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## Test-Yourself-By-Yourself Approach (TYBYA)

### Abstract

Although there is now a number of somehow practical translations of B.A./M.A. textbooks of teaching English as a second/foreign language generously available in the bookstores for students to occasionally resort to, we have **urgently** lacked some types of supportive books that can exclusively test cursively or discursively, holistically or discretely, all the individual chapters of a whole book. There are no doubts that too little care and attention have been paid to the shallow gaps and distinct shortcomings of second/foreign language teachers and learners seriously suffering from or inhibited by deterrent and intrusive agents. A lot of students are, admittedly, left perplexed and embarrassed by the absence of facilitative strategies or supplementary books to vigorously embark on their reading assignments. They get

immeasurably frustrated with the heavily loaded pages of their book-chapters. They almost desperately roam about wandering within and between the lines without capturing any witty tangible clues to have the book-content readily digested and adequately retained or even partly retrieved on immediate or delayed demand. They are now and then heard miserably complaining about their constant sterile endeavors and successive hollow attempts rendered unwillingly futile at capturing their least modest preferences.

Nowadays, in every narrow or broad, adjacent or remote corner of this world, with the back up of advanced technology in access, the general public genuinely or plausibly is voluntarily preoccupied with the prospects of joining a teacherless, attendance-free, indirect, distant or individual learning program in inclusive or exclusive areas of interest. Teachers as well as learners are distinguished to significantly lack the idea of being attuned to the exigencies of the time and be able to adjust themselves to some weird vacillations and happy initiatives inevitably brought about by the shifting sands and the changing winds. Every subject in a given time occupies a position in whatever curriculum designed to virtually meet a need frankly and honestly enlisted by the general public. Second/foreign language learners, in this regard and such occasions, are not rendered exceptionally radical deviants.

As conditions subject themselves to the merits of those sharp alterations and vogue tendencies, course style and life attendance also indispensably need to move harnessing those irresistible emergent options, as well. Everyone, nowadays, is quite ready to voluntarily undertake responsibility toward his/her learning by teaching himself/herself the prespecified content prior to and immediately after being granted the favor of undergoing formal instruction in classroom contexts. Teachers especially need to recapitulate the tenor of the times and to willingly embark attending to curriculum revisions brought about by the post-method paradigm in the midst of and in response to the divergent political, economic and social turnovers.

It was in the recognition of this critical need that I began to solemnly think **of embarking on** an initiative project that can **eventually** start igniting the commencement of a new trend in the pedagogy of **treating** congested classrooms. Such a perspective can evidently tell us how the practicing teachers can be reasonably invigorated to wholeheartedly handle and exercise their professions with **vital** stamina and ultimate control. This inherently indicates how students can be intelligently informed about the wise alternative of instrumentally adapting themselves **exigencies of the time to** peacefully co-exist with the immediate requirements of their current courses.

All such prospective expectations led us to energetically embark on a type of committed assignment of providing students with duplicate or equivalent books initiatively and coherently stuffed with multiple-choice items that evaluate the nature of students' readings via a series of consecutively prepared type of achievement tests. The tests are neatly worked out to precisely conform to the descending lines of a page, to the turning pages of a chapter and finally to the classifying nature of the chapters of a fateful book in category. As such, the initiative series labeled as Test-Yourself-By-Yourself is diligently worked out to confidently cover some specific types of books that crave aiding students and teachers catch up with the untapped potentialities, tread the untrodden paths and observe performing their pedagogical assignments with flying colors. They are in fact devised to reinforce and propagate the brainy trend of teacherless, classroom-attendance free, detached/remote/distance indirect or individualized category of learning.

