

Secretary of the Academic Council

Department of Foreign Languages

Academic Center for Education, Culture, and Research

Khorasan Razavi

### Engage your students in authentic and meaningful conversation.

To this end, we should model and remodel conversational strategies. Clearly, we cannot afford to introduce a topic to the class and have *student A* ask *student B* the same *tired* questions the same old way with no special communicative strategy in mind.

*Eight*, I believe, adopts a highly systematic approach to developing students' communicative skills. The series, following a proportional syllabus, incorporates more structured speaking activities at lower levels and more authentic ones, accompanied by strategy training, at higher levels. Let's take a look at *Eight Student's Book 4A* below.

More often than not what I do here is present the tip, provide real-life examples for it, and then put it into practice by taking my class through the steps in the book. Sometimes, to extend the speaking activity, I raise some interesting opinion questions and walk around asking them from more confident students. At the same time, I model expressing opinions and asking follow-up questions. Next, my students pair up or form groups to follow suit. I do my best to foster a totally stress-free atmosphere, which can no doubt boost the students' sense of self-confidence and well-being. This way, hopefully, my students keep the conversation going smoothly.

**Looking for the key communicative features of my speaking classes? Here's the list:**

- Make the activity meaningful;
- Present conversational strategies / tips;
- Model effective and efficient communication;
- Encourage pair and group work, and of course mingling if possible;
- Go for cooperation rather than competition;
- Do monitor the class;
- Provide feedback, immediate or delayed.

### 3 SPEAKING

Tip

- If you have time to prepare before speaking, make a note of the words and phrases you think you will need.



A

- Group Work** Imagine you are going to make a special dish. Use the foods in the picture, or other foods you know to make a shopping list. Then make a recipe, and tell your classmates how to make it.



"My recipe is called ..... To make it, first ..."

B

- Discussion** Share your recipe with your classmates. Vote which dish is the most difficult to make? Which is the easiest?

The items below reflect the principles of communicative testing and assessment practiced by leading, international test developers. As can be seen, the Eight Assessment Package rigorously follows these principles.

### The Eight Assessment Package (1A Final Exam) by ACECR team of test developers

#### Listening section

**You will hear a conversation twice. Listen carefully and select the best option in items 1 to 4 below.**

1. A: Whose umbrella is it?  
B: It's \_\_\_\_\_ umbrella.
  - a. Emily's
  - b. Amanda's
  - c. Miranda's
2. The umbrella is \_\_\_\_\_.
  - a. blue
  - b. pink
  - c. red
3. Amanda is Emily's old \_\_\_\_\_.
  - a. friend
  - b. teacher
  - c. classmate
4. Miranda's backpack is \_\_\_\_\_.
  - a. in the wastebasket
  - b. in the locker
  - c. on the desk

### The IELTS by Cambridge Exam English

#### Speaking section

##### Part 1

- Where do you live?
- Do you work or study?
- Where do you work? / Where do you study?
- What do you like doing in your free time? Do you have any hobbies?
- Do you cook? How often do you cook?

##### Part 2

**Describe a city or a town you have enjoyed visiting.**

You should say:

- when you visited the town or the city
- what you did there
- how long you stayed there

**and explain why you enjoyed the visit.**

##### Part 3

#### Travel and Tourism

- Do people travel more nowadays than they used to in the past?
- What can one learn from travelling to other countries?
- Do you think people will travel more, or less, in the future?



## **Tourism, Economy and Environment**

- What positive or negative effects does tourism have on a local economy?
- What effects does travel have on the environment?
- What can countries do to promote tourism?

## **The TOEFL internet-based version by Educational Testing Service (ETS)**

### **Reading section**

Read the following passage and answer the question:

In one study, 83 percent of 140 male and female executives in a variety of businesses report having a mentor when they were younger. Generally, they view the mentor-protégé relationship as an important aspect of the initial phase of their careers. Mentors

are given credit for teaching protégés the key elements of the job, and for providing a key relationship in the young adult's shift from dependence on parents to complete independence.

Within organizations, protégés are more likely to be promoted, get larger raises, and have more opportunities within a company, law firm, or other group than are young workers who have no mentor. But it is difficult to know whether these advantages arise from the mentoring process itself, since those who are selected as protégés are usually the most strongly motivated or best skilled among the younger workers.

According to the passage, one way in which mentors help protégés is by

- ☐ giving them credit for excellent work
- ☐ encouraging them to aim for executive positions
- ☐ teaching them important aspects of the job
- ☐ arranging for them to receive a larger salary



## Some food for thought

Look at the two visuals provided below. You have five minutes to make a list of as many grammar rules and groups of vocabulary items as possible that can be taught using these visuals. Do not forget to time yourself!



EIGHT Express  
for Teachers

ویژه نامه Eight English series  
به مناسبت عید فطر

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# EIGHT

## English Series



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