

# TEST, TEACH, TEST- AN APPROACH TO TEACHING

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**Abstract:** The Test, Teach, Test (T.T.T.) language learning technique is a dynamic and learner-centered approach that aims to maximize language acquisition and retention. This article explores the T.T.T. methodology and its effectiveness in language classrooms. The technique's key components and benefits will be discussed, along with four practical examples illustrating its application in various language learning contexts.

**Introduction:** Language learning is a complex process that requires active engagement, practice, and feedback. Traditional teaching methods often focus on extensive instruction followed by limited opportunities for students to apply their knowledge. The T.T.T. technique, on the other hand, places the learner at the center of the process, encouraging active participation and self-reflection.

**Test:** The first phase of the T.T.T. technique involves a diagnostic test designed to assess the students' current language proficiency. This initial assessment allows teachers to identify individual strengths and weaknesses, enabling them to tailor subsequent teaching to address specific learning needs. The test should cover all language skills: listening, speaking, reading, and writing. For instance, in an English class, a test may include listening comprehension exercises, oral interviews, reading comprehension passages, and written tasks.

**Teach:** Following the diagnostic test, the teaching phase begins. Based on the test results, teachers develop customized lesson plans to address the areas where students require improvement. This phase may involve various interactive activities, multimedia resources, and engaging discussions to facilitate language learning. The emphasis is on providing clear explanations, demonstrations, and examples, enabling students to grasp new concepts effectively.

Example 1: In a Spanish class, the diagnostic test reveals that students struggle with verb conjugation. During the teaching phase, the teacher incorporates interactive games, such as verb bingo, and uses visual aids to reinforce the rules of conjugation. Students actively participate, practice verb conjugation, and receive immediate feedback, allowing them to internalize the concepts more effectively.

Example 2: In a Mandarin Chinese class, the diagnostic test reveals that students have difficulty with pronunciation. The teacher introduces various pronunciation exercises using audio recordings and interactive software. Students listen, repeat, and self-assess their pronunciation using provided guidelines. Through continuous practice and feedback, students gradually improve their speaking skills.

**Test (Post-Teaching):** After the teaching phase, a post-teaching test is administered to evaluate the progress made by students. This test serves as an opportunity for learners to showcase their improved language proficiency and for teachers to assess the effectiveness of their teaching strategies. The post-teaching test should cover similar aspects as the diagnostic test to ensure comparability.

Example 3: In a French class, the post-teaching test evaluates students' comprehension and ability to apply newly acquired vocabulary and grammar structures. The test may include listening exercises, role-playing scenarios, and written tasks. Students demonstrate their progress by effectively communicating in French and showcasing their understanding of the taught material.

Example 4: In an English as a Second Language (ESL) class, the post-teaching test assesses students' reading and writing skills. Students are presented with a passage to read and then asked to write a summary or respond to comprehension questions. The test allows teachers to gauge improvements in students' language proficiency and identify areas that may require further attention.

Conclusion: The Test, Teach, Test (T.T.T.) language learning technique provides an innovative and student-centered approach to language acquisition. By assessing learners' initial proficiency, tailoring instruction to address specific needs, and evaluating progress through post-teaching tests, the T.T.T. technique facilitates a more effective and personalized language learning experience. Through the presented examples, it is evident that the T.T.T. approach encourages active participation and promotes self-reflection.

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