Teachers are no exceptions. They are in the same territory where the students are, urgently in need of some type of academic shoulder to safely lean on, to **boldly** save their faces for the toil they are categorically affiliated to. The book in access can serve as a testing-material corpus by means of which teachers can assess and evaluate in cash their pedagogic earnings. Teachers, in fact, turn into alert agents quite ready to act on the spot when the moment is apt and mature for undertaking any enterprise. Students on acquiring tacit awareness about the nature of their teachers' **preparedness readiness** to punctually administer test sessions of any size and volume, they volunteer taking the pre-set adjustments and class arrangements for granted. They have in essence no choice but to abide by the judicious requirements of an authoritative/authoritarian sort of a presiding sympathetic teacher.

The whole series as a point of fact is technically preset to inclusively embrace fulfilling the requirements of two major schemes: B.A. and M.A. /PhD. The B.A. scheme is modulated with TEFL affiliation to inquisitively and curiously entreat the broad domains of:

- Linguistics
- Language Teaching Methodology
- Language skills
- Language Testing

The M.A. /PhD. scheme, on the other hand, is procedurally directed to tap the complementary areas of:

- Second Language Research Methods
- Discourse Analysis
- Syllabus Design

- English for Specific Purposes
- Issues in Linguistics
- Issues in Second/Foreign Language Teaching
- Sociolinguistics
- Psycholinguistics
- Applied Linguistics
- Error Analysis
- Language Testing
- Aspects of Language Teaching
- Second Language Skills

On the whole, the series Test-Yourself-By-Yourself is seen to have been directly or indirectly privileged to help accomplishing the preset learning objectives in the domain of linguistics and ELT. Such objectives, of course, can be readily manifested due to the fact that the program is arduously and tactfully pinpointed to get all the micro and macro requirements practically implemented mainly aiming at:

- reinforcing B.A. as well as M.A. programmes,
- preparing B.A. graduates to willingly enter for M.A. entrance tests and motivating the M.A. students to solemnly think of ambitiously attending all types of competitions as regarding Ph.D. entrance exams,
- aiding teachers to rigorously test any chapter(s) or part(s) of the textbook they intend to practically teach,
- **adapting** and assisting students to undergo learning via critically reading the details of a single chapter or a set of chapters,
- enabling students to readily score their answer sheets with the keys provided in the appendix for self-assessment or self-appraisal so as to eventually cherish realizing the **pre-set purposes**,
- providing teachers with an instruction map in terms of which they can **competently** handle themselves lecturing the fine details of a categorical topic in second language classroom settings,
- demonstrating multiple-choice test samples for both students and teachers who carry the idea of promoting their skills and meeting their preferences on designing them for whatever options they encounter,
- drawing the attentions to fine and fuzzy minute details students inadvertently ignore while busy reading their intended texts,
- raising students as well as teachers' consciousness about the hierarchical development of the content,
- proposing research problems that can be prospectively embarked on in scholastic environments,

- inviting students as well as teachers to avoid destructively discriminating when they are craving for knowledge. There is no such a thing as crucial or trivial knowledge. There is one alternative, and that is nothing but mere pure knowledge,
- orienting students and teachers with the idea that most of the multiple-choice items provided can be converted into informational questions to encourage eliciting productive responses from the readers,
- providing a type of summary that indicates the priority of the items spotted and specified in one chapter in particular and the whole book in general,
- instilling the spirit of abiding by the rubrics of accuracy and precision in defining, analyzing or comparing the technical terms,
- enhancing the tendency for accumulating and contrasting the confusable linguistic and ELT terms to eventually capture a web of interrelated cues. This on encountering bountiful variations provides interwoven contexts that can help revealing in some unpredictable, pressing moments,
- activating students' sense of predictability about the type and nature of test ingredients supposed to be included or covered to fulfil pedagogic requirements,
- accelerating spotting and storage, recalling and retrieval of desired knowledge,
- granting hard evidences and explicit justifications for crucial and critical issues
- spotting and adopting pragmatically salient quotations and in-text references
- raising test-wise students
- establishing indisputable justice in rating
- attending to mild and dense content materials indiscriminately

The whole program, in sum, is designed to provide a facilitative environment within which the act of teaching, learning, testing and lecturing the content of the academic subjects can be rendered practically quite plausible.

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